

Truth and Reconciliation Resources

Behind closed doors : stories from the Kamloops Indian Residential School

36750 BK
226 p. 2006 Secwepemc Cultural Education Societ
edited by Agnes Jack.
Provides the stories of thirty-two individuals who attended the Kamloops Indian Residential School.

Child abuse; First Nations–Education–History; First Nations–Residential schools–British Columbia; Kamloops Indian Residential School; Secwepemc (First Nations people)–Biography; Secwepemc (First Nations people)–Residential schools; Secwepemc (First Nations people)–Interviews; Jack, Agnes,–edt

Code talkers [6 books]

33224 KT
IJ 48 pce 2008 Scholastic
Written by Mary Anne Wollison, illustrated by Andrew Barr.
Timeline Series - Two Navajo brothers are forbidden to speak their own language at their residential school. But after the attack on Pearl Harbor in 1941, the brothers find their mother tongue is an important tool in winning World War II.

Cryptography; First Nations–Residential schools; Graphic novels; Language arts; Reading; World War–1939-1945

Dear Canada

For descriptions see individual titles:
These are my words : the residential school diary of Violet Pesheens [6 books] [37989]
These are my words : the residential school diary of Violet Pesheens [38113]

Fatty legs [6 books]

34668 KT
IJ 104 pce 2010 Firefly
Christy Jordan-Fenton & Margaret Pokiak-Fenton ; artwork by Liz Amini-Holmes
Margaret traveled with her father to Aklavik. She was mesmerized by what she saw—strange dark-cloaked nuns and pale-skinned priests who had journeyed from far-off lands. Margaret knew they held the key to the greatest of the outsiders' mysteries—reading. Margaret begs her father to let her go to the outsiders' school. She soon encounters the Raven—a nun. The nun disapproves of Margaret. Margaret is the laughingstock of the school. Now she must face her tormentors.

First Nations–Fiction; First Nations–Residential schools;
Inuit–Residential schools

Fatty Legs : a true story

35242 BK
PIJ 104 p. 2010 Annick Press
Christy Jordan-Fenton and Margaret Pokiak-Fenton ; artwork by Liz Amini-Holmes.
Chronicles the unbreakable spirit of an Inuit girl while attending an Arctic residential school.

Inuit–Residential schools; Inuit women–Biography; Amini-Holmes, Liz,–ill; Pokiak-Fenton, Margaret; Pokiak-Fenton, Margaret; Aboriginal

Fatty legs : a true story [30 copies]

37293 KT
IJ 104 pce 2010 Annick Press
Christy Jordan-Fenton & Margaret Pokiak-Fenton
Chronicles the unbreakable spirit of an Inuit girl while attending an Arctic residential school. (371.829)

Inuit–Residential schools; Inuit women–Biography; Aboriginal

I am not a number

37319 BK
2016
written by Jenny Kay Dupuis and Kathy Kacer ; illustrated by Gillian Newland.
When eight-year-old Irene is removed from her First Nations family to live in a residential school she is confused, frightened, and terribly homesick. She tries to remember who she is and where she came from despite the efforts of the nuns to force her to do otherwise. This picture book is based on a true story about a young First Nations girl -the author's grandmother - who was sent to a Residential School. "I Am Not a Number" brings a terrible part of Canada's history to light, in a way that children can learn from and relate to. A note about the Residential School System can be found at the end of the story, along with an Afterword, by the author.

Biographical fiction; Critical thinking; First Nations–Residential schools; First Nations–Residential schools–Fiction; First Nations–Government relations–Fiction; Historical fiction; Kacer, Kathy,–1954—author; Newland, Gillian,–illustrator

I am not a number [6 books]

37807 KT
IJ 32 pce 2016 Second Story Press
Written by Jenny Kay Dupuis and Kathy Kacer
When eight-year-old Irene is removed from her First Nations family to live in a residential school she is confused, frightened, and terribly homesick. She tries to remember who she is and where she came from despite the efforts of the nuns to force her to do otherwise. This picture book is based on a true story about a young First Nations girl - the author's grandmother - who was sent to a Residential School. "I Am Not a

Number" brings a terrible part of Canada's history to light, in a way that children can learn from and relate to. A note about the Residential School System can be found at the end of the story, along with an Afterword, by the author.

Biographical fiction; Canada–History–20th century; First Nations–Biography; First Nations–Government relations; First Nations–Residential schools–Biography; First Nations–Ethnic identity–Biography; Social Studies; Aboriginal

In our own words : bringing authentic First Peoples content to the K-3 classroom

35013 BK
PT 2012 First Nations Education Steering Co

[developed by the First Nations Education Steering Committee (FNESC), with assistance from the British Columbia Ministry of Education and support from the Education Partnerships Program of Aboriginal Affairs and Northern Development Canada]

Designed to provide teachers with guidance on how to incorporate authentic First Peoples materials into their instruction and assessment practices at the primary level. Provides an array of ideas and strategies, along with eight complete unit plans. Serves as a companion resource to: 'Authentic First Peoples resources for use in the K-7 classroom'.

First Nations–Study and teaching; First Nations–Education–Curricula; First Nations–Education–Curriculum planning; Inuit–Education–Curricula; Inuit–Education–Curriculum planning; Inuit–Study and teaching; Métis–Education–Curricula; Métis–Education–Curriculum planning; Métis–Study and teaching

Indian horse [6 books]

35517 KT
JS 216 pce 2012 Douglas and McIntyre

Richard Wagamese
Saul Indian Horse has hit bottom. His last binge almost killed him, and now he's a reluctant resident in a treatment center, surrounded by people he's sure will never understand him. But Saul wants peace, and he'll find it only through telling his story. Beginning with his childhood on the land, he embarks on a journey back through his life as a northern Ojibway, with all its joys and sorrows.

First Nations–Fiction; First Nations–Residential schools

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Keeper'n me [6 books]

31832 KT

S 322 pce 1994 Anchor
Richard Wagamese

When Garnet Raven was three years old, he was taken from his home on an Ojibway Indian reserve and placed in a series of foster homes. Having reached his mid-teens, he escapes at the first available opportunity, only to find himself cast adrift on the streets of the big city. (FIC)

First Nations–Canada–Fiction;
Foster home care–Fiction;
Literature–Study and teaching
(Secondary)

Kookum's red shoes [6 books]

37808 KT

PI 36 pce 2011 Pemmican
Publications

Written by Peter Eyvindson
An elderly woman remembers her experiences as a child at a residential school. Read about how her life was changed forever – what was lost and how goodness persisted.

First Nations–Residential schools–
Fiction; First Nations elders–Fiction;
First Nations–History–Fiction; First
nations children–Fiction; Historical
fiction; Social Studies

The marrow thieves [6 books]

38082 KT

JS 234 pce 2017 Dancing Cat
Books

Cherie Dimaline

"The indigenous people of North America are being hunted and harvested for their bone marrow, which carries the key to recovering something the rest of the population has lost: the ability to dream. In this dark world, Frenchie and his companions struggle to survive as they make their way up north to the old lands. For now, survival means staying hidden... but what they don't know is that one of them holds the secret to defeating the marrow thieves"—Back cover.

Dreams–Fiction; First Nations–
Fiction; Global warming–Fiction;
Immune system–Fiction; Native
Americans–North America–Fiction;
Transplantation of organs, tissues,
etc.–Fiction

My name is Seepetza [30 copies]

15938 KT

IJ 126 pce 1992 Greenwood
Shirley Sterling

Shirley Sterling based this novel on her own experiences as an aboriginal student at the Kamloops Indian Residential School. It is written in the form of a journal, recording the experiences of a student at the school in the 1950s. Hearing the voice of "Seepetza" on the CD as she talks about her inspiration for writing the songs she sings gives the students a strong connection to the author. Shishi-etko complements Seepetza as it

describes the last days at home of a child before being taken to residential school. (813.54)

First Nations–British
Columbia–Education; First Nations–
Residential schools; Interior Salish

My name is Seepetza [6 copies]

31948 KT

IJ 126 pce 1992 Greenwood
Shirley Sterling based this novel on

her own experiences as an aboriginal student at the Kamloops Indian Residential school.

First Nations–Residential schools;
Interior Salish; Reading

My name is Seepetza / : Shirley Sterling

20125 BK

IJ 126 p. 1992 Greenwood

Phyllis's orange shirt

38640 BK

written by Phyllis Webstad ; illustrated
by Brok Nicol.

"When Phyllis was a little girl she was excited to go to residential school for the first time. Her Granny bought her a bright orange shirt that she loved and she wore it to school for her first day. When she arrived at school her bright orange shirt was taken away. This is both Phyllis Webstad's true story and the story behind Orange Shirt Day which is a day for us all to reflect upon the treatment of First Nations people and the message that 'Every Child Matters'. "-Strong Nations website. "Phyllis's Orange Shirt is an adaptation of The Orange Shirt Story. This true story also inspired the movement of Orange Shirt Day which could become a federal statutory holiday. A page of information about this day is included at the end of the book." -Strong Nations website.

Canada–History–20th century; First
Nations–Biography; First Nations–
Residential schools–Biography;
Secwepemc (First Nations people)–
Biography; Secwepemc (First
Nations people)–Residential
schools–Biography; Stories in
rhyme; Nicol, Brock,–illustrator

Red Wolf

39260 BK

Jennifer Dance.

In the late 1800s, both Native people and wolves are being forced from the land. Starving and lonely, an orphaned timber wolf is befriended by a boy named Red Wolf. But under the Indian Act, Red Wolf is forced to attend a residential school far from the life he knows, and the wolf is alone once more. Courage, love, and fate reunite the pair, and they embark on a perilous journey home. But with winter closing in, will Red Wolf and Crooked Ear survive? And if they do, what will they find?

Canada–History–1867-1914–
Fiction; First Nations–Residential
schools–Fiction; Ojibwa (First
Nations people)–Fiction;
Wolves–Fiction

Red Wolf [6 books]

39712 KT

I 251 pce 2014 Dundurn
Jennifer Dance

In the late 1800s, both Native people and wolves are being forced from the land. Starving and lonely, an orphaned timber wolf is befriended by a boy named Red Wolf. But under the Indian Act, Red Wolf is forced to attend a residential school far from the life he knows, and the wolf is alone once more. Courage, love, and fate reunite the pair, and they embark on a perilous journey home. But with winter closing in, will Red Wolf and Crooked Ear survive? And if they do, what will they find?

Canada–History–1867-1914–
Fiction; First Nations–Residential
schools–Fiction; Ojibwa (First
Nations people)–Fiction;
Wolves–Fiction

Residential schools : elementary school

34438 KT

IJ 2022 Kamloops School District #
73

From the time of initial contact, European settlers and the governments that they created in Canada viewed Aboriginal people as savages - uncultured, uncivilized, and backward. It was believed that Aboriginal culture was immature compared to European culture, and that to wait for these cultures to mature naturally would have devastating effects upon the people. The Government of Canada believed it was necessary for Aboriginal people to become contributing citizens within mainstream Canadian society and its economy. While Aboriginal lifestyles were believed to prevent this from happening, education was believed to be the solution. The Residential School System was conceived, and thus began the bleakest era in Canadian Aboriginal history. (371.92)

First Nations–Social conditions;
First Nations; First
Nations–Residential schools

Residential schools : high school

34437 KT

S Kamloops School District # 73

From the time of initial contact, European settlers and the governments that they created in Canada viewed Aboriginal people as savages - uncultured, uncivilized, and backward. It was believed that Aboriginal culture was immature compared to European culture, and that to wait for these cultures to mature naturally would have devastating effects upon the people. The Government of Canada believed it

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BC First Nations Studies 12; First Nations; First Nations–Residential schools

Righting Canada's wrongs

Residential schools : the devastating impact on Canada's Indigenous Peoples and the Truth and Reconciliation Commission's findings and calls for action [8 books]

37277 KT

IJS 128 pce 2016 James Lorimer
Melanie Florence

Canada's residential school system for aboriginal young people is now recognized as a grievous historic wrong committed against First Nations, Metis, and Inuit peoples. This book documents this subject in a format that will give all young people access to this painful part of Canadian history. In 1857, the Gradual Civilization Act was passed by the Legislature of the Province of Canada with the aim of assimilating First Nations people. In 1879, Prime Minister Sir John A. Macdonald commissioned the "Report on Industrial Schools for Indians and Half-Breeds." This report led to native residential schools across Canada. First Nations and Inuit children aged seven to fifteen years old were taken from their families, sometimes by force, and sent to residential schools where they were made to abandon their culture. They were dressed in uniforms, their hair was cut, they were forbidden to speak their native language, and they were often subjected to physical and psychological abuse. The schools were run by the churches and funded by the federal government. About 150,000 aboriginal children went to 130 residential schools across Canada. The last federally funded residential school closed in 1996 in Saskatchewan. The horrors that many children endured at residential schools did not go away. It took decades for people to speak out, but with the support of the Assembly of First Nations and Inuit organizations, former residential school students took the federal government and the churches to court. Their cases led to the Indian Residential Schools Settlement Agreement, the largest class-action settlement in Canadian history. In 2008, Prime Minister Harper formally apologized to former native residential school students for the atrocities they suffered and the role the government

played in setting up the school system. The agreement included the Truth and Reconciliation Commission, which has since worked to document this experience and toward reconciliation. Through historical photographs, documents, and first-person narratives from First Nations, Inuit, and Metis people who survived residential schools, this book offers an account of the injustice of this period in Canadian history. It documents how this official racism was confronted and finally acknowledged.

Discrimination; Inquiry-based learning; Métis; Residential schools; Social Studies; Social justice; First Nations–Government relations; First Nations–Residential schools; Inuit–Residential schools; Métis–Residential schools

Residential schools : the devastating impact on Canada's indigenous peoples and the Truth and Reconciliation Commission's findings and calls for action

37822 BK

Melanie Florence.

Canada's residential school system for aboriginal young people is now recognized as a grievous historic wrong committed against First Nations, Metis, and Inuit peoples. Through historical photographs, documents, and first-person narratives from people who survived residential schools, this book offers an account of the injustice of this period in Canadian history. It documents how this official racism was confronted and finally acknowledged.

First Nations–Government relations; First Nations–Education–History; First Nations–Residential schools; Inuit–Residential schools; Métis–Residential schools

Science First Peoples : teacher resource guide : grades 5 to 9

37495 BK

T

First Nations Education Steering Committee, First Nations Schools Association.

Provides background information regarding how First Peoples' unappropriated knowledge and perspectives in science can be recognized and included in science inquiry. Offers curriculum planning suggestions and provides examples of fully developed units that correspond with the 'Big Ideas and Learning Standards' in the BC Provincial Science Curriculum for grades 5-9. Designed to be used by teachers, in conjunction with other resources. Units include a brief introduction, essential questions, enduring understandings, curriculum connections, cross-curricular links, suggested activities, resources, assessment activities, and more.

First Nations–Study and teaching; First Nations–Education–Curricula; Science–Study and teaching; First Nations Education Steering Committee,—authoring body; First Nations Schools Association,—authoring body

Secret path

39027 BK

Gord Downie + Jeff Lemire.

This wordless graphic novel tells the story of young Chanie Wenjack (misnamed Charlie by his teachers) who died while trying to walk 400 miles home after running away from an Indian Residential School. Stories without

Biographical graphic novels; First Nations–Residential schools–Graphic novels; First Nations–Residential schools–Poetry; Lemire, Jeff,—illustrator; Wenjack, Chanie,—1954-1966–Graphic novel

Secret Path [15 copies]

37680 KT

JS 2016

Simon & Schuster

Gord Downie

This wordless graphic novel tells the story of young Chanie Wenjack (misnamed Charlie by his teachers) who died while trying to walk 400 miles home after running away from an Indian Residential School. Gord Downie, lead singer for The Tragically Hip, has interspersed his 10 poems about Chanie within the pages of this graphic novel. Also includes one copy of "When we were alone".

Biographical graphic novels; First Nations–Residential schools–Graphic novels; First Nations–Residential schools–Poetry; Graphic novels; Popular music–Canada; Social Studies; Stories without words

Shi-shi-etko

39051 BK

PJ 2005 Groundwood Books/House of Anansi Pr

Nicola I. Campbell ; pictures by Kim LaFave.

Shi-shi-etko gathers together many of the things of nature and places them into her bag of memories so that she will never forget her people and land as she prepares to go many miles away to the required residential school.

Creative thinking; First Nations–Residential schools–Fiction; First nations children–Fiction; LaFave, Kim,—ill

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Shi-shi-etko

38377 BK
PIJS 2010

Nicola I. Campbell ; illustrations, Kim LaFave ; [traduction, Diane Lavoie]. Useful for teaching about Residential Schools. a loi l'exige: dans quelques jours, la jeune Shi-shi-etko devra quitter sa famille et tout ce qui lui est cher pour aller à l'école résidentielle, au pensionnat indien. Ces journées précédant son départ, elle observe et savoure chaque détail de son univers. Sa mère, son père et sa grand-mère lui transmettent tour à tour des valeurs identitaires dont ils veulent qu'elle se souvienne. Et elle se fait une promesse, celle de se souvenir. [SDM] De descendance salish et métisse, l'auteure évoque l'une des pires injustices perpétrées contre les Premières nations du Canada: le système des pensionnats indiens. Cette expérience dévastatrice pour la culture autochtone est abordée ici dans des mots simples adaptés aux enfants. [SDM].

Famille–Fiction.; First Nations; First Nations–Residential schools; Indiens d'Amérique–Canada–Fiction.; Inquiétude–Fiction.; Pensionnats–Fiction.; LaFave, Kim,–illustrator

Shi-shi-etko

34130 DV
PIJS 12 min 2009 Moving Images Distribution

Produced by Monkey Ink Media, Marilyn Thomas
Based on the children's book Shi-shi-etko by Nicola Campbell, this beautiful story follows a young Aboriginal girl on the last four days before she is taken to residential school. Each day of these days she spends with a different family member—her mother, her father and her Yayah (grandmother). Knowing what's in store, each of them reminds her of the beauty of her culture, who she is and, most importantly, to never forget.

First Nations–Residential schools–Fiction; First Nations children–Fiction

Shi-shi-etko [6 books]

36744 KT
PI 2005 Groundwood Books
Nicola I. Campbell ; pictures by Kim LaFave

Shi-shi-etko just has four days until she will have to leave her family and everything she knows to attend residential school. She spends her last precious days at home treasuring and appreciating the beauty of her world – the dancing sunlight, the tall grass, each shiny rock, the tadpoles in the creek, her grandfather's paddle song. Her mother, father, and grandmother, each in turn, share valuable teachings that they want her to remember. Shi-shi-etko carefully gathers her memories for safekeeping.

First Nations; First Nations–Residential schools; First Nations children; Reading

Shin-chi's canoe

39053 BK
PI 2008 Groundwood Books/House of Anansi Pr
Nicola I. Campbell ; pictures by Kim LaFave.

Shi-shi-etko returns to the Native American residential school along with her six-year-old brother, Shin-chi; but until they reunite with their family again in the summer, the two endure hunger and loneliness as they go to school, do hard work, and suffer extreme punishments.

Critical thinking; First Nations–Fiction; First Nations–Residential schools–Fiction; First Nations children–Fiction; Historical fiction; LaFave, Kim,–ill

Shin-chi's canoe [6 books]

36743 KT
PI 2008 Groundwood Books
Nicola I. Campbell ; pictures by Kim LaFave

This moving sequel to the award-winning Shi-shi-etko tells the story of two children's experience at residential school. Shi-shi-etko is about to return for her second year, but this time her six-year-old brother, Shin-chi, is going, too. As they begin their journey in the back of a cattle truck, Shi-shi-etko tells her brother all the things he must remember: the trees, the mountains, the rivers and the salmon. Shin-chi knows he won't see his family again until the sockeye salmon return in the summertime. When they arrive at school, Shi-shi-etko gives him a tiny cedar canoe, a gift from their father. The children's time is filled with going to mass, school for half the day, and work the other half. The girls cook, clean and sew, while the boys work in the fields, in the woodshop and at the forge. Shin-chi is forever hungry and lonely, but, finally, the salmon swim up the river and the children return home for a joyful family reunion.

Critical thinking; First Nations; First Nations–Residential schools; First Nations children; Reading

Speaking our truth : a journey of reconciliation

37705 BK
IJ
Monique Gray Smith.
"This nonfiction book examines how we can foster reconciliation with Indigenous people at individual, family, community and national levels"—Provided by publisher.

Canada–Race relations; Indigenous peoples–Canada–History; Indigenous peoples–Canada–Government relations; Indigenous peoples–Canada–Residential schools

Speaking our truth : a journey of reconciliation [8 books]

38672 KT
IJS 159 pce 2017 Orca Book Publishers
Monique Gray Smith
"This nonfiction book examines how we can foster reconciliation with Indigenous people at individual, family, community and national levels"—Provided by publisher.

Canada–Race relations; First Nations; Indigenous peoples–Canada–History; Indigenous peoples–Canada–Government relations; Indigenous peoples–Canada–Residential schools; Inquiry-based learning; Social Studies

Stolen words

37791 BK
P 2017
written by Melanie Florence ; illustrated by Gabrielle Grimard.
A young girl helps her grandfather remember his native Cree language.

Cree (First Nations people)–Fiction; Critical thinking; First Nations–Fiction; First Nations–Residential schools; Grandparent–grandchild relationship–Fiction; Personal awareness and social responsibility; Grimard, Gabrielle,–illustrator

A stranger at home [6 books]

36745 KT
PI 2011 Annick Press
Christy Jordan-Fenton ; Margaret Pokiak-Fenton ; Artwork by Liz Amini-Holmes
Traveling to be reunited with her family in the Arctic, 10-year-old Margaret Pokiak can hardly contain her excitement. It's been two years since her parents delivered her to the school run by the dark-cloaked nuns and brothers. Coming ashore, Margaret spots her family, but her mother barely recognizes her, screaming, "Not my girl." Margaret realizes she is now marked as an outsider. And Margaret is an outsider: she has forgotten the language and stories of her people, and she can't even stomach the food her mother prepares. However, Margaret gradually relearns her language and her family's way of living. Along the way, she discovers how important it is to remain true to the ways of her people – and to herself. Highlighted by archival photos and striking artwork, this first-person account of a young girl's struggle to find her place will inspire young readers to ask what it means to belong.

First Nations; Inuit–Biography; Inuit–Canada–Residential schools; Reading; Women–Biography

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A stranger at home : a true story

36183 BK

IJ 2011 Annick Press
Christy Jordan-Fenton & Margaret Pokiak-Fenton ; artwork by Liz Amini-Holmes.

This is a memoir in which the author recalls her experiences as a ten-year-old girl returning home to her family in the Arctic after two years at a residential school. She discusses her struggles to relearn the language, stories, and ways of her Inuvialuit people.

Inuit–Biography; Inuit–Residential schools; Women–Biography; Amini-Holmes, Liz,–ill; Pokiak-Fenton, Margaret; Pokiak-Fenton, Margaret

Take action for reconciliation

Community ties [16 books]

37907 KT

PI 40 pce 2018 Scholastic Canada
This 16 student pack plus teacher's guide from the popular series called Take Action focuses on Indigenous communities across Canada, the need for reconciliation, and the actions people are taking to make a difference. Through these examples, students will realize that they too can have an impact and work towards reconciliation. Community ties looks at what makes communities strong? Exploring First Nations, Inuit, and Métis Cultures.

Community life; First Nations–Canada; First Nations–Culture; Indigenous peoples–Canada; Inquiry-based learning; Inuit–Canada; Métis–Canada; Social Studies; Social action

Path to Wellness : how is culture connected to wellness? [16 Books]

40864 KT

PIJ 40 pce 2019 Scholastic Canada
Introduces students to Indigenous cultures, perspectives, worldviews, and historical truths as a pathway to reconciliation. Introduces Indigenous wellness practices.

Inquiry-based learning; Mental health; First Nations; Aboriginal; Indigenous peoples–Canada; Canada–Ethnic relations; Social action

These are my words : the residential school diary of Violet Pesheens [6 books]

37989 KT

IJ 186 pce 2016 Scholastic Canada
Ruby Slipperjack

Dear Canada Series - Twelve-year-old Violet Pesheens is taken away to Residential School in 1966. The diary recounts her experiences of travelling there, the first day, and first months, focusing on the everyday life she experiences – the school routine, battles with Cree girls, being quarantined over Christmas, getting

home at Easter, and reuniting with her family. When the time comes to gather at the train station for the trip back to the residential school, her mother looks her in the eye and asks, "Do you want to go back, or come with us to the trapline?" Violet knows the choice she must make.

Bildungsromans–Fiction; Canada–Fiction; Diaries–Fiction; First Nations–Education–Fiction; First Nations–Residential schools–Fiction; First nations children–Fiction; Historical fiction

These are my words : the residential school diary of Violet Pesheens

38113 BK

by Ruby Slipperjack.

Dear Canada Series - Twelve-year-old Violet Pesheens is taken away to Residential School in 1966. The diary recounts her experiences of travelling there, the first day, and first months, focusing on the everyday life she experiences -the school routine, battles with Cree girls, being quarantined over Christmas, getting home at Easter, and reuniting with her family. When the time comes to gather at the train station for the trip back to the residential school, her mother looks her in the eye and asks, "Do you want to go back, or come with us to the trapline?" Violet knows the choice she must make.

Bildungsromans–Fiction; Canada–Fiction; Diaries–Fiction; First Nations–Residential schools–Fiction; First nations children–Fiction; Historical fiction

They called me number one : secrets and survival at an Indian residential school [6 books]

37429 KT

IJS 227 pce 2013 Talonbooks
Bev Sellars.

Like Native children forced by law to attend schools across Canada and the United States, Sellars and other students of St. Joseph's Mission were allowed home only for two months in the summer and for two weeks at Christmas. The rest of the year they lived, worked, and studied at the school. St. Joseph's mission is the site of the controversial and well-publicized sex-related offenses of Bishop Hubert O'Connor, which took place during Sellars's student days, between 1962 and 1967, when O'Connor was the school principal. In this frank and poignant memoir, Sellars breaks her silence about the institution's lasting effects, and eloquently articulates her own path to healing.

First Nations–History; First Nations–Residential schools; Secwepemc (First Nations people)–History; Secwepemc (First Nations people)–Biography; Social Studies; Williams Lake (B.C.)

They called me number one : secrets and survival at an Indian residential school

35874 BK

JS 227 p. 2013 Talonbooks
Bev Sellars.

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First Nations–History; First Nations–Residential schools; Secwepemc (First Nations people)–History; Secwepemc (First Nations people)–Biography; Williams Lake (B.C.)

This place : 150 years retold

39291 BK

JS 2019

foreword by Alicia Elliott ; stories by Kateri Akiwenzie-Damm, Sonny Assu, Brandon Mitchell, [and eight others] ; illustrations and colours by Tara Audibert, Kyle Charles, GMB Chomichuk, Natasha Donovan, Scott A. Ford [and five others].

A collection of stories about the experiences of the Indigenous people of Canada in graphic novel format.

Canada-history; First Nations–Graphic novels; Graphic novels; Indigenous peoples–Canada–History–Graphic novels; Short stories; Akiwenzie-Damm, Kateri,–1965–author; Assu, Sonny,–author; Audibert, Tara,–1975–illustrator; Charles, Kyle,–illustrator; Chomichuk, G. M. B.,–illustrator; Donovan, Natasha,–illustrator; Elliott, Alicia,–contributor; Ford, Scott A.,–illustrator; Mitchell, Brandon,–author; This place (Elliott)

This place : 150 years retold [6 books]

39766 KT

IJS 287 pce 2019 Highwater Press

Foreword by Alicia Elliott ; stories by Kateri Akiwenzie-Damm, Sonny Assu, Brandon Mitchell, [and eight others]. Illustrations and colours by Tara Audibert, Kyle Charles, GMB Chomichuk, Natasha Donovan, Scott A. Ford [and five others].

A collection of graphic stories about the experiences of the Indigenous people of Canada.

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Canada–History; First Nations–Graphic novels; Graphic novels; Indigenous peoples–Canada–History–Graphic novels; Short stories

Timeline

For descriptions see individual titles:
Code talkers [6 books] [33224]

Under one sun: Grade 1

40329 KT
P 2017 Nelson Education
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels C through H. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 2

40336 KT
P 2017 Nelson Education
Written by Calvin Racette ; Jackie Taypotat ; Leah Dorion
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching center. Guided Reading Levels G through L. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 3

40337 KT
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Written by Calvin Racette, Jackie Taypotat and Leah Dorion
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Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 4

40338 KT
J 2017 Nelson Education
Written by Calvin Racette, Jackie Taypotat and Leah Dorion
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels N through S. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 5

40340 KT
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Written by Calvin Racette, Jackie Taypotat and Leah Dorion
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels Q through V. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 6

40339 KT
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Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels T through Y. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Aboriginal; Indigenous peoples

Under One Sun : Grade 7

40341 KT
I 2017 Nelson Education
Written by Calvin Racette, Jackie Taypotat and Leah Dorion
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels V through Z. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Indigenous peoples

Under One Sun : Grade 8

40342 KT
I 2017 Nelson Education
Written by Calvin Racette, Jackie Taypotat and Leah Dorion
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels W through Z. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Aboriginal Resources; Guided reading; First Nations–Residential schools; Indigenous peoples

Under One Sun : Kindergarten

40328 KT
P 2017 Nelson Education
Six copies of six titles for guided and independent reading – Teacher's resource – Access to the online teaching centre. Guided Reading Levels A through C. This series recognizes the important role of teachers in reconciliation. Under One Sun was developed to help teachers introduce students to Indigenous history, culture and perspectives, and to provide grade appropriate support around key themes, including: reconciliation, residential schools and treaty education.

Indigenous peoples–Canada–Education; Aboriginal; Indigenous peoples; Aboriginal Resources; Guided reading; Residential schools

Truth and Reconciliation Resources

When I Was Eight

37787 BK

P 2013 Annick Press

Christy Jordan-Fenton & Margaret Pokiak-Fenton ; art by Gabrielle Grimard.

Margaret Pokiak-Fenton tells the story of her experience as an eight-year-old Inuit girl in a church-run school in Aklavik, Canada, where her strength will make her the target of a mean-spirited nun.

Inuit-Residential schools; Inuit-Canada; Inuit women-Biography; Grimard, Gabrielle,-ill; Jordan-Fenton, Christy.-Fatty legs; Pokiak-Fenton, Margaret; Pokiak-Fenton, Margaret; Aboriginal

Critical thinking; First Nations-Residential schools-Fiction; Grandmother-grandchild relationship-Fiction; Grandmothers-Fiction; Flett, Julie,-illustrator

When I was eight [6 books]

36742 KT

I 2013 Annick Press

Christy Jordan-Fenton ; Margaret Pokiak-Fenton ; Art by Gabrielle Grimard

Olemaun is eight and knows a lot of things. But she does not know how to read. Ignoring her father's warnings, she travels far from her Arctic home to the outsiders' school to learn. The nuns at the school call her Margaret. They cut off her long hair and force her to do menial chores, but she remains undaunted. Her tenacity draws the attention of a black-cloaked nun who tries to break her spirit at every turn. But the young girl is more determined than ever to learn how to read. Based on the true story of Margaret Pokiak-Fenton, and complemented by stunning illustrations, *When I Was Eight* makes the bestselling *Fatty Legs* accessible to younger readers. Now they, too, can meet this remarkable girl who reminds us what power we hold when we can read.

First Nations; Inuit-Residential schools; Inuit-Canada; Inuit women-Biography; Reading

When we were alone

37390 BK

2016

David Alexander Robertson ; Julie Flett, illustrator.

"When a young girl helps tend to her grandmother's garden, she begins to notice things that make her curious. Why does her grandmother have long, braided hair and beautifully colored clothing? Why does she speak another language and spend so much time with her family? As she asks her grandmother about these things, she is told about life in a residential school a long time ago, where all of these things were taken away. "When We Were Alone" is a story about a difficult time in history, and, ultimately, one of empowerment and strength."-Book jacket.