



FROM SEA TO SEA TO SEA



**Celebrating Indigenous Picture Books
Educators' Resource**



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Writer:
Linda Lou Classens

Advisor:
Adrienne Plumley

Project Chair:
Colette Poitras

Selection Committee and Annotations:
Colette Poitras, Allison Taylor McBryde,
Lorisia MacLeod, Joanne Schwartz

Consulting Members:
Dr. Jenny Kay Dupuis, Mary Beth Leatherdale

Design:
Andrew Dupuis

Cover illustration:
Maya McKibbin, *Swift Fox All Along*, Annick Press, 2020

The names and spellings of the Indigenous authors, illustrators
and translators' Nations reflect how they identify themselves in their
books and related materials at the time of production.

*IBBY Canada strives to make the world a more inclusive, equitable,
and connected place through the power of children's books.*

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The Pencil. Inhabit Media, 2019.

INTRODUCTION

Using Indigenous Picture Books in the Classroom

It is important to bring Indigenous Peoples' history, language, culture and world view into mainstream classrooms. For far too long Indigenous Peoples were reduced to being symbols such as tipis, canoes, headdresses instead of being recognized as Peoples who lived in balance within their traditional territories. They respected the land and animals for sustaining them; they read the seasons, weather, the moon and stars; they lived together in harmony for, as tribal people, they needed each other to survive.

There are many misconceptions about Indigenous Peoples (First Nations, Métis, and Inuit) and the Calls for Action from the Truth and Reconciliation Commission demand that students from K-12 learn about Treaties, historical and contemporary contributions, and the Residential School System. If curricula are not developed and taught in schools, how will understanding and appreciation of Indigenous Peoples' history, culture and languages ever come about?

Educators are urged to review both the *From Sea to Sea to Sea: Celebrating Indigenous Picture Books*, 2021 and 2018 editions which collectively showcase 125 beautiful and inspiring books by Indigenous authors and/or illustrators. These collections were carefully curated by a team of knowledgeable scholars and librarians to represent the great diversity of First Nation, Métis, and Inuit voices and cultures. The titles within the collection reflect the culture, geography, animals, legends, and/or language of various Indigenous Peoples across Canada. The picture books are of the highest quality and delightful reading featuring wonderful illustrations, teachings, and Indigenous languages. They reflect the interconnectedness Indigenous Peoples, regardless of where they lived, had with the Land. The role of animals as teachers is vital. Students, parents, and educators will enjoy the vast resources available through these collections.

This Educators' Resource is designed to help educators select and share outstanding books written and/or illustrated by Indigenous Peoples from across Canada from sea to sea to sea. The picture books are categorized by subject: Contemporary Stories, Cultural/Traditional Stories, and stories focusing on the Residential School System. Teachers can quickly choose a book to introduce or review a lesson. There are questions and activities to guide and support the teaching and learning objectives relative to grade level, plus links to other materials.

Before sharing these stories with children and youth, practice reading the books. Try to anticipate questions students may have. Reach out to your board's Indigenous Education support team for guidance. Invite Elders, Indigenous librarians and storytellers, and Residential School Survivors to share their stories. Learn the protocols for your guest speakers. Be mindful of students' curiosity for they want to learn. Ensure that students don't leave with unaddressed fears. Remember that you are creating understanding between the First Peoples and settlers.

Most stories can be presented to accommodate different age and grade levels. Even a board book can provide a complex lesson to older grades — don't be afraid to be creative in your teaching.

Note: Access to a map showing the breadth of Indigenous Peoples and their traditional territories is crucial to teachers and students' understanding of the importance of Land to culture, stories, legend, and language.

www.native-land.ca



Kits, Cubs, and Calves: An Arctic Summer. Inhabit Media, 2020.

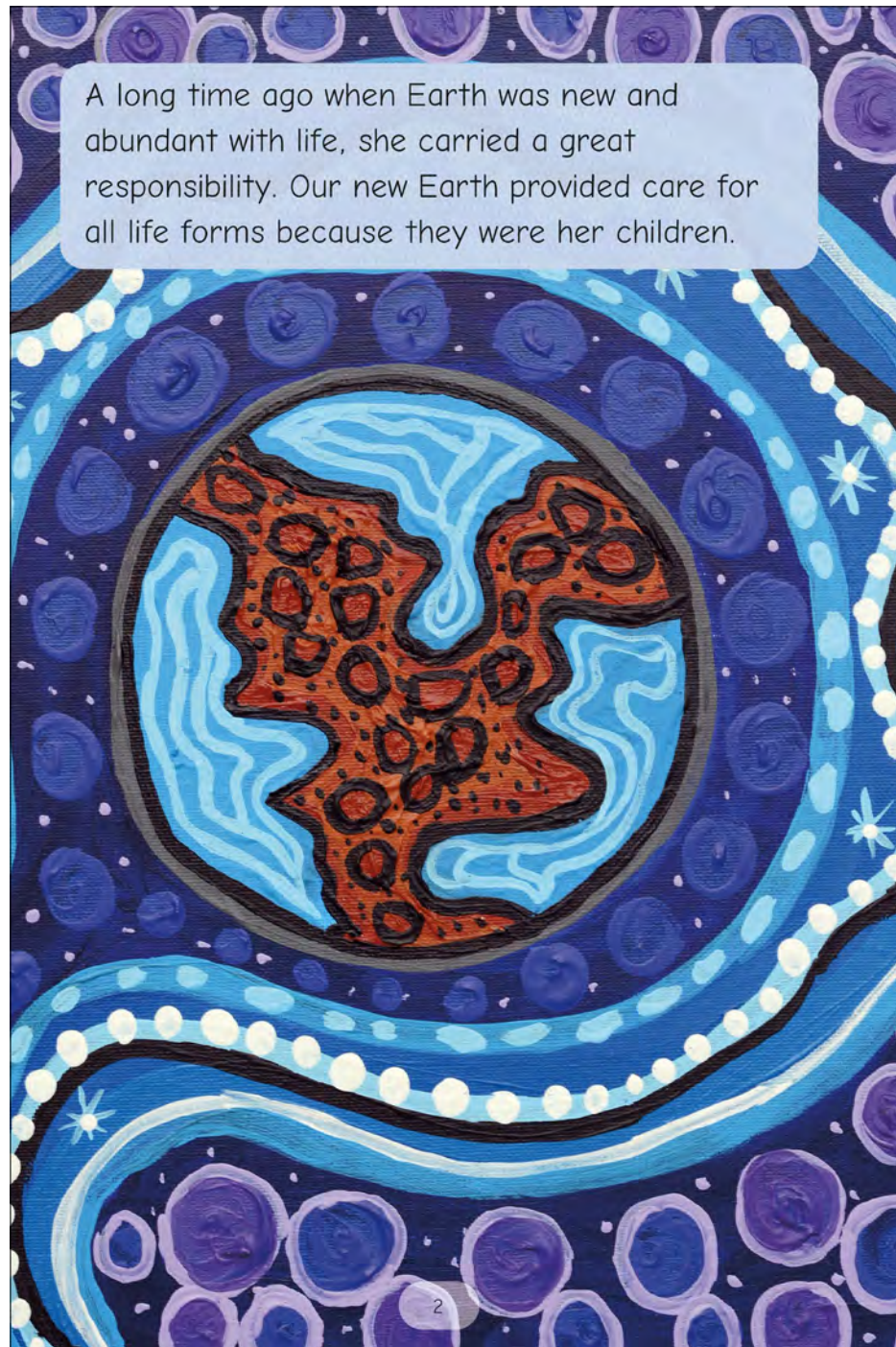
THE COLLECTION

CONTEMPORARY STORIES

- **The Pencil**, Susan Avingaq [Inuit] and Maren Vsetula, Illustrated by Charlene Chua, 2019
- **Birdsong**, Julie Flett [Cree/Métis], 2019
- **When We Are Kind**, Monique Gray Smith [Cree/Lakota], Illustrated by Nicole Neidhardt [Diné], 2020
- **Awâsis and the World Famous Bannock**, Dallas Hunt, [Wapiseewipi/Swan River First Nation], Illustrated by Amanda Strong [Michif], 2020
- **Kits, Cubs, and Calves: An Arctic Summer**, Suzie Napayok-Short [Inuit], Illustrated by Tamara Campeau, 2020
- **Tanna's Owl**, Rachel Qitsualik-Tinsley [Inuit] and Sean Qitsualik-Tinsley, Sean [Mohawk], Illustrated by Yong Ling Kang, 2019
- **In My Anaana's Amautik**, Nadia Sammurtok [Inuit], Illustrated by Lenny Lishchencko, 2020
- **Nibi's Water Song**, Sunshine Tenasco [Kitigan Zibi Anishinabeg], Illustrated by Chief Lady Bird [Chippewa and Potawatomi], 2019
- **Swift Fox All Along**, Rebecca Thomas [Mi'kmaq], Illustrated by Maya McKibbon [Ojibwe, Yoeme, and Irish], 2020
- **May We Have Enough to Share**, Richard Van Camp [Tłıchǫ], Photographs by Tea & Bannock, 2019
- **The Girl and the Wolf**, Katherena Vermette [Métis], Illustrated by Julie Flett [Cree/Métis], 2019



When We Are Kind. Orca Book Publishers, 2020.



How the Moon Came to Be. Strong Nations Publishing, 2018.

THE COLLECTION

CULTURAL/TRADITIONAL STORIES

- **Métis Camp Circle: A Bison Culture Way of Life**, Leah Marie Dorion
Leah Marie [Métis], 2019
- **How the Moon Came to Be**, Leah Marie Dorion [Métis], 2018
- **Sus Yoo/The Bear's Medicine**, Clayton Gautier. Dakelh translation by Danny Alexis and Theresa Austin, [Cree/Dakelh], 2019
- **It's a Mitig**, Bridget George [Anishinaabe], 2020
- **Lowanpi Mato's Tipi**, Kim Soo Goodtrack [Hunkpapa Lakota] and Stan Lethbridge [Hunkpapa], 2020
- **The Eagle Mother**, Hetxw'ms Gyetxw (Brett Hudson) [Gitxsan Nation], Illustrated by Natasha Donovan [Métis], 2020
- **How I Survived: Four Nights on the Ice**, Serapio Ittusardjuat [Inuit], Illustrated by Matthew K Hoddy, 2020
- **Meennunyakaa/Blueberry Patch**, Jennifer Leason [Saulteaux-Metis Anishinaabek] and Norman Chartrand [Saulteaux-Metis Anishinaabek], Illustrated by Jennifer Leason, Anishinaabemowin translation by Norman Chartrand, 2019
- **Wahogicobi**, Nakota Sioux Language Keepers, Illustrated by Destry Love Roan, 2020
- **The Origin of Night and Day**, Paula Ikuutaq Rumbolt [Inuit], 2018
- **Wolverine and Little Thunder**, Alan Syliboy [Mi'kmaq], 2019
- **When We Had Sled Dogs: A Story from the Trapline**, Ida Tremblay [Cree/Nehiyawak] and Miriam Körner, Illustrated by Miriam Körner, 2019

THE COLLECTION

RESIDENTIAL SCHOOL SYSTEM

- **The Train**, Jodie Callaghan [Mi'kmaq]. Illustrated by Georgia Lesley, 2020
- **I Lost My Talk**, Rita Joe, [Mi'kmaq]. Illustrated by Pauline Young, [Mi'kmaq], 2019

For additional titles on the Residential School System, see the 2018 edition:

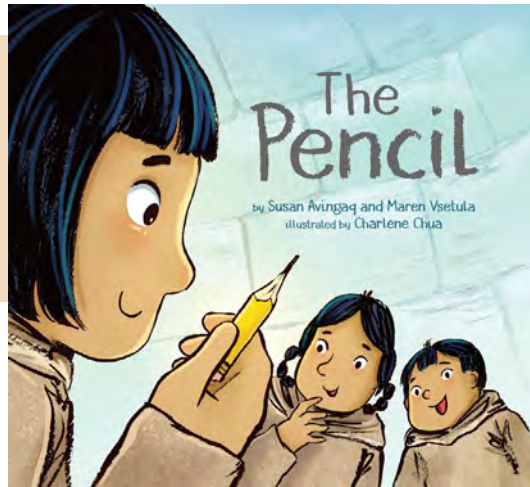
- **Shi-shi-etko**, Nicola I. Campbell [Interior Salish/Métis], Illustrated by Kim LaFave, Groundwood Books, 2005
- **Shin-chi's Canoe**, Nicola I. Campbell [Interior Salish/Métis], Illustrated by Kim LaFave, Groundwood Books, 2008
- **When We Were Alone**, David A. Robertson [Swampy Cree] and Julie Flett [Cree/Métis], HighWater Press, 2016
- **When I Was Eight**, Christy Jordan-Fenton and Margaret Pokiak-Fenton [Inuvialuit]. Illustrated by Gabrielle Grimad, Annick Press, 2013
- **Not My Girl**, Christy Jordan-Fenton and Margaret Pokiak-Fenton [Inuvialuit]. Illustrated by Gabrielle Grimad, Annick Press, 2014
- **I Am Not A Number**, Dr. Jenny Kay Dupuis [Nipissing First Nation] and Kathy Kacer. Illustrated by Gillian Newland, Second Story Press, 2016
- **This Land Is My Land**, George Littlechild [Plains Cree], Children's Book Press, 1993; reissued Lee & Low Books, 2014



The Train. Second Story Press, 2020.

DISCUSSION QUESTIONS & ACTIVITIES

CONTEMPORARY STORIES



Avingaq, Susan [Inuit] and Maren Vsetula.

The Pencil.

Illustrated by Charlene Chua.

Inhabit Media, 2019. 9781772272161

Grades 1–3

[Educator Resource Link](#)

Materials: chart paper, marker, pencils (long, shorter, short)

Setting the stage:

- Discuss families: How many siblings do you have?
- What games do you play in each season, finally asking what games do you play in winter?
- Show a map of Canadian North. Talk about this is where this story takes place.
- Describe an Inuit home. What would you like about living in one? What wouldn't you like?
- Illustrate some events from the story on chart paper, each time using a shorter and shorter pencil.
- Divide the chart in two: label one your community; the other label Inuit
- How are these communities the same or different?
- Do a verbal retell. Dramatize the story. What is the moral or teaching?

Flett, Julie [Cree/Métis].

Birdsong.

Greystone Books, 2019. 9781771644730

Grades 1–3 | [Companion Guide for Teachers and Parents](#)



- Discuss friendships. Can people of different ages be friends? Why or why not? What can an older person (auntie, grandmother, neighbour) bring to a friendship?
- Discuss moving. Who has moved to a new home? A new town or city? A new country? What was it like? Were you nervous? Or excited? Lonely? Or happy?
- Discuss the illustrations and Julie Flett's artwork. What other books has she written or illustrated? Why do you think Julie Flett wrote this book?
- Discuss seasons in nature and in life. What do you notice? Draw a circle, label it spring, summer, fall, and winter. How does a life fit into this circle?
- Discuss birds — favourite birds. Create a bird mobile. Research birds.

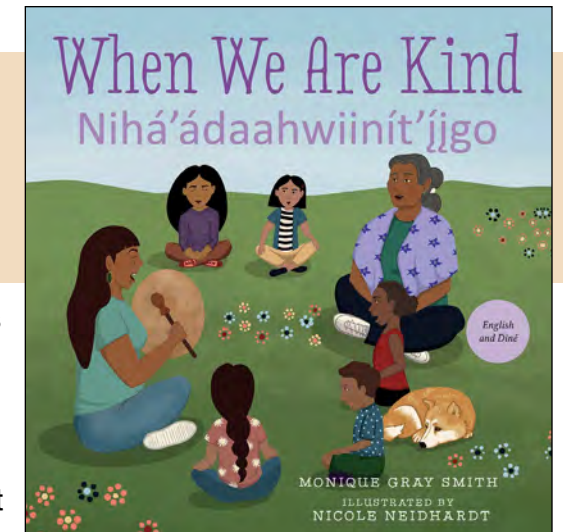
Gray Smith, Monique [Cree/Lakota].

When We Are Kind.

Illustrated by Nicole Neidhardt [Diné].

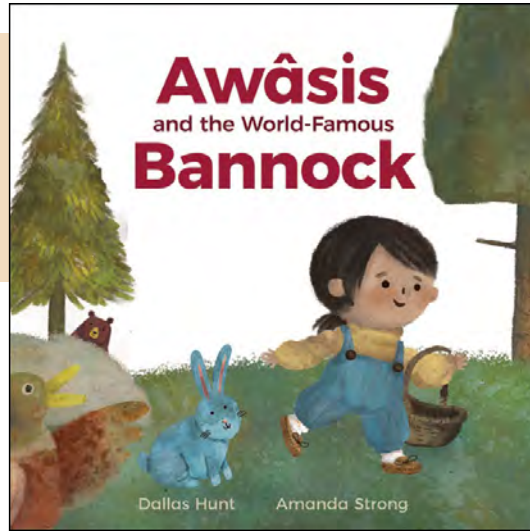
Orca Book Publishers, 2020. 9781459822522

Kindergarten–Grade 4 | [Teacher Resource](#)



This is a great book for a September reading when students return to the classroom. Teachers can lead discussion by contrasting kindness with unkindness or bullying. To define kindness is also to generate ideas for how to be kind. Can the class make up classroom rules guided by kindness? Is it inclusive? Remember, November 13 is also World Kindness Day — a good time to return to this book for a reread.

Discuss how kindness to others and to ourselves makes us feel. Over a series of days, make a Kindness Book — eg., On Monday I can be kind by doing [blank] for my [blank]. On Tuesday I can be kind to [blank] by sharing [blank]. Continue on for each day of the week. Students can share what their acts of kindness were and for whom.



Hunt, Dallas [Wapiseewipi (Swan River First Nation)].
Awâsis and the World-Famous Bannock.
 Illustrated by Amanda Strong [Michif].
 Highwater Press, 2018. 9781553797791
 Kindergarten–Grade 3

Check out the map. Where do the Cree live?

This book cleverly illustrates the friendship between Awâsis and animals. The problem of the lost world-famous bannock is solved due to these animal friends.

Discuss pets. What pets do you have? Who was your favourite pet and why? If your pet could talk, what would it say to you?

Activity: Make a book of what you and your pet friend(s) do?

Question: What is bannock? Have you ever eaten bannock?

Invite guest speakers. Ask an Indigenous friend to make bannock for the class or make bannock with your class.

Look at the language of Cree. How does it differ from English? Or French? Try to repeat some of the Cree words.

Activity: Use playdough to create the animals in the story, then do a retell.

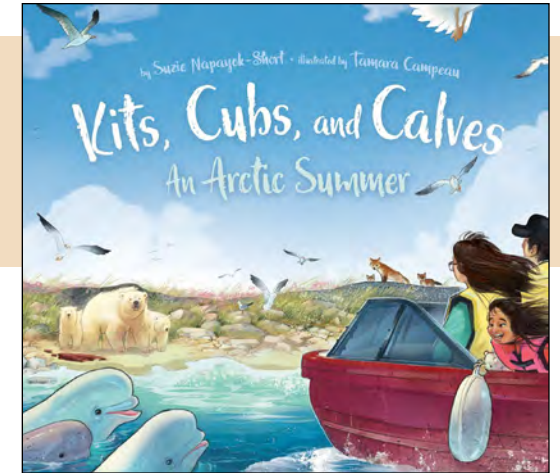
Science: Research animals and animal tracks, habitat, foods.



Awâsis and the World-Famous Bannock. HighWater Press, 2018.

Napayok-Short, Suzie [Inuit].
Kits, Cubs, and Calves: An Arctic Summer.
 Illustrated by Tamara Campeau.
 Inhabit Media, 2020. 9781772272741
 Kindergarten–Grade 4

- Refer to a map of Canada. Explain that this is an Inuit story. What do you think the weather is like there?
- Discuss the book title. What are kits, cubs, and calves? What does Arctic mean? What does the book cover tell you? Make predictions.
- Chart the animals in your community. Chart the animals students think live in the Arctic.
- After reading the story, students can make a collage to illustrate the story. Alternatively, students may make playdough animals and create a shadow box scene.
- Question: How does the climate and geography of the Arctic suit the wildlife?
- Activities can be spread across the curriculum — art, writing, comprehension, science, geography. Older grades can use their tablets and create an AV rendition or their own story.

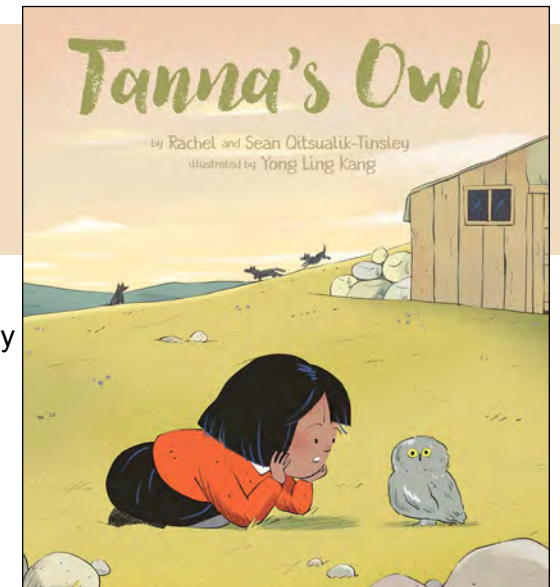


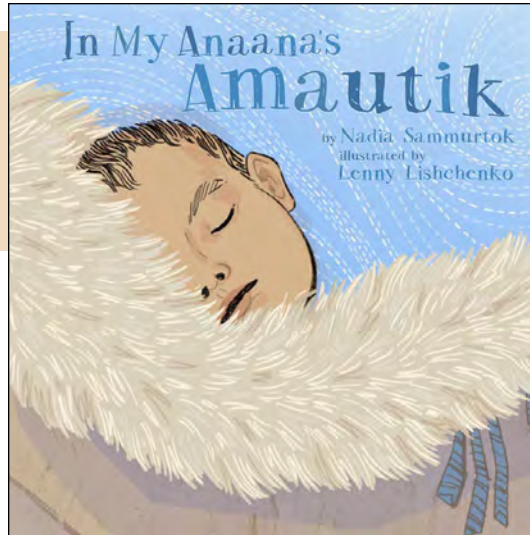
Qitsualik-Tinsley, Rachel [Inuit] and
 Sean Qitsualik-Tinsley [Mohawk].
Tanna's Owl. Inhabit Media, 2019. 9781772272505
 Illustrated by Yong Ling Kang.
 Kindergarten–Grade 2

Refer to a map of Canada. Tell your students this is where the story takes place. (There is a brief mention of going away to school, i.e., Residential School, then returning home the next summer to find her owl gone.)

Educators may choose to integrate subjects across the curriculum. The interconnectiveness of the Arctic ecology is great source for science and life cycles, geography, creative writing, art, language, animals, birds.

Compare *Kits, Cubs, and Calves: An Arctic Summer* and *Tanna's Owl*. How are they similar and different? Have a group(s) of students dramatize *Kits, Cubs, and Calves* and another group(s) dramatize *Tanna's Owl* and present to the class.





Sammurtok, Nadia [Inuit].

In My Anaana's Amautik.

Illustrated by Lenny Lishchenko.

Inhabit Media, 2020. 9781772272529

Pre-Kindergarten–Grade 2

Refer to a map. Show where the Inuit people dwell.

Share vocabulary: Anaana, Amautik, iglu, glistening, etc.

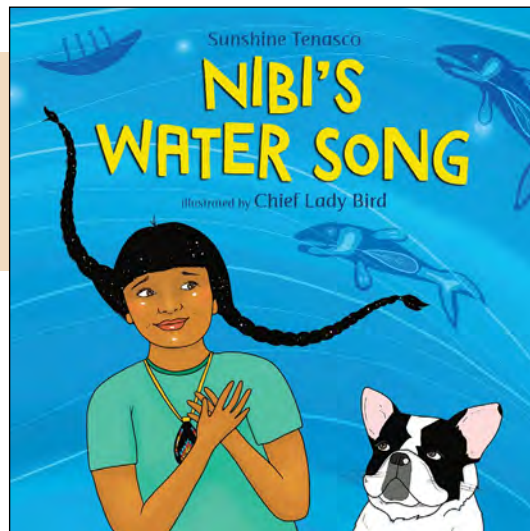
Activity materials: brown felt, cotton balls, glue, buttons, assorted craft supplies

Pre-cut felt into a circle. Make a cone and glue it. Glue cotton balls around the opening. This is the warm fur.

Pre-cut felt figures of a baby. Glue eyes and mouth on the baby then glue the baby onto a popsicle stick. Slide the baby into the amautik.

Chant with the children: *In My Anaana's Amautik*, I feel _____.

Repeat the phrase several times, stating how the baby feels.



Tenasco, Sunshine [Kitigan Zibi Anishinabeg].

Nibi's Water Song.

Illustrated by Chief Lady Bird [Chippewa and Potawatomi].

Scholastic, 2019. 9781443107891

Pre-Kindergarten–Grade 3

This is a timely book for discussing the importance of water in our world.

Discuss water. Water is a basic need. What does this mean? How do we use water?

Note: Many Indigenous communities lack clean water. Why? Hint: Some live on tiny reserves often far from infrastructure. In others, industries such as paper mills and chemical spills polluted the natural resources.

There are connections to science, literacy, social action, and relationships.

Questions: Can one person make a difference? Does this story remind you of other stories? Who lives in the 'big, shiny houses'?

Write a letter to the author, to a newspaper, make your own tablet story on the importance of clean water.

Great Lakes are the largest source of fresh water in the world. Is this statement true?

Research World Water Day.

Thomas, Rebecca [Mi'kmaq].

Swift Fox All Along.

Illustrated by Maya McKibbin [Ojibwe, Yoeme, and Irish].

Annick Press, 2020. 9781773214481

Kindergarten–Grade 4 | Lesson Plan

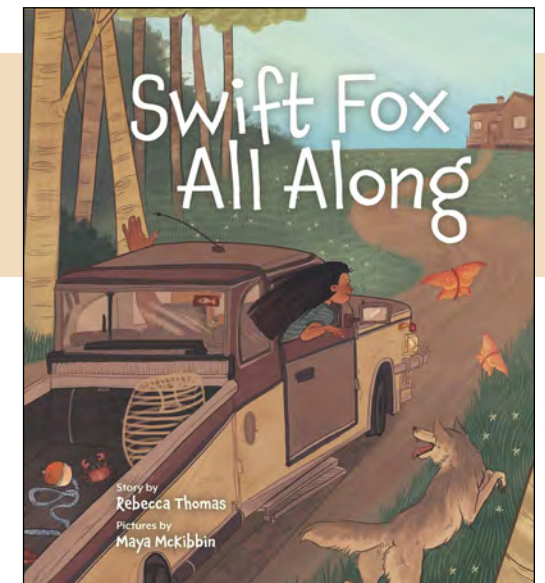
Refer to your wall map — point out where the Mi'kmaq people live.

Discuss families. There are many different kinds of families. Some families like Swift Fox have parents who separated. Sometimes people don't know their relatives or where they came from. They don't know their history, culture, language. They feel anxious and shy and lacking. This story can also generalize to any family that may be 'blended'.

Question: What does it mean to know what to do because your culture is 'inside of you'? What is this story teaching?

Activity: Make a collage or do a retell using assorted craft materials or write your retell, illustrating a significant moment in the story.

Write a letter to Rebecca Thomas.





Van Camp, Richard. [Tłıchǫ]
May We Have Enough to Share.
 Photographs by Tea&Bannock.
 Orca Book Publishers, 2019. 9781459816244
 Pre-Kindergarten–Grade 4

Discuss sharing. What is it? How can we share?
 Pass out blocks or anything in your classroom that you can share. (Keep a bag of cookies — not sweet ones — or crackers, if there are no allergies, to share at the end of the lesson.)

Teachers lead the discussion on other things we can share like a smile, a joke, compliment. Make reference to the book, *When We Are Kind*, by Monique Gray Smith. She lists other ways of being kind.

Activities: For PreK, create a template to illustrate Kindness, and entitle it, *We Can Share...or It Makes Me Happy to Share*. Little ones can draw or a teacher can transcribe the things little ones do to share.

Ask students to sit in a circle. Teachers practice with students, 'We have enough to share _____'. The chant goes around the circle with each student having the lead until all have shared their 'shares'.

Older grades may make a sign, "We have enough to share _____". They stand in a row and declare their 'shares'. These can be taped and set to music as the students share their 'shares', holding their placards up.

Teachers can use these activities as a literacy strand, art, music or social studies.

Vermette, Katherena [Métis].
The Girl and the Wolf.
 Illustrated by Julie Flett [Cree/Métis].
 Theytus Books, 2019. 9781926886541
 Kindergarten–Grade 7

Refer to the wall map. Share that this story originates in the Winnipeg, MB area, a Métis settlement.

Discuss who the Métis people are. Discuss the artist — what other books has she written or illustrated?

Discuss what other wolf and girl stories the students know.

Predictions: Do they think this story will follow those story lines? Chart answers.

What do students know about wolves? Are they dangerous? Scary?

Retell: Create an art project with depictions of the characters in the story. Do a character sketch of the main characters.

Using tablets, choose students to act out the story and tape them. Add music.



The Girl and the Wolf. Theytus Books, 2019.

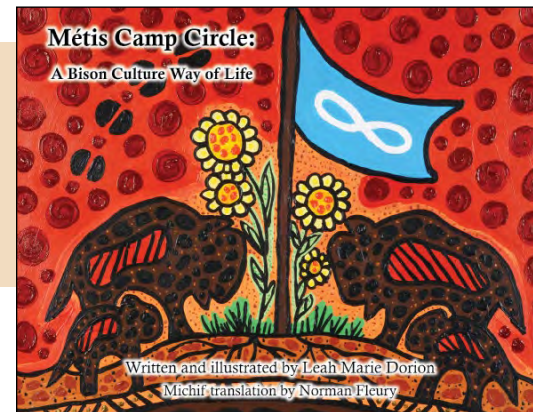
CULTURAL/TRADITIONAL STORIES

Dorion, Leah Marie [Métis].

Métis Camp Circle: A Bison Culture Way of Life.

Gabriel Dumont Institute, 2019. 9781926795959

Kindergarten–Grade 8



Refer to your wall map. Show Manitoba. This is where this story comes from.

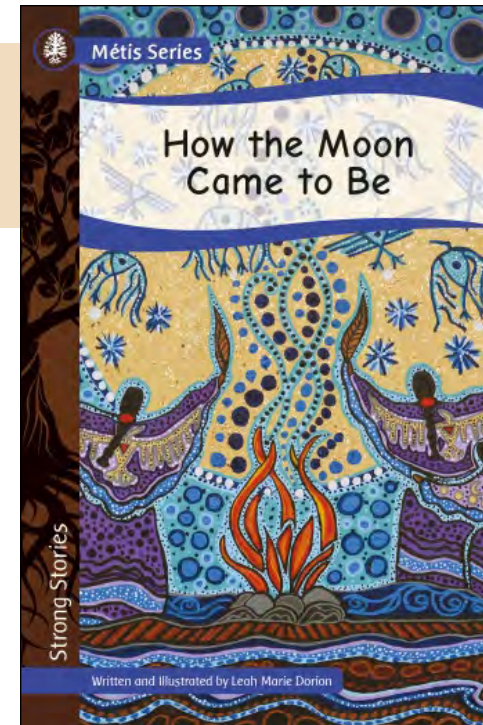
This is an excellent book for a study unit on the Métis and their way of life — the teachings associated with the bison relate to many subject areas such as Science, Social Studies, Art, and Language

Arts. The Gabriel Dumont Institute has excellent resources to supplement these subject areas. See www.gins.org/metis-culture and www.metismuseum.ca for in-depth teaching materials. Teachers are encouraged to check these sites.

The Métis style of art is vibrant, their music and dances lively and they have seamlessly blended their mixed culture, French and First Nations, into a lifestyle that reflects harmony with the natural world.

Activities: Invite Métis speakers into the classroom to share their culture, i.e., food, crafts, dances, language, and stories. Tour the Gabriel Dumont Institute virtual museum and see their artists and their works.

The study of the bison included in the Gabriel Dumont Institute is an excellent resource — this can be tweaked to suit any grade level.



Dorion, Leah Marie [Métis].

How the Moon Came to Be.

Strong Nations Publishing, 2018. 9781771743143

Grades 3–6

This creation story of the moon is geared towards this grade level due to its language although it can be told to younger grades using a more 'storytelling' voice — what is meant by this is that the teacher must be very familiar with the story and can paraphrase it using great expression. At the same time, this is a wonderful book for extending language; example, words meaning 'big' are 'large, giant, enormous' and for comparisons words are 'larger, bigger, taller'.

Question: What other words can you find that will help young writers use instead of 'big or pretty', for example.

Activities/questions: Discuss the genres of writing. Based on the title, what genre is this story? Note the opening line of the book.

Discuss the Métis style of art. Refer back to *Métis Camp Circle: A Bison Way of Life* and the Gabriel Dumont Institute for their resources.

This is an excellent legend for retells. This can be done using crafts (playdough figurines, various craft materials, etc.).

Another activity is a 'Storytelling Bag'. Dependent on class level, students may use a paper lunch bag and use a Métis art style to decorate it, or teachers may supply felt or cotton and needle and thread. Younger grades may also have pre-cut materials and yarn or ribbon to string the fabric forming a bag. Students will become familiar with the story through multiple readings, then they choose items to help guide the story for a retell. It may be as simple as choosing smooth stones on which to paint a picture. The stones will guide the story. These storytelling bags can also be used to tell other stories.

Gauthier, Clayton [Cree/Dakelh].

Sus Yoo / The Bear's Medicine.

Dakelh translation by Danny Alexis (Dakelh) and
Theresa Austin (Dakelh).

Theytus Books, 2019. 9781926886572

Kindergarten–Grade 3

Discuss animals that are house pets. Now ask about animals that live in the wild.

Question: If you could be a wild animal, who would you be?

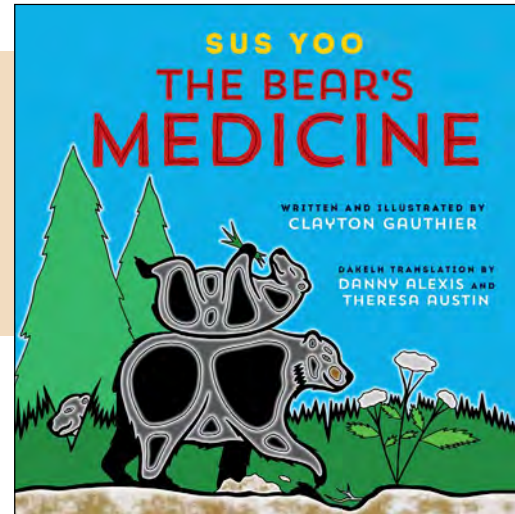
Where would you live? What would you eat? What season do you think you would like best? Why?

Do wild animals live in families? Tell me why you think this.

After reading the story, discuss the mother bear and cub relationship. What do you think about the teachings? What are some things the bears are grateful for? What is the 'big idea' in the story?

This book can be used across the curriculum: Science, Social Studies, Art, Drama, Language Arts, Math. Retells — either written or spoken and shared with the class — are excellent for Language Arts.

Dioramas are a great way to use art as an expression of comprehension, especially when combined with a written retell. Check out 'how to make a diorama' on YouTube for a good lesson. Students may work together or alone. Older grades may also choose to make a tablet retell and include audio of nature sounds.



George, Bridget [Anishinaabe].

It's a Mitig!

Douglas & McIntyre, 2020. 9781771622738

Kindergarten–Grade 2

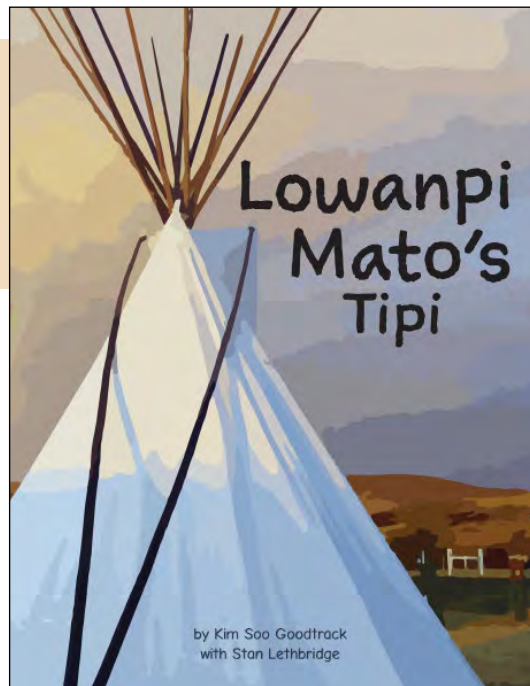
Discuss trees. Name the trees you know. Chart them.

Discuss how different languages say 'tree', for example, in the English language tree is 'tree', in French tree is 'l'arbre', in Spanish tree is 'arbol' and in the language of the Ojibway, tree is 'mitig'.

Activities: A great resource for the return to school when leaves and acorns are falling and students can gather leaves and create art using leaves, acorns and other nuts. Young students can draw or using other materials to create trees and their fruit as they discuss trees. Teaching about animals and their relationship with environment dovetails very nicely with Ojibway, and it's what children can relate to.



Sus Yoo / The Bear's Medicine. Theytus Books, 2019.



Goodtrack, Kim Soo [Hunkpapa Lakota] and Stan Lethbridge [Hunkpapa].
Lowanpi Mato's Tipi.
Strong Nations Publishing, 2020. 9781771744751
Grades 1–4

Refer to the wall map of Canada. Locate the home of the Lakota people in southern Saskatchewan. This is a time to reflect that there are many First Nations Peoples.

The Lakota people are also from south of the border as there was no dividing line in North America or Turtle Island prior to contact and the forming of countries, provinces and states.

Teachers are encouraged to reach out to Friendship Centres, Indigenous Education resources at their board or through their contacts to Elders who can speak to this practice and teaching.

Activities: Build a small tipi — children are fascinated with tipis and wiigwaams

Materials: fabric, leather, glue, other craft materials

Hetxw'ms Gyetxw (Brett D. Huson) [Gitxsan Nation]
The Eagle Mother
Illustrated by Natasha Donovan [Métis].
Highwater Press, 2020. 9781553798590.
Grades 6–8

Refer to a map of Canada. Discuss the First Nations people, the Gitxsan, who live in this area of abundant wild life, old-growth forests and the rushing Skeena River. They are known as the “People of the River Mist”. This is also the land of the Hereditary Chiefs and is also a matrilineal society. There are huge carvings cut from the huge trees.

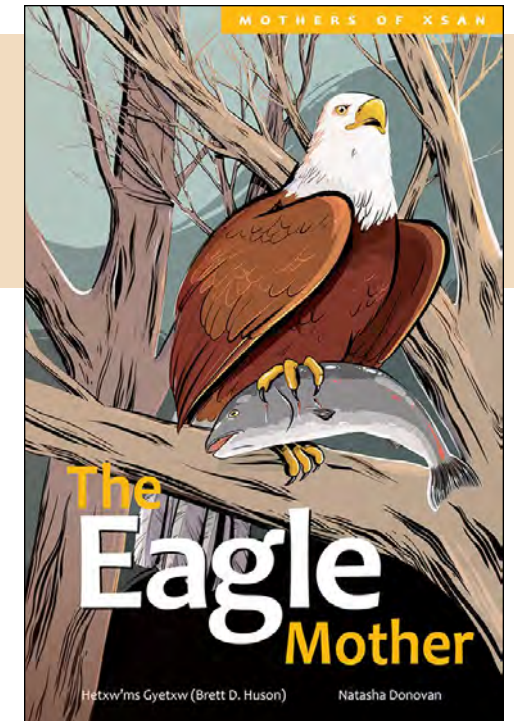
This book is an excellent resource for the study of science (animals, habitats, environment), Social Studies (mapping, family relationships), Art, and cultural ties blending with the natural world.

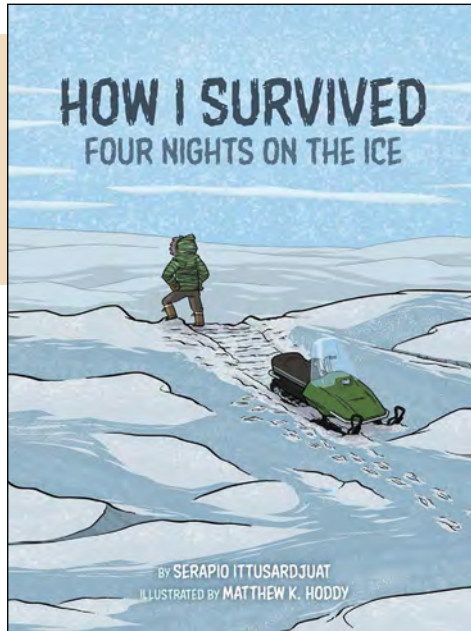
Definitions: matrilineal; hereditary chiefs

Question: Does this book remind you of another book? (See *The Sockeye Mother*.) Mothers in the natural world reflect the importance of mothers in a matrilineal society. Animals adapt to their environment just as the Gitxsan live within theirs.

Activities: Dioramas of the Eagle Mother and her family can include a simple write-up of the eagle and her habitat to a more involved project using a more complex writing style.

Older grades may create a tablet video describing the lifestyle of the eagle and add music reflective of the Gitxsan territory.





Ittusardjuat, Serapio [Inuit].
How I Survived: Four Nights on the Ice.
 Illustrated by Matthew K. Hoddy.
 Inhabit Media, 2020. 9781772272727
 Grades 6–10 | Educators' Resource

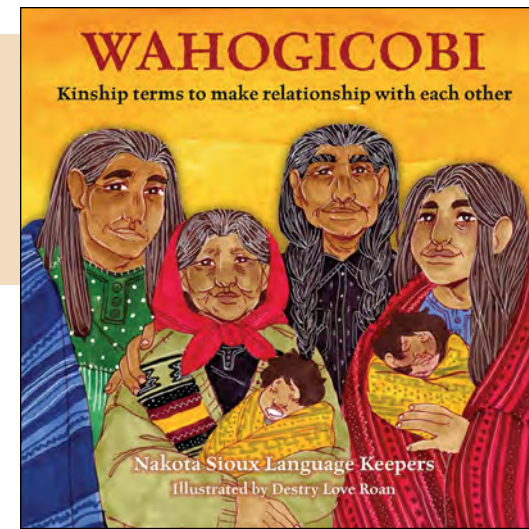
This graphic novel lends itself well to the study of Inuit, their land, customs, and language. Science, Geography, History, Art, Music, Language Arts are all subjects that can be introduced through the book. The Inuit way of life is fascinating and so different from many that teachers are urged to invite Inuit speakers into their classrooms; to listen to their music; to study the wildlife; and to investigate soapstone art, their traditional homes, and food.

Refer to a map of Canada. Show where the Inuit people live and show where this story takes place.

Discuss winter. Is your favourite season winter? Why or why not? Favourite winter sports? Who has visited the North?

Discuss stories of survival students may have heard. What characteristics helped people survive?

Activity: After reading the story and discussing how Serapio survived and how other people survived calamities, prepare a writing exercise entitled, How I Survived: _____. Students write creatively their story of survival — this may be in a different location, province, or country in whatever season they choose, any age they choose, young or old. Illustrations would be a wonderful addition. Students may choose to do an AV presentation.



Nakota Sioux Language Keepers.
Wahogicobi.
 Illustrated by Destry Love Roan.
 Eschia Books, 2020. 9781926696867
 Grades 1–3

Refer to a map of Canada. Locate where the Nakota people live.

Discuss animals, especially the animals of North America or Turtle Island that are in this book.

After reading the book, question: Do you like this book? Why? What don't you like?

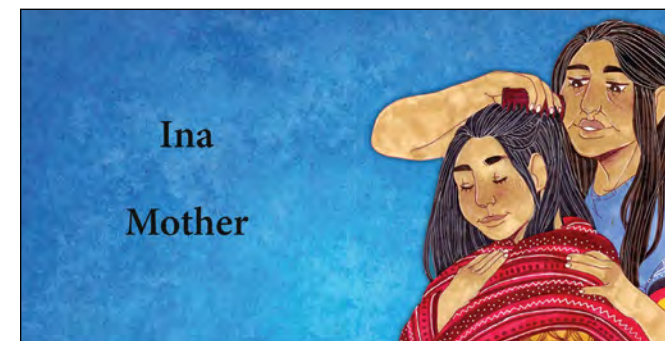
Compare the characteristics of people and animals by Venn diagram or chart.

What spirit animal do you like the best? Why?

Activity Materials: shoe box, assorted craft materials such as playdough, greenery, branches, etc.

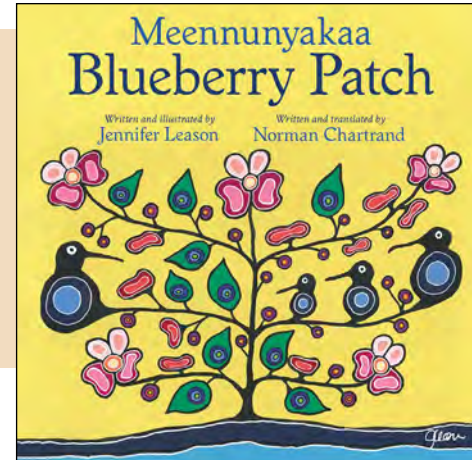
Retells — in whatever form teachers want including a diorama with one animal or more along with explanatory text. For younger students, pictures with a simple write up is fine. Encourage students to try to include a Nakota word or phrase.

This story can be used across the curriculum, in Science, Art, Language Arts, and Social Studies.



Wahogicobi. Eschia Books, 2020.

Leason, Jennifer [Saulteaux-Métis Anishinaabek] and Norman Chartrand [Saulteaux-Métis Anishinaabek]. **Meennunyakaa/ Blueberry Patch.** Illustrated by Jennifer Leason. Anishinaabemowin translation by Norman Chartrand. Theytus Books, 2019. 9781926886589. Kindergarten–Grade 3



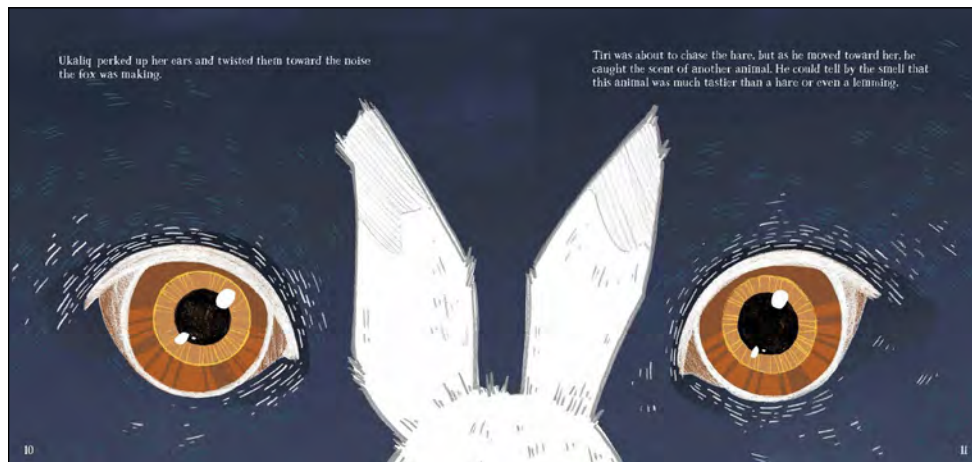
Refer to a map of Canada. Point out Duck Bay, MB where the story takes place in the 1940s.

Question: Have you ever been on a trip with your family? Where? What did you do? What did you like best? Chart some answers.

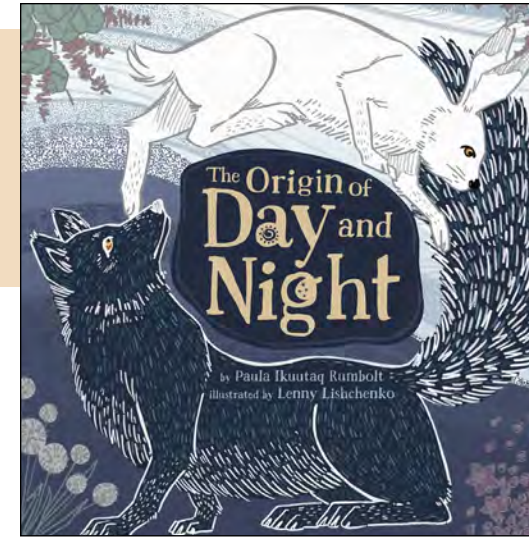
Discuss transportation 'a long time ago'. How did people travel back then? How do you travel today? Which is better and why?

Discuss food in the wild. How does this compare to home gardens or markets? Have you gone picking blueberries or strawberries or other kinds of fruit or nuts?

Activity: Create a new storytelling bag or add little crafts to your storytelling bag to help share the story with others.



The Origin of Day and Night. Inhabit Media, 2018.



Rumbolt, Paula Ikuutaq [Inuit]. **The Origin of Day and Night.** Illustrated by Lenny Lishchenko. Inhabit Media, 2018. 9781772271805. Kindergarten–Grade 4

This is an excellent resource for beginning discussions on Indigenous worldview and their connection to the land and animals that exist in the Inuit territories. There is value in discussion and compromise. This book also discusses the power of words and how we should choose words

carefully. Consider the opening sentence: "At the very beginning of time..." Have you heard that before?

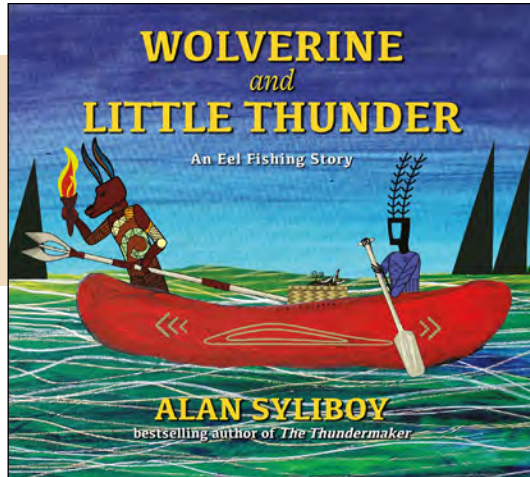
Refer to the wall map of Canada. Question what students may know about this area. Dependent on grade level, students will offer different suggestions. Discuss weather and terrain this far north. Discuss animals that can live in the far north. Discuss predators and prey.

Vocabulary: nocturnal, Arctic, fluffy, trotting or other words of teachers' choosing. Word study: choose interesting verbs.

Questions may include: What is your favourite season? Why or why not? What do you like about daytime or night time? What can you do during the day or night? Chart the answers.

Tell students before reading to think about the two main characters and why they act the way they do. After reading, ask which animal they like better and why. Or question what do you like or dislike about both animals?

Retell: Make or use your storytelling bags to help guide the stories for an oral retell. Students choose objects from nature or home to help story flow. Alternatively, students may make paper or cloth characters glued onto popsicle sticks or make a diorama. Since these activities can span several days, this is an excellent book for a small unit study, including Language Arts, Science, Social Studies, and Art curricula. Math can be added through creating simple surveys and graphs of various Arctic animals.



Syliboy, Alan [Mi'kmaq].

**Wolverine and Little Thunder:
An Eel Fishing Story.**

Nimbus Publishing, 2019. 9781771087278

Kindergarten–Grade 3

Refer to a map of Canada and discuss where the Mi'kmaq people live. This is an excellent resource to share the world view of the Mi'kmaq people, their stories, and relationship with the eel, a traditional food that their people enjoyed. Alan Syliboy's art is compelling and should be

discussed. Reference his other book, *The Thundermaker*, for more background information.

As you show the book cover, discuss the two characters in the red canoe. Are they similar? Muse: I wonder why they look like they do? One looks part animal, how would you describe the other?

Vocabulary: Mi'kmaq, trickster, weirs, immortal, eel

After reading the story, question: How are the two friends the same and different? Is it good to have different kinds of friends? Moral: What are the lessons or moral of the story? Chart answers.

Drama: Group students. Let them choose a part to play — narrator, Wolverine, Little Thunder, the mother, and the eel. Students can do this via a homemade puppet theatre-type production, using various craft material to make their puppets. How can the students show the eel and Wolverine fighting without the actual fight scene? Can the narrator do a compelling narration while Little Thunder voices his concern?

This is an excellent resource for retells complete with Art, Science, Social Studies and different strands of Language Arts. A small unit study on the Mi'kmaq and their connections with the natural (water/land base, animals, foods, language, etc.) and supernatural world via their stories makes for interesting, simple research projects.

Young students may make simple art projects or drawings with a brief description of the story. Students can write a letter to Alan Syliboy.

Tremblay, Ida [Cree/Nehiyawak] and Miriam Körner.

**When We Had Sled Dogs:
A Story from the Trapline /
ācimowin ohci wanihikīskanāhk**

Illustrated by Miriam Körner.

Your Nickel's Worth, 2019. 9781988783390

Kindergarten–Grade 4

Refer to a map of Canada. Point out northern Saskatchewan, homeland of the Cree.

Vocabulary: portage, sled dogs

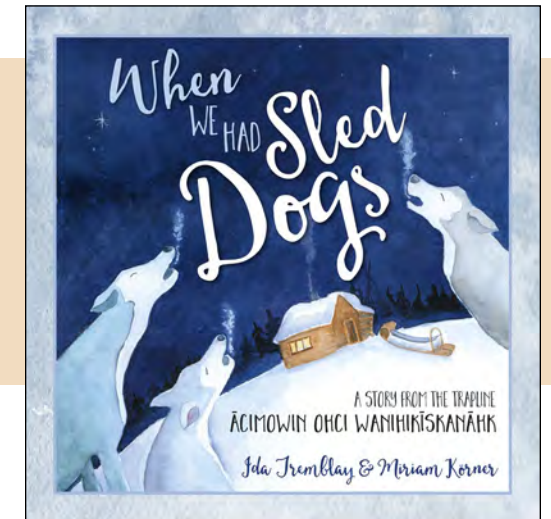
Hint: Tell students that different things and chores happen in each season as the Cree migrate from summer to winter homes.

Discuss the importance of dogsled teams to their traditional way of life.

After reading the story, question: Would you like to have a life like this? What would you miss? What do you really like? Chart answers. Do the Cree still hunt and fish using sled dogs and canoes?

List the animals in the story. List the activities the Cree do in each season.

Retells: Students may use any format or method to show their comprehension of this delightful story — oral, art project, or posters.



RESIDENTIAL SCHOOL SYSTEM

Historical Background

As Europeans crossed the Atlantic to settle in what is now known as Canada, the lands traditionally occupied by the original inhabitants were greatly desired for the lush, natural resources. Historically, Treaties from an Indigenous perspective benefitted treaty makers securing peace, safe passages between their territories, and sharing of land resources for the benefit of everyone, including all the other beings who belong to the land. However, the Treaties made between Indigenous Peoples and European government negotiators were broken and Indigenous Peoples were forced from their traditional territories and their rights were stripped by the new government laws. Indian agents appointed by government officials gained total control of the lives and livelihoods of the proud and self-sustained Indigenous Peoples of what came to be called Canada.

Prime Minister John A. MacDonald in his quest to build a railroad across the country enacted laws to force Indigenous Peoples onto contained reservations where, denied of their livelihood, people suffered famine-like conditions and sickness. He further sought to 'take the Indian' out of children through Residential Schools since they were being raised by 'savages'. So began the dark history of young children, sometimes as young as three years old, being forcibly taken from their homes to be raised without love, nurturing care, food, or medicines when needed.

They were brutally treated in all ways — physically, mentally, socially, sexually — by the Church-run institutions known as Residential Schools. Their belongings were taken and destroyed, their hair was chopped off, and to speak their own language resulted in severe punishment. Many children ran away,

many died through sickness, usually tuberculosis, and many did not return home. Most who returned had lost their language, culture, and home ties. Those who survived the horrors of Residential School are called Residential School Survivors. Today we honour their strength and we honour the memory of those who never returned.

Today news of Residential Schools, the victims, and the survivors is very much on peoples' minds.

Parents may find that their children come home and ask about the Residential School System. They may be confused or fearful or just want answers about why children were taken from their homes to go to Residential Schools. Could this happen to me? Will teachers be mean to me? Children can relate to these topics since they are children. The books about Residential School at the Early Years level are a gentler version for this reason.

Many question: How come I never knew this? The reply: It was never taught in school. The titles in the *From Sea to Sea to Sea* collection can help guide educators through this sensitive topic. The stories reflect the joy and resilience of the children and offer insight into their territories, teachings, language, and culture. Taken from loving homes to harsh Residential Schools often for years at a time resonates with how children and parents' lives have been impacted, a disconnect from identity and world view. The theme of family and relationships with home, land, and language contrasts greatly with the 'savagery' of Residential Schools; plus the resurgence of Indigenous languages is evident on their pages.

A Word of Caution

These stories have difficult content. Be sensitive to possible anxiety and fear, especially in young children or those who have suffered loss within their own families. Reach out to the Indigenous Education Department in your board or ministry for support.

Callaghan, Jodie [Mi'gmaq].

The Train.

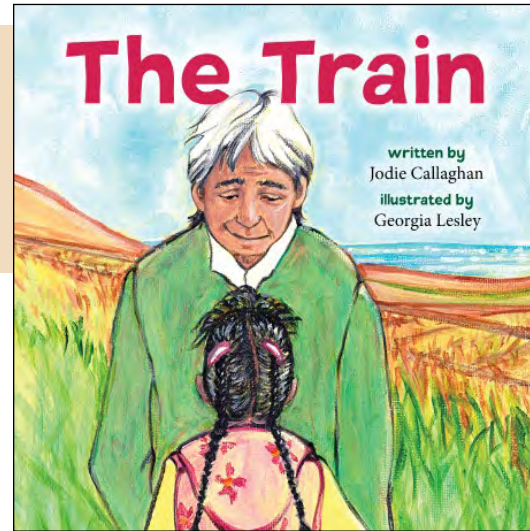
Illustrated by Georgia Lesley.

Second Story Press, 2020. 9781772601299

Grades 1–4

Discuss trains. Who has gone on a train trip? What did you like about it? Who did you travel with?

On a map of Eastern Canada, locate Lustuguj First Nation (border of Quebec close to NB) where the author is from.



Show the cover of book. Question: What do you see on the cover? What do you think they are talking about? Why? Read the face. How does Uncle feel? Why?

Read the story. Question: Did you like the story? Why or why not? Think about your train trip. How was it different from Uncle's train trip?

What would you say to Uncle if he came to visit? List ideas on chart paper. Uncle lost something. What is it? Can you help him?

Activity: Make puppets to dramatize the story — Ashley, Uncle, train, or train tracks

Materials: popsicle sticks, various art supplies, glue, plasticine, felt, scissors

Students work in small groups to create puppets, scenery, train, or empty tracks. They can choose who does what. They discuss the roles and when complete, students take turns doing a retell. This activity can be simple or extend over a few classes dependent on the teacher and grade level.

Joe, Rita [Mi'kmaq]

I Lost My Talk.

Illustrated by Pauline Young [Mi'kmaq].

Nimbus Publishing, 2019. 9781774710050

Grades 1–4

Discuss languages. Question: Who can speak another language? How does it make you feel when you can talk with others in their language? Is it important to know another languages? Why?

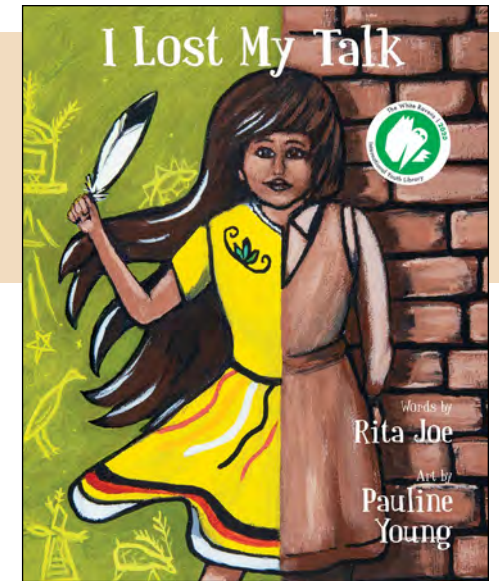
Background to share: Rita Joe was taken to Shubenacadie Residential School in Nova Scotia where she lost her language. Have a map available to show where this is

Imagine: Cover your mouth. Imagine not being able to speak, thinking: "I can't say a word in my language. My words do not matter." Teachers, make up a word after students uncover their mouths and have students repeat it. Can they?

Or do a reverse teach: Students uncover their mouths and now learn an Indigenous word. Call it: I Found My Talk.

Post these new words throughout the year on the I Found My Talk bulletin board.

Older grades can read *I'm Finding My Talk* by Rebecca Thomas and write a letter or poem to Rita Joe. Mail them or post them on your bulletin board.

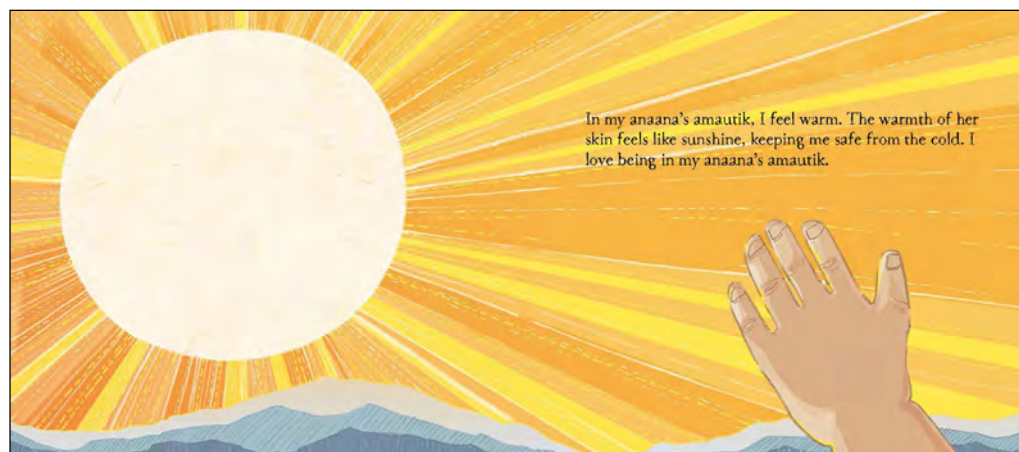


I Lost My Talk. Nimbus Publishing, 2019.

From Sea to Sea to Sea: Celebrating Indigenous Picture Books

2018 Edition

The activities in this educators' resource can also be adapted for use with titles from the original 2018 Edition of the *From Sea to Sea to Sea* Collection. They offer strategies and best practices on teaching age-appropriate curriculum related to contemporary Indigenous experiences, cultural/traditional knowledge and the residential school system. Recommended grade levels for each title in the 2018 Edition are available at ibby-canada.org.



In My Anaana's Amautik. Inhabit Media, 2020.

About the Resource Writer

Linda Lou Classens is an Ojibway Librarian/CEO at Bkejwanong First Nation Public Library. She holds a Bachelor of Arts, Bachelor of Education, and Master of Education. Linda Lou taught on her 'Rez' Walpole First Nation and First Nations in Manitoba and British Columbia. Early literacy, creative writing, and developing partnerships to reach more children with the message of literacy and stories are her strong interests.

About the Resource Advisor

Adrienne Plumley is a Mi'kmaw and Métis educator and currently an Instructional Leader in Indigenous Education with the Urban Indigenous Education Centre at the Toronto District School Board. Prior to this, she was a classroom teacher at Kâpapâmahchakwêw (Wandering Spirit) School.

Watch the Educators' Resource Launch Video

Aired October 5, 2021, on Bibliovideo
www.youtube.com/bibliovideo



About IBBY Canada

IBBY Canada is a not-for-profit organization dedicated to creating a more inclusive and equitable world by connecting children to books that spark the imagination, challenge thinking, and promote friendship and understanding between cultures around the world. We are one of more than 80 national sections of IBBY (the International Board on Books for Young People), founded in 1953 to bring books and children together. IBBY Canada was formed in 1980 to enact positive change through children's literature by supporting, promoting, and honouring creators of Canadian children's literature and encouraging the creation and distribution of quality children's literature.



IBBY Canada
www.ibbycanada.org

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