



Canadian Geographic
Indigenous Peoples
Atlas of Canada

Welcome to the Indigenous Peoples Atlas of Canada Giant Floor Map.

This resource will assist you and your students in understanding the past, present and future of Indigenous Peoples in Canada. There is a wealth of information and a diversity of stories and voices on this map; however, we recognize that no resource will ever be able to encompass all Indigenous voices and stories. The Royal Canadian Geographical Society (RCGS) also recognizes that the stories told here are not ours to tell. It is for this reason that we have worked collaboratively with a number of Indigenous and ally educators and organizations from across Canada to create this resource. We highly recommend that you use this resource as a starting point and reach out to Indigenous communities, organizations and groups in your area to learn more and continue to work toward reconciliation.

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The following learning resources would not be possible without the dedicated efforts of our Indigenous educators, who helped with content creation and provided guidance and numerous perspectives from all across Canada.

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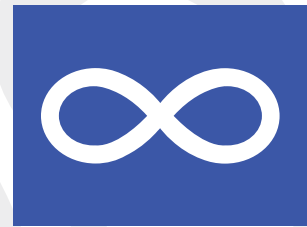
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Indspire

Indigenous education,
Canada's future.

L'éducation des autochtones.
L'avenir du Canada.



CANADA 150

Canada



THE ROYAL
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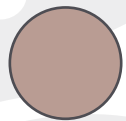
LA SOCIÉTÉ
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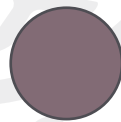
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MATERIALS

This teacher's guide is accompanied by cards and materials that will help you to complete the activities within each section. You may wish to make photocopies of some of the cards to distribute to your students.

Included in the teacher's kit:

- Legends (4)
- Residential School Timeline (1)
- Ropes (15)
- Pylons (50)
- Whiteboard Markers (40)
- Blank cards (40)

Not included in the teacher's kit:

- Ruler
- Sticky notes
- Handheld/mobile device

Pre-map Activities

There are no cards for this section.

Introduction

There are no cards for this section.

Climate Change

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- Land Claim Definitions (1)
- Métis Land (1)
- The House Cartoon (5)
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Resource List

There are no cards for this section.

PRE-MAP ACTIVITIES

Before you receive the Indigenous Peoples Atlas of Canada Giant Floor Map, we recommend you work through some of the following activities with your class. There is an incredible amount of information on the Giant Floor Map, and it is important to make sure you and your students are ready to learn more. Before, during and after your time with the map, we encourage you to reach out to local Indigenous organizations and communities to learn more about the past, present and future of your community.

It is also important to understand that the map, activities and stories shared with you through this educational program are just one small portion of the story of Indigenous Peoples in Canada. It is always best to reach out to local Indigenous communities and organizations to make connections in your own community.

Please always remember, however, that Indigenous communities, groups and organizations do not have to share their stories or history with you, and always use proper and respectful protocol when approaching any external group. Some resources about proper protocol include:

- ▶ Indigenous Corporate Training Inc.'s "First Nation Elder Protocol":
ictinc.ca/blog/first-nation-elder-protocol
- ▶ Centre for Indigenous Initiatives' "Guidelines for Working with Elders":
carleton.ca/indigenous/resources/guidelines-for-working-with-elders/
- ▶ Ramona Big Head's "Elder Wisdom in the Classroom":
learnalberta.ca/content/aswt/documents/elders/elder_wisdom_in_classroom.pdf

PRE-MAP ACTIVITIES

Activity suggestion 1:

As a class, research and discuss the distinct groups of Indigenous Peoples in Canada. Students should be able to:

- a. recognize who the Indigenous Peoples in Canada are (Inuit, Métis, First Nations);
- b. note differences and similarities among the three groups;
- c. recognize that the Indigenous Peoples in Canada have inherent rights;
- d. recognize the diversity among these three groups;
- e. understand that this is the country of origin for Indigenous Peoples, and therefore, retaining, revitalizing and maintaining language and culture is critical; and
- f. use terminology for Indigenous Peoples correctly, such as knowing when to use the term “Indigenous” collectively, distinguishing between various language groups (e.g., Algonquian, Inuit, Michif), distinguishing between different nations (there is a great diversity of First Nations) and more — for example, students should learn the correct original names for communities: e.g., English name = Roseau River, original name given by the local First Nation = Ginew.

Have students visit the websites of all five national partners on the Indigenous Peoples Atlas of Canada project ([Assembly of First Nations](#), [Métis Nation](#), [Inuit Tapiriit Kanatami](#), [National Centre for Truth and Reconciliation](#), [Indspire](#)) to learn more about all groups of Indigenous Peoples.

Activity suggestion 2:

The KAIROS Blanket Exercise is a powerful, experiential teaching tool to enhance understanding of the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. Developed in response to the 1996 Report of the Royal Commission on Aboriginal Peoples, which recommended education on Canadian-Indigenous history as one of the key steps to reconciliation, the exercise covers over 500 years of history in a two-hour workshop that effectively educates while building empathy and opening minds and hearts to ongoing learning about First Nations, Inuit and Métis peoples in Canada.

KAIROS Blanket Exercise participants adopt the roles of Indigenous Peoples in Canada. Standing on blankets that represent the land, they walk through the eras of pre-contact, treaty-making, colonization and resistance. Directed by facilitators representing narrators and the European colonizers, participants are drawn into the experience by reading scrolls and carrying cards that ultimately determine the outcomes for Indigenous Peoples in Canada. The exercise is followed by a debriefing session in which participants have the opportunity to discuss the experience as a group. This often takes the form of a talking circle.

Due to the sensitive nature of the content and to ensure the experience is safe for everyone, the exercise must be led by trained facilitators. If you are interested in training to facilitate the KAIROS Blanket Exercise, or if you want KAIROS to bring trained facilitators to your classroom, please email blanketexercise@kairoscanada.org.

PRE-MAP ACTIVITIES

Activity suggestion 3:

Review with your class basic mapping skills, including:

- a. map orientation and cardinal directions;
- b. scale and how to use a map scale;
- c. base map and representation, discussing what they have seen before on other maps and how what is included on a map tells a specific story; discuss how the cartographer (author of the map) controls the story that is told;
- d. legends, why they are important and how to read them; and
- e. what a cartographer is, who decides what information is shown on a map, and which factors can influence that.

Discuss what is and is not shown on a map and how that affects the story told by the map. Discuss the types of information and data that cartographers use to create maps today.

Activity suggestion 4:

Look at maps in your classroom and discuss what information is shown on them. Discuss what story each map tells and what stories are not told. Next, look specifically at the labels on the map and discuss how place names are decided and by whom. Extend this conversation to include political boundaries.

Discuss why many maps still use the term “Indian” when it is known that Columbus and other explorers and settlers were incorrect and that each First Nation has a unique name that is not “Indian.” This is still an important term to discuss/teach. Consider the government definition/terminology and how it is used (i.e., Indian Act, Treaty Indian).

Activity suggestion 5:

Introduce the themes covered by the activities accompanying the Giant Floor Map. Have students create “What do I know” and “What I want to learn” question charts for each theme.

When discussing your students’ charts, compare and contrast different viewpoints, focusing on how they arrived at these viewpoints. Discuss how people can feel different about situations and how their own experiences can alter how they feel about the experiences of other people.

Activity suggestion 6:

Read stories and poems by Indigenous authors to better understand Indigenous ways of knowing and learning. Reach out to local Indigenous Peoples to learn more about their cultural values by inviting an Elder to share a story and speak to your class. As a class, discuss what is important to Indigenous ideology, such as sharing, caring, community well-being before personal well-being, maintaining the dignity of others (by not shaming, scolding or embarrassing people), helping others using whatever skills and abilities you possess, and treating others as equals. A talking circle is a good example of an activity based on these values because everyone gets to speak, no one can interrupt, everyone faces one another equally, everyone must listen, the honour of one is the honour of all, and the advancement of a group is more important than any single individual. Look deeper into things such as the Métis laws for hunting and harvesting, which are very egalitarian. Ensuring Elders and those who can’t hunt have access to food reflects the traditional value of looking after your community. Reflect as a class if these values are still important today in your communities. Research the Métis Laws of the Harvest that exist today.

PRE-MAP ACTIVITIES

Find out if there are any Indigenous students in your classroom, but be sure not to treat them as a token or expect them to know everything about their history and culture. Be sure to respect their traditions and beliefs throughout your learning.

Activity suggestion 7:

Have students examine the terms “negotiate” and “agreed upon,” which are often used to describe the treaty process. These terms depend on a certain worldview, perspective and choice of words. When someone has power over your very existence, you are likely to “agree” to anything that may give you some control over your own life. If the agreement is written in another language and cannot be fully interpreted because of cultural and linguistic differences, that makes it unfair. When many treaties were being drawn up, First Nations Peoples were being starved into submission, and the treaties promised that the Queen, the Great White Mother, would look after them. Research and discuss how the concept of land ownership was not fully understood because land stewardship and territorial usage (in a respectful, grateful and sustainable way) was, and still is, how Indigenous Peoples view their relationship to the land (i.e., Indigenous Peoples belong to the land).

Activity suggestion 8:

For younger grades, help to develop your students’ spatial skills by having them work with photos or drawings of themselves. Have students measure the photo or picture, then measure their own height, and then calculate the scale dimension of the photo to their real height.

Extend this activity by asking students to map out their school community, noting landmarks such as the school, houses, churches, centres, stores, etc. Ask them to develop map symbols and a legend to go with their map. Have students check their scales by using Google Maps to confirm distances in real life.

Activity suggestion 9:

Introduce Senator Murray Sinclair to your students and discuss the important role that he had in the Truth and Reconciliation Commission. Begin by reviewing his biography on the Senate of Canada website (sencanada.ca/en/senators/sinclair-murray/) and ask students to do further research into his life. Once students are familiar with Senator Sinclair, have them begin the process of self-reflection by using Senator Sinclair’s key questions:

- a. Who am I?
- b. Where do I come from?
- c. Where am I going?
- d. What is my purpose?

These questions will help to frame the journey of reconciliation as students begin to work with this educational resource.

RESOURCE LIST

Indigenous Peoples Atlas of Canada:

- Online version of Atlas: indigenouspeoplesatlasofcanada.ca
- IPAC companion app: itunes.apple.com/ca/app/ipac/id1352523505?mt=8

Climate Change

- International Indigenous Peoples' Forum on Climate Change: iipfcc.org/

Connection to the Land and Demographics

- *Guardians of Eternity* documentary: vimeo.com/150291898
- Learning Circle:
 - ▶ Age 4-7: aadnc-aandc.gc.ca/eng/1316530132377/1316530184659
 - ▶ Age 8-11: aadnc-aandc.gc.ca/eng/1316530294102/1316530327657
 - ▶ Age 12-14: aadnc-aandc.gc.ca/eng/1331134511189/1331134588218
- Honour Water Video Game: This is a singing game that teaches Anishinaabe songs about preserving and protecting our waters, in tandem with interactive challenges for users. honourwater.com/
- Thunderbird Strike Video Game: thunderbirdstrike.com/

- *Sila and the Land* by Shelby Angalik, Ariana Roundpoint, and Lindsay Dupre: amazon.ca/Sila-Land-Shelby-Angalik/dp/1928034179/ref=sr_1_1?ie=UTF8&qid=1514923346&sr=8-1&keywords=sila+and+the+land
- Assembly of First Nations It's Our Time Toolkit: afn.ca/education/toolkit/
- Inuit Nunangat Taimannganit: itk.ca/taimannganit/

Governance

- *The Elders Are Watching* by Roy Henry Vickers and David Bouchard: amazon.ca/Elders-are-Watching-Henry-Vickers/dp/1551926415/
- *Nokum Is My Teacher* by David Bouchard
- *Hiawatha and the Peacemaker* by Robbie Robertson and David Shannon
- *Indian Roots of American Democracy* by José Barreiro
- Métis Nation Accord: pm.gc.ca/sites/pm/files/canada_métis_nation_accord.pdf

Housing

- Statistics Canada Aboriginal Housing: statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016021/98-200-x2016021-eng.cfm

RESOURCE LIST

- “Stop building junk on reserves, says Mike Holmes”: cbc.ca/news/canada/stop-building-junk-on-reserves-says-mike-holmes-1.1083657
- Current First Nations Housing information:
 - ▶ afn.ca/housing/
 - ▶ sac-isc.gc.ca/eng/1100100010715/1521125087940
 - ▶ ontarioaboriginalhousing.ca/
- Ojibwe lessons, songs and stories: ojibwe.net/
- Inuktitut lessons: tusaalanga.ca/
- Learn to Speak Mohawk app (available for free from app store), Thornton Media
- Maskwacis Cree app (available for free from app store), Thornton Media
- #CreeSimonSays Facebook Page: facebook.com/groups/380099328844547/, creeliteracy.org/2017/02/17/creesimonsays-simon-bird-and-lilmoshom/

Human Rights

- *Through Mala's Eyes*: aadnc-aandc.gc.ca/eng/1302888259029/1302888515811
- *We Can't Make the Same Mistake Twice* documentary: nfb.ca/film/we_can_t_make_the_same_mistake_twice/
- *Finding Dawn* documentary about missing and murdered Indigenous women: nfb.ca/film/finding_dawn/
- *The Water Walker* by Joanne Robertson
- Tuberculosis rates: canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/diseases-health-conditions/tuberculosis/tuberculosis-resources-first-nations-inuit-aboriginal-health-health-canada/map-tuberculosis-inuit-nunangat.html
- “TB rates in Inuit communities are unacceptable”: thestar.com/opinion/contributors/2018/03/27/tb-rates-in-inuit-communities-is-unacceptable.html
- Moosehide Campaign: moosehidecampaign.ca/
- The Moccasin Project: sotheycangohome.com/
- Have a Heart Day: fncaringsociety.com/have-a-heart
- Bear Witness Day: fncaringsociety.com/BearWitness
- Mapping Indigenous Languages in Canada: canadiangeographic.ca/article/mapping-indigenous-languages-canada
- Indian Act: aadnc-aandc.gc.ca/eng/1100100010193/1100100010194
- UNESCO Interactive Atlas of the World's Languages in Danger: unesco.org/languages-atlas/index.php
- Inuktitut language sheet: tungasuvvingatinuit.ca/wp-content/uploads/2015/04/vocabulary-booklet-web-2.pdf

Movement of People

- *Nowhere Land* short documentary: nfb.ca/film/nowhere_land/
- *The Cache* Interactive Story: legacies150.nfb.ca/cache/
- *Tetepiskat* Interactive Story: legacies150.nfb.ca/tetepiskat/
- Nametau Innu - Memory and knowledge of Nitassinan website: nametauinnu.ca/en/home
- “Inuit get federal apology for forced relocation”: cbc.ca/news/canada/north/inuit-get-federal-apology-for-forced-relocation-1.897468
- “‘We called it ‘Prison Island’: Inuk man remembers forced relocation to Grise Fiord”: cbc.ca/news/canada/north/forced-relocation-high-arctic-inuit-1.4182600

Indigenous Languages

- Assembly of First Nations information on languages: afn.ca/policy-sectors/languages/

RESOURCE LIST

- Apology for the Inuit High Arctic relocation: aadnc-aandc.gc.ca/eng/1100100016115/1100100016116
- National Film Board of Canada - *High Arctic Exiles*. This film contains old footage and recent testimonials. However, the film is from 1995 and uses the term Eskimo incorrectly: nfb.ca/film/broken_promises_-_the_high_arctic_relocation/

Notable People

- *Breaths: singer - songwriter and humanitarian*: nfb.ca/film/breaths/
- Indspire Award Laureates: indspire.ca/laureate/

Original Place Names

- *Claire and her Grandfather*: aadnc-aandc.gc.ca/eng/1303145519542/1303145749835
- Natural Resources Canada - Indigenous Place Names: nrcan.gc.ca/earth-sciences/geography/place-names/indigenous/19739
- Guiding principles for geographical naming: nrcan.gc.ca/earth-sciences/geography/place-names/about-geographical-names-board-canada/9176
- Google Earth Voyager story *Canada's Original Place Names*: earth.google.com/web/@55.95077959,-79.32641897,-3.37053057a,5664983.05540502d,35y,23.89357354h,0t,0r/data=Cj4SPBtgYmVjMmFjM-DczMzhIMTFIOGEzYTFmZjM4NTk0YmQ5Z-mEiGGVmZWVkX3JjZ3NfcGxhY2VfbmFtZXNfMA
- Inuit Mapping: paninuittrails.org/index.html?module=module.paninuittrails

Residential Schools

- *Second Stories - It Had to Be Done*: nfb.ca/film/second_stories_it_had_to_be_done/
- Indian Residential Schools and Reconciliation - Grade 5 teacher resources: fnesc.ca/grade5irsr/
- Indian Residential Schools and Reconciliation - Grade 10 teacher resources: fnesc.ca/grade-10irsr/

- Indian Residential Schools and Reconciliation - Grade 11 and 12 teacher resources to support inquiry: fnesc.ca/grade-11-12-indian-residential-schools-and-reconciliation/
- Remembering the Past: A Window into the Future-stain glass window in Parliament story with colouring book: aadnc-aandc.gc.ca/eng/1332859355145/1332859433503
- Statement of Apology from Stephen Harper: aadnc-aandc.gc.ca/eng/1100100015644/1100100015649
- *When We Were Alone* by David Alexander Robertson, illustrated By Julie Flett: amazon.ca/When-Alone-David-Alexander-Robertson/dp/155379673X
- *Indian Horse* Novel and film: indianhorse.ca/en
- *Shi-shi-etko* and *Shin-chi's Canoe* by Nicola Campbell
- *Kookum's Red Shoes* by Peter Eyvindson
- *Fatty Legs: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- *A Stranger at Home: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- The Manitoba Teachers' Federations *Secret Path* lesson plans: mbteach.org/mtscms/2017/04/26/secret-path-lesson-plans/
- British Columbia Teachers Federation - Gladys We Never Knew: bctf.ca/GladysWeNeverKnew/
- Project of Heart: projectofheart.ca/
- Inuit experience of Residential Schools: weweresofaraway.ca/
- Healing the Legacy of Residential Schools: wherearethekids.ca/en/
- The following information resources are available to download:
 - ▶ Hope and Healing
 - ▶ Forgotten: the Métis Experience of Residential Schools

RESOURCE LIST

- ▶ Inuit and the Residential School System
- ▶ Where are the Children
- ▶ We Were So Far Away
- ▶ 100 Years of Loss Timeline
- ▶ Reconciliation Video
- The following workshop manuals are available to download:
 - ▶ Forgotten: the Métis Experience of Residential Schools
 - ▶ Métis PowerPoint
 - ▶ We Were so Far Away
 - ▶ 100 Years of Loss: the Residential School System in Canada
 - ▶ Bi-Giwen Coming Home: Truth-telling from the Sixties Scoop
 - ▶ We Were so Far Away Timeline
 - ▶ Tebatchimowin
- Visit the following websites:
 - ▶ wherearethechildren.ca
 - ▶ weweresofaraway.ca
 - ▶ 100yearsofloss.ca
 - ▶ forgottenmetis.ca
 - ▶ missinghistory.ca/
- For Survivor Testimonies Please visit the websites below. **Warning:** These videos contain subject matter that may be disturbing to some visitors, particularly Survivors of the Residential School System. Please call the Health Canada 24-Hour National Survivors Crisis Line at 1-866-925-4419 if you need assistance.
 - ▶ wherearethechildren.ca/en/stories/
 - ▶ Bi-Giwen Sixties Scoop Survivor Testimony

- Aboriginal Healing Foundation Research Publications:
 - ▶ ahf.ca/publications
 - ▶ Speaking My Truth
 - ▶ Reconciliation and the Way Forward
- “11 books to teach kids about residential schools”: todaysparent.com/family/books/books-to-teach-kids-about-residential-schools/
- Canadian Museum of Human Rights - App with bentwood box mw17.mwconf.org/glami/bentwood-box-interactive/
- Orange Shirt Day: mbteach.org/mtscms/2016/09/10/lesson-plans-and-resources-for-orange-shirt-day/
- National Centre for Truth and Reconciliation: education.nctr.ca/link-to-page-2/

Seasonal Cycles and Migration Patterns

- Travel Nunavut - Weather and Climate: nunavuttourism.com/plan-and-book/visitor-information/weather-climate/

Treaties, Land Disputes, Agreements and Rights

- Government of Canada infographic: aadnc-aandc.gc.ca/eng/1380223988016/1380224163492
- *Trick or Treaty* documentary: nfb.ca/film/trick_or_treaty/
- *Path of the Elders* - Explore Treaty 9 Video Game: pathoftheelders.com/
- Maps of Treaty Making: aadnc-aandc.gc.ca/eng/1100100032297/1100100032309
- Interactive GIS Application to locate Indigenous communities, reserve land and land claims: geo.aandc-aadnc.gc.ca/geoviewer-geovisualiseur/index-eng.html
- Alan Ojiiig Corbiere - *The Underlying Importance of Wampum Belts*: youtube.com/watch?v=wb-RftTCQ_8

RESOURCE LIST

- Anishinabek Nation Union of Ontario Indian We Are All Treaty People – Teachers Kit: anishinabek.ca/wp-content/uploads/2017/10/TeachersResOrderForm_3-1.pdf
- Treaty Education Initiative from the Treaty Relations Commission of Manitoba: trcm.ca/treaty-education-initiative/
- Office of the Treaty Commissioner (Saskatchewan) Education: otc.ca/pages/education.html
- MFNERC Treaty Education: mfnerc.org/mfnerc-and-treaty-education/
- Alberta Teachers' Association Walking Together - Education for Reconciliation Project: teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/Walking%20Together.aspx
- Treaty Relations Commission of Manitoba: trcm.ca/
- Metis posters, timeline, workbook, teacher's guide, flashcards, etc.: metisnation.org/programs/education-training/education/education-kit/
- We Movement Indigenous Programming: we.org/we-schools/aboriginal-programming/
- *Blackflies* by Robert Munsch (story book)
- Posters on Indigenous knowledge and the Global Goals: en.unesco.org/lik-expo
- Historica Canada Indigenous Perspectives Handbook: fb.historicacanada.ca/education/english/indigenous-perspectives/
- Spirit Bear Twitter: twitter.com/spiritbear?lang=en
- Metis Museum: metismuseum.ca/
- C3 videos: canadac3.ca/en/news-or-media/videos/
- Edmonton Public School Board Resources: sites.google.com/a/epsb.ca/fnmi-education/resources/educational-resources

Trade Routes and Traplines

- *Métis Way of Life* Colouring Book: metisnation.org/media/653154/3-m%C3%A9tis-way-of-life-colouring-book_biling-edits.pdf

Symbols

- Sesqui Meridian VR Google Cardboard App with teacher guides: sesqui.ca/vr/

General

- Graphic Novels - Native Realities: nativerealities.com/

- Yukon Ministry of Education First Nations Curriculum: yesnet.yk.ca/firstnations/publications.html
- Ontario Secondary School Teachers' Federation Common Threads: osstf.on.ca/resource-centre/curricular-materials-and-classroom-resources/common-threads/projects/full-circle-first-nations-m%C3%A9tis-inuit-ways-of-knowing.aspx
- Elementary Teachers' Federation of Ontario - *Spirit Horse*: spirithorse.ca/
- Saskatchewan Ministry of Education - Following Their Voices: followingtheirvoices.ca/