

## **Annotated Curriculum Resource Guide**

Amy (Ting-Yu) Chuang  
SN: 36952133

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Professor E. Wayne Ross

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## **Overview**

The topic that I have chosen as the focus of this annotated curriculum resource guide is First Nations/Indigenous Peoples and Worldviews. The sources listed in this guide are framed around the essential question: What would be useful for Social Studies teachers in designing lessons using the First Peoples Principles of Learning as a framework to meaningfully teach about Indigenous Peoples and culture in Canada, and how can they garner student engagement with the content? Following the First Peoples Principles of Learning, a variety of sources have been selected that follow the principles of learning as focusing on the family, being experiential and place-based, and recognizing the roles of Indigenous knowledge. These include academic journal articles, teacher guides, interactive web sources, audiovisual media, and government-run websites.

Special attention has been put on selecting authentic sources that have been produced and are maintained by Indigenous people and organizations. This is important because as Stanton (2019) notes, “[w]ithin K-12 history education, Indigenous experiences are often marginalized, excluded, or misrepresented,” (p. 285). The focus for much of the public education curriculum on Indigenous peoples has been on government policies and past events, such as the fur trade. This guide, then, aims to provide teachers with background information about teaching Indigenous issues, frameworks for thinking about how to build a curriculum centered on different Indigenous topics, potential lesson plans and activities, and contemporary web-based resources that can be used as teaching tools for teachers and students alike. As such, these resources can be used at any secondary level, and include both teacher and student-friendly content.

Although the resources in this guide were primarily compiled for the purposes of being useful to non-Indigenous teachers that are unfamiliar with this topic, the variety of interactive sources and guides would be helpful for all teachers. With the shift towards online learning due to the recent pandemic, there has been an increase in demand for online resources that are easy to navigate and accessible to students. Asynchronous learning can be challenging for teachers that may not be familiar with how to deliver content through this new format, and so this guide seeks to provide sources that can be used to supplement online recorded lectures with interactive, audiovisual media that will be engaging for students.

Major Indigenous issues highlighted in this resource guide are Truth and Reconciliation, Indigenous Resurgence and resilience, controversial figures and monuments in Canadian history, government-Indigenous relations, residential schools and the Sixties Scoop. The focus on these issues will give teachers an overview of some of the key topics within Indigenous Studies that can be incorporated into their units.

## **Annotated Bibliography**

### **Academic Journal Articles**

Higgins, M. & Madden, B. (2017). (Not So) Monumental Agents: De/Colonizing Places of Learning. *Canadian Social Studies*, 49(1), 34-38.

This article is an examination into the ways in which educational institutions can be thought of as “monumental agents” that are both products and producers of colonialism (p. 34). The authors argue that educational institutions can and should be used to invite educators to think about how architecture can also act as a vehicle of change in challenging colonial discourses. They provide three suggestions for how teachers can use this framing of educational institutions in their classrooms to get students to work towards decolonization by asking students to: produce knowledge about place and self through “subjective meaning-making” (i.e. taking photographs of institutions), process meaning through the use of schematic cues, and (re)present that acquired knowledge through creative projects that capture their unique experiences of engaging with the content. Teachers can use this article when they are thinking of potential lesson topics and assessment design when teaching about decolonization. Although this article is very brief and does not offer many examples of practical applications for how to use this approach in the classroom, it is nevertheless useful as a starting point for teachers when they are planning lessons about the topic of Indigenous issues as the ideas listed can be used as frameworks for curriculum design.

Stanton, C. (2019). "No you can't just do nothing": Unsettling the settler self within social studies education. *Social Education*, 83(5), 282-289.

This article is a guide for non-Indigenous teachers that are unsure of how to approach the topic of Indigenous studies within the Social Studies curriculum. The author details her own experiences of struggling with confronting the issues of settler colonialism as a non-Indigenous Social Studies teacher and offers insight into how other non-Indigenous teachers can begin to recognize and “unsettle” both their colonial ways of thinking and the Social Studies curriculum itself through dialogue with Indigenous scholars. The author reminds teachers that “[c]entral to unsettling social studies education is the recognition of our own potential to ‘trip,’ as well as our individual agency,” (p. 288). Included in the article is a list of resources for teaching about Indigenous perspectives, worldviews, and education. Similar to the previous article, this piece can also be used as an initial look into how teachers can think about teaching about Indigenous cultures and worldviews in a way that does not perpetuate settler colonialism. It is useful as it reassures non-Indigenous teachers about their ability to teach about the subject while also reminding them of their duty to actively acknowledge and challenge their own settler selves.

### **Teaching Guides/Lesson Plans**

Eigenbrod, R., Kakegamic, G., & Fiddler, J. (2003). *Aboriginal Literatures in Canada: A Teacher's Resource Guide*. The Curriculum Services Canada Foundation. Retrieved December 11, 2020, from [https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/UploadedAmina\\_/Aboriginal Literature in Canada.pdf](https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/UploadedAmina_/Aboriginal Literature in Canada.pdf)

This teacher's resource guide was put together for the Ontario Curriculum as a compilation of Indigenous literature written in the English language for both Indigenous and non-Indigenous students. The guide is divided into six sections that each feature works centered around teaching about the Mi'maq, Mohawk (Six Nations), Anishnabe (Ojibway), Cree, Métis, and Okanagan cultures. Each section contains an introduction of prominent literature about the culture, a brief description of the culture itself, suggestions for how teachers can use the work, related readings on the topic, and other resources, including websites, videos, and cultural centres. Although this is a resource guide for the English curricula, Social Studies teachers can use it to look for short stories or poetry to accompany lessons and units on the respective Indigenous culture. This resource guide's format as a type of annotated bibliography is useful as a preliminary guide for teachers to consult when they are thinking about what authentic pieces of Indigenous-written text they can include in their lessons that are also accessible to non-Indigenous students as they are all written in English. The inclusion of other readings and non-literature types of resources as also helpful for teachers if they are looking for more information, as the guide also includes personal contact information for experts in the field.

BC Ministry of Education. (2006). *BC First Nations Studies 12: Integrated Resource Package 2006*. Retrieved December 11, 2020, from <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006bcfns12.pdf>

This resource package, produced by the BC Ministry of Education as a guide for BC First Nations Studies 12, features an introduction about the course, considerations teachers should make about program delivery, prescribed learning outcomes, suggested student achievement indicators, and suggestions for how teachers can look for and purchase learning resources. This resource package can be used more as an extended curriculum guide in that the resources offered are directly linked to the learning objectives set forth by the BC Ministry of Education, as it offers suggested topics, rubrics, and assessment ideas. Teachers can consult this guide when they are designing their curriculum for the BC First Nations Studies 12 course or simply any course, unit or lesson focused on Indigenous peoples and worldviews. Since this resource package was compiled in 2006, some of the information and resources may be outdated, such as the prescribed learning outcomes, so it may be more useful for new teachers that are teaching this course for the first time and are looking for ways to frame their curriculum plan.

Speak Truth to Power Canada: Defenders for Human Rights. (n.d.) *Wilton Littlechild – Truth and Reconciliation Lesson Plan*. Retrieved December 11, 2020, from <https://sttpcanada.ctf-fce.ca/lessons/wilton-littlechild/>

This lesson plan, developed by Speak Truth to Power Canada, centers around the topic of Truth and Reconciliation through the lens and experiences of Chief Wilton Littlechild. The source includes an overview of the logistics of the lesson, a transcript of an interview with Chief Littlechild, corresponding activities, and additional resources. The lesson is framed around the goal of “raising student awareness that advances in human rights come through the actions of individuals.” Some learning objectives identified in the lesson are that “students will understand the historical relationship between various Aboriginal peoples and the colonizers of Canada” and “students will be aware of the articles of The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).” This lesson plan can be used as a guide for how to teach about the Truth and Reconciliation commission using a key figure’s lived experiences as a case study. The usage of an interview as a source of evidence allows students to develop the skill of analyze different forms of texts for information and is a more personal look at the topic of residential schools. The lesson plan is useful in that it provides teachers with all the necessary information, materials, and lesson objectives for teaching this lesson.

### **Interactive Web Sources**

Canadian Geographic. (n.d.). *Canada’s Residential Schools* [Google Earth Voyager Story]. Retrieved December 11, 2020, from <https://earth.google.com/web/@43.127456,-80.240846,200.63860771a,4500000d,35y,0h,45t,0r/data=CkYSRBIgYTBINWFkNDVhMjBiMTFlN2IzZmQzZjBhY2YwNDZiOWEiIGVmZWVkX3JjZ3NfcmVzaWRlbnRpYWxfc2Nob29sc18w>

This source is a Google Earth Voyager story produced by Canadian Geographic that takes users on a virtual tour of key locations pertaining to the topic of Canadian Residential Schools. The interactive geographic story consists of various location pins across Canada that can be clicked on. Each pin contains a slide with an image and a summary of a particular topic, such as Reduced to a Number, Forced to Attend, Historical Context, The Davin Report, and Separated Families. These topics are divided into four sections: Background and History, Inside a Residential School, Effects of the System, and Moving Forward. Links to relevant sources, such as government documents and YouTube videos are embedded in these slides as well. Clicking on a pin will also open up a corresponding street view of a relevant location on the Google Earth map. Other pins on the map in a different colour mark the locations of every residential school in Canada. Teachers can use this interactive story map to teach students about the Canadian Residential School System (RSS) within the frameworks of geography and place-based learning. The Google Earth map shows geographic information such as map coordinates and geographic features. This would be useful for students to visualize the scale of the RSS across Canada, especially in an online learning context. The virtual tour can be a way to supplement or replace physical tours to some of these locations as students are able to see what

some of these buildings look like today through the street view function and click on as many locations as they wish.

Musqueam. (n.d.). *Tə sʔa:nł syəθəs (Our History)* [Interactive Map of British Columbia]. Retrieved December 11, 2020, from <http://old.musqueam.bc.ca/applications/map/index.html>

This source is a multimedia interactive map tool of British Columbia, featuring place names in the hənqəmīnəm language of Musqueam elders developed by the Language and Culture Department as part of the Department of Canadian Heritage Aboriginal Languages Initiative. It is a companion piece to the children's book "k<sup>w</sup>θə sλənəq ʔə λ ʔəyalməx<sup>w</sup>" (Potlatch at Jericho Village), illustrated by Ena Point. Users are able to click on a pin on the map featuring a place name written in the traditional language, which will bring up an explanation in hənqəmīnəm, an associated image from the children's book, and an audio file of how to pronounce the place name. This can be used in the classroom as a resource for students to interactively engage with place-based learning and geography from an Indigenous point of view by learning about the names of places in the hənqəmīnəm language. It is useful because it not only allows students to use a non-Western way to think about the geography of British Columbia, but also teaches them about the history of the Musqueam people as the map doubles as a place name children's book that documents Musqueam oral history.

Invert Media. (2012). *Four Directions Teachings* [Interactive Website]. [http://www.fourdirectionsteachings.com/main\\_subtitles.html](http://www.fourdirectionsteachings.com/main_subtitles.html)

Produced by Invert Media, an Aboriginal-owned company dedicated to producing projects that showcase Indigenous perspectives, in association with the National Indigenous Literacy Association, "Four Directions Teachings" is an interactive website that introduces users to the teachings, creation stories, history, nations, and ceremonies of the Blackfoot, Cree, Ojibwe, Mohawk and Mi'kmaq nations. It honours the Indigenous tradition of oral history by presenting these stories through audio files recorded by elders and traditional teachers in each of the nations and is accompanied by graphics that supplement the stories. Users can toggle between the different nations, sections of their teachings, and information about the Indigenous elder that is narrating those teachings. There is also a teacher's resources link at the bottom of the website that includes a Teachers Resource Kit PDF for how to use the website, downloadable audio files and transcripts of the audio used, and learning activities for each of the five nation modules at junior, intermediate, and senior levels. Additional teaching resources and biographies of the elders are also included in this link. This resource can be used as a research source for students that wish to learn more about the teachings and creation stories of one of these five nations in an interactive way while also experiencing the Indigenous tradition of oral history. This is a great resource for teachers to assign as a source for students to consult in lieu of textbooks or other text sources as it is informative and easy to use. Although the information is

presented orally, there are subtitles at the bottom of the page for students with learning disabilities or English Language Learners that have difficulty understanding spoken English to read and follow along.

### Videos/Films

Letandre, S. (2009). *Vistas: Trapper* [Video]. National Film Board. [https://www-nfb-ca.ezproxy.library.ubc.ca/film/vistas\\_trapper/](https://www-nfb-ca.ezproxy.library.ubc.ca/film/vistas_trapper/)

*Vistas: Trapper*, written and directed by Shannon Letandre, is a short film that features a Northern Trapper preparing and setting up traps in the forest and does not have any dialogue. This film is part of “Vistas”, a 13-part series of short films made by 13 different Indigenous filmmakers across Canada in collaboration with the National Film Board of Canada and the Aboriginal Peoples Television Network for the goal of “bring[ing] Indigenous perspectives and stories to an international audience.” This film, along with the other films in the series offer contemporary snapshots of Indigenous cultures and lifestyles in different parts of Canada. Their short length makes them accessible for teachers to use as supplementary audiovisual media or simply as an introduction to a lesson about a specific Indigenous culture depending on the film chosen. These films can provide students with examples of how Indigenous people continue to practice their culture in the present day and challenge previous approaches of teaching about Indigenous people and ways of life as something of the past that are backward and incompatible with the 21<sup>st</sup> Century.

Shina Nova. [@shinanova]. (n.d.). *Proud Indigenous, Inuvunga, I am Inuk, Throat singer* [TikTok Profile]. TikTok. Retrieved December 11, 2020, from <https://www.tiktok.com/@shinanova?lang=en>

This source is the TikTok profile of Inuk throat singer, Shina Nova. TikTok is a social media platform where content creators can produce and upload short videos. Shina Nova produces content that promotes awareness of Inuk culture in the form of throat singing, dress, insights into familial relations, and Q and A sessions with fans about Indigenous peoples. Her videos have garnered much attention internationally, with many of them reaching over one million views. With the current popularity of TikTok as a social media platform amongst young people, teachers can use this source as a way to connect students to Indigenous culture and worldviews in an interesting and relevant way. Teachers can either show these videos in class to demonstrate contemporary ways of practicing Inuk culture, or suggest it as an extra resource for students who are interested in the topic and wish to learn more. This source is useful because it can be an engaging and non-conventional way for non-Indigenous students to approach learning about various aspects of Indigenous culture. It also provides students with examples of how modern technology and social media can be used to spread awareness about misconceptions regarding Indigenous communities as a form of decolonization.

Tedx Talks. (2019, Jul. 2). *Captikwł is Medicine | Madeline Terbasket | TEDxYouth@DoyleAve* [Video]. YouTube. [https://www.youtube.com/watch?v=UHW-ZQ1mNRU&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=UHW-ZQ1mNRU&ab_channel=TEDxTalks)

This TED Talk features Madeline Terbasket, a Syilx, Ho-Cak, and Anishinaabe performer, as she tells a traditional Okanagan story about Coyote and Eagle. The story is a tale of resilience and the importance of community in times of hardship. Terbasket finishes her talk by relating the story to her own experiences of dealing with mental illness and acceptance of her Indigenous identity within her community as a medicine person. This source can be used when talking about the mental health issues within the Indigenous communities as well as an example of how traditional oral stories are used as teaching guides for Indigenous peoples in their daily lives. The TED Talk is engaging for students because it uses elements of comedy and emotional connections to tell the story of Indigenous resilience.

### Useful Web Sources

Government of Canada. (n.d.). *Crown-Indigenous Relations and Northern Affairs Canada*. Retrieved December 11, 2020, from <https://www.canada.ca/en/crown-indigenous-relations-northern-affairs.html>

The Crown-Indigenous Relations and Northern Affairs Canada website is a government-run webpage that provides services for and information about the relationship between the Government of Canada and the First Nations, Inuit and Métis nations. Some examples of the information offered on this webpage include the Canadian government's plans for reconciliation, historic and modern treaties, recent news about Indigenous communities, and the National Inquiry into Missing and Murdered Indigenous Women and Girls. Each topic is broken down into sub-topics where a summary is given, as well as related links and resources, such as treaty research reports and reading lists featuring Indigenous literature. Teachers can both consult this website for material to use in teaching about the Canadian government's efforts towards reconciliation and relationship with Indigenous communities as well as provide as a source for student research projects. This is useful as a source of official government documents that can shed light on the relationship between the Government of Canada and Indigenous communities.

Canadian Geographic. (n.d.). *Indigenous Peoples Atlas of Canada*. Retrieved December 11, 2020, from <https://indigenouspeoplesatlasofcanada.ca/>

This web source is an online version of the *Canadian Geographic Indigenous Peoples Atlas of Canada*. The atlas was created by the Royal Canadian Geographic Society along with Inuit Tapiriit Kanatami, the Assembly of First Nations, the Métis National Council, the National Centre for Truth and Reconciliation and Inspire. The atlas itself consists of the following four sections: Truth and Reconciliation, First Nations, Inuit, and Métis. Each section can be accessed online with the corresponding text, interactive images, links and maps that are easy to read and navigate. This free online version of the atlas allows teachers to easily use it as supplementary



readings that can be assigned if a class is being taught asynchronously online, or even if the school simply does not have copies of the physical books. The collaborative nature of the authorship of this atlas with Indigenous councils provides students with an alternative perspective of learning about these topics. The source itself is useful in that it is extensive and easily accessible for both teachers and students. Students may also find this source helpful when doing research on the relevant topics as it is a reliable source of information.

Legacy of Hope Foundation. (n.d.). *Legacy of Hope Foundation*. Retrieved December 11, 2020, from <https://legacyofhope.ca/>

The Legacy of Hope Foundation website is run by the foundation, which is a Canadian, Indigenous-led charitable organization that aims to spread awareness about the Residential School System and the Sixties Scoop. The website features curriculum resources for educators, mobile exhibitions that act as online museums, workshop and training opportunities, podcasts and videos produced by Indigenous survivors and their descendants. These resources are divided into suggestions for K-6 curricula on the topic of the Residential School System and 7-12 curricula on the Sixties Scoop. This website acts as a collection of resources that both elementary and secondary school teachers can consult and/or use to teach on those two topics. One of the key features of this website is their Videos page, which showcases a range of short and long videos that include personal accounts of experiences within Residential Schools, documentaries, and lectures. Teachers can select relevant videos from this collection to show to their students to provide them with more authentic accounts of life within Residential Schools and their intergenerational impacts on Indigenous people today.

Blackstock, C. (2013). *Know Your Rights! United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents*. United Nations Children's Fund. [https://files.unicef.org/policyanalysis/rights/files/HRBAP\\_UN\\_Rights\\_Indig\\_Peoples.pdf](https://files.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf)

This source is a youth-friendly version of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) that features a brief summary of the document, background information about Indigenous Peoples and the United Nations, and International Indigenous Rights Movements. The document uses colourful text and images to supplement the text material so that it is easier to read for students. There is also a focus on children and student rights, making the information more relatable and relevant for students. The last section of the document includes a quiz for students to test their knowledge, a word bank of key vocabulary, and other related sources. Teachers can use portions of this documents as readings for students when teaching about UNDRIP as they use language that is more accessible. As some of the concepts in the document are complex, it may be more useful broken down into sections as supplementary readings that teachers can assign to go along with an in-person lesson, rather than a stand-alone text.