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| **Resource** | **Description** |
| Active History. (2019, July 15). *Appropriation vs. Incorporation: Indigenous Content in the Canadian History Classroom*. Huron University College. ht[tps://activehistory.ca/2019/07/appropriation-vs-incorporation-indigenous-content-in-the-canadian-history-classroom/](https://activehistory.ca/2019/07/appropriation-vs-incorporation-indigenous-content-in-the-canadian-history-claHssroom/) | Practical Information and resources for teachers to support authentic Indigenous learning in the classroom |
| Alberta Teachers’ Association. (2017). *Professional learning pebbles: activities to build teachers’ foundational knowledge.* Retrieved from <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-19%20-%20Learning%20Pebbles.pdf> |  Foundational knowledge and classroom activities |
| BC Teachers Federation. (2006). *Project of heart: Illuminating the hidden history of residential schools in BC.*  <https://bctf.ca/HiddenHistory/>   | History of residential schools in BC |
| Baylor Institute for Oral History. (2012). Understanding oral history: Why do it? <https://www.baylor.edu/content/services/document.php/66420.pdf><https://www.bundarra.org/blogs/bundarra-in-the-community/the-importance-of-storytelling-within-indigenous-culture> | Teaching the value of Oral Stories |
| British Columbia’s Teacher Federation. (2020). Aboriginal Education Teaching Resources. Retrieved from <https://bctf.ca/AboriginalEducation.aspx?id=13404>  |  Links to Indigenous teaching resources |
| Canadian Encyclopedia. (2012, January 18). *Uses of plants among Indigenous peoples in Canada.*  <https://www.thecanadianencyclopedia.ca/en/article/plants-native-uses>  | Traditional Indigenous plant uses  |
| Chiarotto, L. (2011). *Natural Curiosity: Building Children’s Understanding of the World Through Environmental Inquiry. A Resource for Teachers*. University of Toronto: The Laboratory School at the Dr. Eric Jackman Institute of Child Study. https://thelearningexchange.ca/wp-content/uploads/2014/04/NaturalCuriosityManual.pdf | Environmental inquiry and responsibility |
| Colours of Us. (2016, November 11). *32 Native American children’s books.* https://coloursofus.com/32-native-american-childrens-books/ | List of authentic Indigenous/muliticultural books to for your classroom |
| Council on Aboriginal Initiatives. (2012, February 11). *Elder protocol and guidelines.* University of Alberta. https://cloudfront.ualberta.ca/-/media/ualberta/office-of-the-provost-and-vice-president/indigenous-files/elderprotocol.pdf | Indigenous Elder roles |
| Creative Spirits. (n.d.). *Traditional Aboriginal games and activities.* https://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities | Authentic Indigenous games to play with students |
| Earth Child Project. (2018). *Guide to Sharing Circles.* <http://earthchildproject.org/guide-to-sharing-circles/> | Sharing Circles in the classroom |
| Empowering the Spirit. (2020). *Educational Resources that Support Reconciliation.* empoweringthespirit.ca  |  Foundational knowledge and classroom support |
| First People of America and Canada – Turtle Island. (n.d.). *First People legends.* https://www.firstpeople.us/FP-Html- Legends/ | Large alphabetical compilation of legends by 1400 elders |
| First Voices for Kids: languages from across Canada <https://www.firstvoices.com/kids/FV/sections/Data/>  |  Students can click on Indigenous languages from across Canada to find words, phrases, songs & stories, and games. |
| Freeman, K., McDonald, S., & Morocom, L. (2018, April 24). *Truth and reconciliation in YOUR classroom*. Edcan Network. Retrieved from <https://www.edcan.ca/articles/truth-reconciliation-classroom/>  |  Resources to integrate truth and reconciliation  |
| IBBY Canada. (n.d.) *From sea to sea: celebrating Indigenous picture books.* <http://www.ibby-canada.org/wp-content/uploads/2018/11/FromSeaToSeaToSea_Ibby_Catalogue_Final_Digital.pdf>  |  contains a list of illustrated Indigenous children’s books |
| Indigenous Knowledge and Wisdom Centre. (n.d.). *Virtual Library.*  https://www.ikwc.org/virtual/ | Library resources for all grades |
| Indigenous Tourism BC. (n.d.). The drum: the heartbeat of our Indigenous cultures. h[ttps://www.indigenousbc.com/stories/the-drum-heartbeat-of-our-indigenous-cultures/](http://hsourcesttps//www.indigenousbc.com/stories/the-drum-heartbeat-of-our-indigenous-cultures/) <https://shamanicdrumming.com/healing_power_of_the_drum_circle.html> | Drumming Circles in the classroom |
| KAIROS Canada. (2019). *Reconciliation through education and understanding.*   https://www.kairosblanketexercise.org/ |  Blanket exercise and other resources |
| Learn Alberta. (n.d.). Sample *lesson plans.*  <http://www.learnalberta.ca/content/fnmilp/ela.html>  | Sample lesson plans |
| Les Plan. (n.d.). *Building Bridges.*  <https://www.lesplan.com/en/publications/building-bridges> | photocopiable current events resource, published in English and French, for students in grades 5 though 7 and grades 8 through 10 (5 issues/year for $150)  |
| Miles, James. (2018). *Teaching history for truth and reconciliation: the challenges and opportunities of narrativity, temporality, and identity*. McGill Journal of Education, 53(2), p. 294-311. https://mje.mcgill.ca/article/view/9495  |  Pedagogical approaches to truth and reconciliation |
| Murphy, Raven. (n.d.). *Raven speaks. https://ravenspeaks.ca/education/indigenous-education/* | Indigenous education resources, professional workshops, retreats |
| Native Knowledge 360. (2020). *National Museum of the American Indian.*<https://americanindian.si.edu/nk360>  |  Native American instructional resources, professional development  |
| Ontario Native Literacy Coalition. (2010). *Teachings of the medicine wheel.* https://onlc.ca/wp-content/uploads/2014/06/Medicine-Wheel-Student-Manual1.pdf | Lesson plans for various ways to use medicine wheels |
| Ontario’s Teacher Federation. (2020). *Useful links for Indigenous Education.* <https://www.otffeo.on.ca/en/resources/useful-links/indigenous-education/>  |  Resources created with the purpose of truth and reconciliation |
| **School District Indigenous Resources Websites**SD 28 Quesnel, BC. (n.d.). *Aboriginal connections.* https://bcnewcurriculum.weebly.com/aboriginal-connections.htmlSD 71 Courtney, BC. (n.d.). *Indigenous education.* <http://www3.sd71.bc.ca/School/abed/resources/teacher/Pages/default.aspx#/=>SD 73 Chinooks Edge, AB. (n.d.). *Indigenous education teacher resources.* <https://sites.google.com/cesd73.ca/indigenous-education/teaching-resources?authuser=0>) |  resources, videos, lesson plans and activities |
| Seale, D. and Slapin, B. (2020). Oyate. (2020). *A broken flute: the Native experience in books for children.* Oyate. <http://www.oyate.org/index.php/hikashop-menu-for-module-114/product/371-a-broken-flute-the-native-experience-in-books-for-children> | Book reviews, critiques on cultural appropriation |
| Walking Together. (n.d.). *First Nations, Metis and Inuit Perspectives in Curriculum.* <http://www.learnalberta.ca/content/aswt/>  | Resource for teachers to support Indigenous learning |
| Webstad, Phyllis. (2018). *The orange shirt story*. Medicine Wheel Education. Webstad, Phyllis. (2018). *The orange shirt story teacher lesson plan*. Medicine Wheel Education.  | True story of residential school experience near Williams Lake, BCTeacher lesson plans and ideas |
| Werklund School of Education.(2017 December 6). *Connecting land to teaching Pedagogy: A land-based learning experience at Writing on Stone.* <https://www.youtube.com/watch?v=t7IhDg85yVM&feature=youtu.be> |  Learning from the land resources |

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