

Learning Resources: Aboriginal Communities in Canada

Suggested Learning Resources to Support the Study of a Canadian Aboriginal Community

Appendix H

GRADE

2

Section 1: Grade 2, Cluster 2 Learning Resources and Sources of Information to Support Student Research for Contemporary Aboriginal Communities in Canada

Introduction to Section 1

Grade 2 Learning Resources: Aboriginal Communities in Canada was developed to accompany *Grade 2 Social Studies: Canadian Communities: A Foundation for Implementation*. This document lists learning resources that support the study of a contemporary Canadian Aboriginal community and are suggested for use in Cluster 2 (Canadian Communities) of the Grade 2 Social Studies curriculum.

Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

The selected Aboriginal community is best studied after the local community and one other Canadian community have been studied. Activities dealing with the local community and the other Canadian community will have introduced students to the idea of community and to the following key concepts that communities have in common:

- Community leaders
- Cultural groups
- Elders' stories
- Family
- History
- Jobs
- Location
- Local weather
- Natural environment
- Responsibilities and Rights
- Rural or urban setting

List of Contents for Section 1

- Websites: Manitoba Education Recommended Learning Resources
- Google Website
- Websites for First Nations Resources and Information in Canada
- Websites for First Nations and Métis Organizations in Saskatchewan
- Websites for Canadian Aboriginal Communities Different From the Seven Communities Identified and Detailed
- Websites/Emails/Addresses for Provincial/Territorial Organizations
- Additional Websites Organized by Learning Experiences (originally listed in Cluster 2)
 - 2.2.1 Diverse Peoples
 - 2.2.2 Features of Canadian Communities
 - 2.2.3 Natural Resources
 - 2.2.4 Work, Goods, and Products
 - 2.2.5 Diversity and Change
- Resources Available from the Instructional Resources Unit
 1. Print Resources Available from the Instructional Resources Unit
 2. Print Resources: Background Information Available from the Instructional Resources Unit
 3. Print Resources: Types of Homes Available from the Instructional Resources Unit
 4. Print Resources: First Nations Communities of Alberta Available from the Instructional Resources Unit
 5. Print Resources: First Nations Communities in Manitoba Available from the Instructional Resources Unit
 6. DVD/Videos Resources Available from the Instructional Resources Unit
 7. Kits Available from the Instructional Resources Unit
- Print Resources: British Columbia
- Print Resources: Manitoba-Designed Resources
- Print Resources: Winnipeg School Division
- Sources for Additional Print Resources
- Winnipeg Sources for Further Information and Resources

Recommended Resources

The following three websites list resources that have been reviewed and recommended. (All other suggested resources in this document should be reviewed for local use.)

Websites:

Manitoba Education, Citizenship and Youth

- <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/appendixg.pdf>

The document posted at this site is Appendix G of *Grade 2 Social Studies: Canadian Communities: A Foundation for Implementation*. It was developed after the document was published and does not appear in the print document.

Scroll down to Cluster 2 to locate the materials related to Aboriginal perspectives. The resources listed in Appendix G have been reviewed by Manitoba teachers and are organized according to the learning experiences in the curriculum. Any free materials that would assist in teaching these learning experiences are noted, as well as any videos that have been reviewed as useful by the Department.

- An electronic version of the 2000 Manitoba Education, Citizenship and Youth document *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* is available from the Instructional Resources Unit (IRU) website at <www.edu.gov.mb.ca/k12/iru/library_publications/aboriginal/ae-all.pdf>. The 2004 (May) supplement to this document can be found at <www.edu.gov.mb.ca/k12/iru/library_publications/bibliographies/aboriginal2004.pdf>.
- Manitoba Kindergarten to Grade 4 Aboriginal Languages and Cultures: <www.edu.gov.mb.ca/k12/learnres/aboriginal/alc_k-4_2005_bib.pdf>. The site includes a bibliography of recommended picture books/novels with suggested uses that was developed in December 2005. Some of these resources are included in the list below.

Google

Visit **Aboriginal Communities in Google Earth**. You will need the Google Earth program installed on your computer. It can be downloaded at <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.

Websites for First Nations Resources and Information in Canada

Oyate (Books and reviews)

Website: www.oyate.org/main.html

Library

Highlights selected books and provides reviews of these materials published by or about Aboriginal peoples.

Aboriginal Canada Portal

Website: www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html

Lists Canadian Aboriginal online resources, contacts, and information on government programs and services, Aboriginal associations, businesses, organizations, bands, and communities.

Congress of Aboriginal Peoples

Website: www.abo-peoples.org

Provides links to hundreds of sites by or about Aboriginal peoples, including a variety of communities.

First Nations History Theme Page Index

Website: www.cln.org/themes/fn_history.html

Provides links to curricular resources to assist students and teachers in learning about the history of First Nations in Canada.

First Nation's Traditional Teaching Units

Website: Aboriginalcollections.ic.gc.ca/e/listssubject.htm

Provides teaching units developed as part of the Aboriginal Digital Collections project.

First Peoples on SchoolNet

Website: www.schoolnet.ca/Aboriginal/

Provides links related to schools, teachings, languages, and other relevant topics.

Maracle, Dawn T., Queen's University at Kingston – Iroquois Creation Story

Website: collections.ic.gc.ca/curriculum/iroquois/iroquois.htm

Provides students and teachers with background information and teaching ideas related to the history of the Iroquois nation.

Métis Resource Centre

Website: www.metisresourcecentre.mb.ca

Describes the centre's mandate and services, which include the collection and distribution of information on Métis rights, culture, and governance.

Native American Authors – Teacher Resources

Website: falcon.jmu.edu/~ramseyil/natauth.htm

Provides biographies, bibliographies, and book reviews of selected works, as well as lesson plans and other information for use in the classroom.

Queen's University at Kingston – Teaching Units

Website: collections.ic.gc.ca/curriculum/index.htm

Provides samples of teaching units with an array of ideas and activities.

Storytellers and Native American Authors Online

Website: www.hanksville.org/storytellers/alfa.html

Indexes a list of storytellers and authors in the United States and Canada.

Websites for First Nations and Métis Organizations in Saskatchewan

Website: www.sasked.gov.sk.ca/branches/fn-me/docs/abreslist2003.pdf

Pages 34–39: Addresses of First Nations and Métis Organizations in Saskatchewan

Pages 41–48: Addresses of Métis Nations in Saskatchewan

Websites for Canadian Aboriginal Communities Different From the Seven Communities Already Identified and Detailed

A sample of different communities could be chosen from across Canada from the following websites:

First Nations in British Columbia

Website: www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp_e.pdf

Map of British Columbia First Nations

Moose Creek, Ontario

Website: www.moosecree.com/community-profile/index.html

Provides community information and addresses for further information.

Wemindji, Northern Quebec**Website:** www.wemindji-nation.qc.ca/Provides community information and addresses for further information.

Quebec Indian and Inuit Communities Guide**Website:** www.ainc-inac.gc.ca/qc/gui/index_e.html

The Abenakis, Algonquins, Atikamekw, Crees, Hurons-Wendat, Maliseet, Micmacs, Mohawks, Innus, Naskapis, and Inuit communities are listed.

Note: The names of particular Aboriginal communities often have various spellings (e.g., Micmacs and Mi'kmaq).

Information is provided for each community under these headings:

- Map
 - Aboriginal peoples in Quebec
 - News release: current events
 - Community guide
 - Website: link with a particular community for more information
 - Aboriginal portal in Canada:
 - Community Homepage: community weather
 - Geography Map: Google Map
 - Geography Map: Atlas of Canada
 - Profile: Connectivity: Aboriginal Canada Portal Profile
 - Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.
-

Membertou, Nova Scotia**Website:** www.membertou.ca/about_us.aspProvides community information and addresses for further information.

Learning Resources: Aboriginal Communities in Canada

Inuit Communities in Nunavut

Website: www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html

For each of the 28 communities listed and described, information is provided under the following headings:

- Community Homepage: community weather
- Geography Map: Google Map
- Geography Map: Atlas of Canada
- Profile: Connectivity: Aboriginal Canada Portal Profile
- Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.

*A community other than Iqaluit could be chosen from this list.

Websites/Emails/Addresses for Provincial/Territorial Organizations

The following is a list of addresses for First Nations information across Canada from the following website:

<www.johnco.com/firstnat/dirfnorg.html>

Check the websites for links for community information as well as for further resources that are available from the sites. The websites were functional as of February 2008. Emails and addresses were up-to-date as of February 2008:

- The Chiefs of Ontario
22 College Street, 2nd floor
Toronto, Ontario M5G 1K2
Tel: 416-972-0212
Email: jamie@chiefs-of-ontario.org
Website: www.chiefs-of-ontario.org/
- Union of British Columbia Indian Chiefs
440 West Hastings Street
Vancouver, British Columbia V6B 1L1
Tel: 604-684-0231
Website: www.ubcic.bc.ca
- Prairie Treaty Nations Alliance
(Prairie Regional Council)
11630 Kinssway Avenue
Edmonton, Alberta T5G 0X5
Tel: 403-452-4330
Website: www.sicc.sk.ca/saskindian/a85jul05.htm
- Federation of Saskatchewan Indian Nations
1100 1st Avenue East
Prince Albert, Saskatchewan S6V 2A7
Tel: 306-764-3411
Website: www.fsin.com

- Association of Iroquois and Allied Indians
920 Commissioners Road East
London, Ontario N5Z 3J1
Tel: 519-681-3551
Website: www.aiai.on.ca/
- Grand Council Treaty No. 3
P.O. Box 1720
Kenora, Ontario P9N 3X7
Tel: 807-548-4215
Website: www.aiai.on.ca
- Union of Ontario Indians
2nd Floor
27 Queen Street East
Toronto, Ontario M5C 1R2
Tel: 416-366-3527
Website: www.anishinabek.ca
- Indian Association of Alberta
11630 Kingsway Avenue
Edmonton, Alberta T5G 0X5
Tel: 403-452-4330
Website: www.abheritage.ca/abpolitics/people/influ_indian.html
- Conseil Attikamek-Montagnais
80 Boulevard Bastien
Village des Hurons
Lorette, Quebec G0A 4V0
Tel: 418-842-0277
Website: www.connexions.org/Groups/Subscribers/CxG3067.htm
- Grand Council of the Crees
1500 Sullivan Road
Val d'Or, Quebec J9P 1M1
Tel: 819-825-3402
Website: www.gcc.ca
- Union of New Brunswick Indians
35 Dedam Street
Fredericton, New Brunswick E3A 2V2
Tel: 506-472-6281
Website: www.unbi.org
- Union of Nova Scotia Indians
P.O. Box 961
Sydney, Nova Scotia B1P 6J4
Tel: 902-539-4107
Website: www.unsi.ns.ca

Learning Resources: Aboriginal Communities in Canada

- Dene Nation
P.O. Box 2338
Yellowknife, Northwest Territories X1A 2P7
Tel: 403-873-4081
Website: www.denenation.com
- Council of Yukon First Nations
22 Nisutlin Drive
Whitehorse, Yukon Territory Y1A 2S5
Tel: 403-667-7631
Website: www.cyfn.ca/abdbz.cfm
- Aboriginal Centre of Winnipeg
181 Higgins Avenue
Winnipeg, MB
R3G 3G1
Tel: 204-989-7110
Email: abcentre@cyberspc.mb.ca
Website: www.abcentre.org/
- First Nations Confederacy of Cultural Education Centres
666 Kirkwood Ave. - Unit 302
Ottawa, ON
K1Z 5X9
Tel: 613-728-5999
Website: www.fnccecc.com/index.html
- Centre for Indigenous Environmental Resources (C.I.E.R.)
P.O. Box 41028, RPO Markham
Winnipeg, MB R3T 5T1
Tel: 204-775-0867
Email: earth@cier.mb.ca
Website: www.cier.ca/
- National Aboriginal Forestry Association
396 Cooper Street Suite 300
Ottawa, Ontario
K2P 2H7
Tel: 613-233-5563
Website: www.nafaforestry.org/
- Aboriginal Organizations in Manitoba: A Directory of Groups and Programs Organized by or for First Nations, Inuit, and Métis People, 2005/2007
Website: www.gov.mb.ca/ana/publications/aboriginal_orgs_in_manitoba.pdf

Additional Websites Organized by Learning Experience (originally listed in Cluster 2)

2.2.1 Diverse Peoples

1. A History of Native People of Canada
<www.civilization.ca/archeo/hnpc/npint01e.html>
Includes Volume 1 (10,000 to 1000 B.C.E.) and Volume 11 (1000 B.C.E. to C.E. 500)
What was Canada like when it was only inhabited by Aboriginal peoples?
2. Historical maps:
 - a) <www.canadiangeographic.ca/mapping/mappingcanada/>
Historical Maps of Canada 1700–1999
 - b) <<http://atlas.nrcan.gc.ca/site/english/maps/historical/exploration>>
Discover Canada through National Maps and Facts
Exploration 1497–1760
3. Homes of the Past: The Archaeology of an Iroquoian Longhouse
<www.rom.on.ca/digs/longhouse/>
About the Longhouse; Explore the Site; Explore the Village;
Conclusion
4. Scenes from the Eastern Woodlands
<<http://nativetech.org/scenes/>>
13 links for more information about Scenes from the Eastern Woodlands
5. Canadian Heritage Gallery: Groups of People
<www.canadianheritage.com/galleries/groupsofpeople.htm>
Acadians; Canadiens; Children; Doctors and Nurses; Explorers; Habitants; Immigrants;
Loyalists; Missionaries; Police; Refugees; Settlers; Voyageurs; Workers
6. Canadian Heritage Gallery: First Nations
<www.canadianheritage.com/galleries/firstnations.htm>
Activities; Artifacts; People of First Nations; Reserves, Camps, and Dwellings
7. National Atlas of Canada: Aboriginal People 1630
<<http://atlas.gc.ca/site/english/maps/historical/aboriginalpeoples/circa1630>>
Maps of Aboriginal People 1630

Learning Resources: Aboriginal Communities in Canada**2.2.2 Features of Canadian Communities**

1. Build a Community:
<www.hud.gov/kids/thing.html>
 - Requires free Shockwave software to be accessed.
2. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
 - Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas

2.2.3 Natural Resources

1. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
2. Weather (National Climate Data)
<www.climate.weatheroffice.ec.gc.ca>
 - Climate Data Online; Canadian Climate Normals
3. Natural Resources of Canada:
<www.nrca.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

2.2.4 Work, Goods, and Products

1. Statistics Canada: Community Profiles:
<www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm>
Type name of community into space provided to find more information.

2.2.5 Diversity and Change

1. Images Canada
<www.imagescanada.ca/index-e.html>
 - Search the collections of participating archives, libraries, museums, and universities from across Canada.
2. Civilizations.ca: History
<www.civilization.ca/hist/histe.asp>
 - Links include First Peoples, then choose A History of the Native People of Canada; Canadian Inuit History, A Thousand-Year Odyssey
3. Upper Canada Village
<www.parks.on.ca/village/tourvil.htm>
 - Take a tour of the village and its major buildings on the site.
4. Municipal Heritage Sites
<www.gov.mb.ca/chc/hrb/mun.html>
 - People, Places, and Events: a list of Manitoba Municipal Heritage Sites is given.

Resources Available from the Instructional Resources Unit (IRU)

The following resources are available from the Manitoba Education, Citizenship and Youth Instructional Resources Unit (IRU) in Winnipeg. The resources are catalogued under call numbers for print resources, or media booking numbers for videos, DVDs, and kits. To register as a patron or to inquire about loans, contact:

Manitoba Education, Citizenship and Youth
 Instructional Resources Unit
 1181 Portage Avenue
 Winnipeg, MB R3G 0T3
 Telephone: 204-945-5371
 Toll-Free: 1-800-282-8069, ext. 5371
 Email: irucirc@gov.mb.ca

1) *Print Resources Available from the Instructional Resources Unit*

The Bear's Long Tail: A Tale Retold

(Picture Book-Fiction). Chartrand, Jane.

Pemmican Publications (PEM), 2005. unpaginated. ISBN: 978-1-894717-31-1.

IRU Call # 398.208997 C43B

Nakomis reads the story about bear's long tail and how he lost it to the crafty fox.

The Bulrush Helps the Pond

(Teacher Reference-Non-Fiction). Carriere, Ken.

Gabriel Dumont Institute of Native Studies and Applied Research (GM), 2002. 33 p.

ISBN: 978-0-920915-65-3.

IRU Call # 577.68 C37

This is a nature book about wetland ecology.

Caribou song

(Picture Book-Fiction).

HarperCollins (HCP), 2001. 32 p.

ISBN: 978-0-00-225522-6 (*Out-of-Print*)

IRU Call # E Hig

Searching for the atek (caribou) in their home in northern Manitoba, two boys become part of a great adventure.

Carry Me, Mama

(Picture Book-Fiction). Devine, Monica.

Fitzhenry & Whiteside Publishing (FHW), 2003. 22 p. ISBN: 978-1-55005-150-6.

IRU Call # E Dev

Katie views life from the hood of her mother's parka.

- A recommended Manitoba resource (Manitoba Review)
-

Changes

(Picture Book-Fiction). Condon, Penny.
Gabriel Dumont Institute of Native Studies (GM), 2000. 22 p. ISBN: 978-0-920915-43-1.
(*Out-of-Print*)

IRU Call # E Con

This is a story about a Métis child who undergoes a personal journey by learning that the changing seasons closely interact with her emotions.

- A recommended Manitoba resource (Manitoba Review)
-

Chuck in the City

(Picture Book-Fiction). Wheeler, Jordan.
Theytus Books Ltd. (THY), 2000. 16 p. ISBN: 978-0-919441-63-7. (*Out-of-Print*)

IRU Call # E Whe

Chuck gets lost on his first trip to the big city as he encounters many new things that an urban setting has to offer.

- A recommended Manitoba resource (Manitoba Review)
-

Circle of Thanks

(Picture Book-Fiction). Fowler, Susi Gregg, et al.
Scholastic Inc. (SCH), 2001. 32 p. ISBN: 978-0-590-10069-4. (*Out-of-Print*)

IRU Call # E Fow

The book shows the beauty and power of the Alaskan tundra and the animals and the people who live there.

Dragonfly Kites

(Picture Book-Fiction). Highway, Tomson.
HarperCollins (HCP), 2002. 32 p. ISBN: 978-0-00-225527-1.

IRU Call # E Hig

Joe and Cody may live far from other people, but the surrounding wildlife make wonderful friends. The dragonflies are their favourites.

The Dream Catcher Pool

(Picture Book-Fiction). Chartrand, Jane.
Pemmican Publications (PEM), 2004. 22 p. ISBN: 978-1-894717-26-7.

IRU Call # 398.208997 C43

This story is an Algonquin story.

Friendship Bay

(Picture Book-Fiction). Delaronde, Deborah.
Pemmican Publications (PEM), 2004. 48 p. ISBN: 978-1-894717-24-3.

IRU Call # E Del

Discover how Quackyshim overcomes being different and realizes he is not so different after all.

Fancy Dance

(Fiction). Johnson, Leslie.
Bebop Books, 2003. 16 p. ISBN: 1-584307-293.

IRU Call # E Joh

The story is about a first big pow wow for Joe.

Note: To obtain this print resource for your school, telephone 1-212-779-4400. It is only available in a six-pack.

Flour Sack Friends

(Picture Book-Fiction). Delaronde, Deborah L.
Pemmican Publications Inc. (PEM), 2003. 48 p. ISBN: 978-1-894717-18-2.

IRU Call # E Del

Flora wanted to see what towns looked like and was curious about the people who lived there.

- A recommended Manitoba resource (Manitoba Review)
-

Frog Girl

(Picture Book-Fiction). Lewis, Paul Owen.
Whitecap Books Limited (GM), 1997. 32 p. ISBN: 978-1-55110-658-8.

IRU Call # 398.209711 L49

The story is folklore from the Pacific Northwest Coast.

- A recommended Manitoba resource (Manitoba Review)
-

Fox on the Ice

(Picture Book-Fiction). Highway, Tomson.
HarperCollins Publishers (HCP), 2003. 30 p. ISBN: 978-0-00-225532-5. (*Out-of-Print*)

IRU Call # E. Hig

Two brothers are spending a winter afternoon ice fishing with their mama and papa and their sled dogs. A fox appears across the lake and the chase is on.

Granny Shoongish and The Giant Oak Tree

(Picture Book-Fiction). Ducharme, Char.
Pemmican Publications (PEM), 2005. unpaginated. ISBN: 978-1-894717-33-5.

IRU Call # E Duc

This is a wonderful story about a Métis girl who dislikes being small.

How the Eagle Got His White Head

(Picture Book-Fiction). Chartrand, Jane.
Pemmican Publications (PEM), 2003. 32 p. ISBN: 978-1-894717-08-3.

IRU Call # 398.2089973 C43

A legend from the Ottawa River Valley relates how the eagle got his white head.

Learning Resources: Aboriginal Communities in Canada**Isaac's Dreamcatcher**

(Picture Book-Fiction). Farmer, Bonnie.

Lobster Press Limited (UTP), 2001. 32 p. ISBN: 978-1-894222-46-4. *(Out-of-Print)*

IRU Call # E Far

Isaac dreads naptime because of bad dreams, until his Kindergarten teacher makes him his very own dreamcatcher.

- A recommended Manitoba resource (Manitoba Review)
-

Kumak's Fish: A Tall Tale From the Far North

(Picture Book-Fiction). Bania, Michael.

Graphic Arts Center Publishing Company (WHI), 2004. 32 p. ISBN: 978-0-88240-584-1.

IRU Call # E Ban

On a beautiful Arctic morning when Kumak and his family go ice fishing, Kumak hooks what seems like an enormous fish. The entire village gets involved.

- A recommended Manitoba resource (Manitoba Review)
-

The Little Duck

(Fiction). Cuthand, Beth.

Theytus Books, Limited, 2003. 28 p. ISBN: 978-1-894778-10-7.

IRU Call # E Cut

Text in English and Cree.

Duck wants to be a Plains Cree dancer.

Loon Lake

(Picture Book-Fiction). London, Jonathan.

Chronicle Books (GM), 2002. 36 p. ISBN: 978-0-8118-2003-5. *(Out-of-Print)*

IRU Call # E Lon

A girl and her father encounter loons and other lake creatures during a nighttime canoe ride.

- A recommended Manitoba resource (Manitoba Review)
-

Mwakwa Talks to the Loon: A Cree Story for Children

(Picture Book-Fiction). Auger, Dale. Heritage House Publications (HRT), 2006. 32 p.

ISBN: 978-1-894974-04-2.

IRU Call # E Aug

Kayas was given a gift that made him a talented hunter: he knew the ways of the beings he hunted. But he became proud and lost his gift. The people grew hungry. This is his story.

A Man Named Raven

(Picture Book-Fiction). Van Camp, Richard.
 Children's Book Press (FHW), 1997. 32 p. ISBN: 978-0-89239-144-8.
 IRU Call # 398.208897 V34

A mysterious man tells two First Nations brothers why they must not hurt the ravens that pester them.

Meshom and the Little One

(Fiction). Wagner, Elaine.
 Theytus Books, Limited, 2006. 58 p. ISBN: 978-1-894778-35-0.
 IRU Call # E Wag

A young girl moves from Manitoba to the West Coast and she misses everything from home, especially her Meshom (grandfather).

My Family

(Picture Book-Fiction). Condon, Penny.
 Gabriel Dumont Institute of Native Studies (GM), 2001. 40 p. ISBN: 978-0-920915-61-5.
(Out-of-Print)
 IRU Call # E Con

My Family tells about the roles of different family members while they prepare to have the feast.

- A recommended Manitoba resource (Manitoba Review)
-

The Red Sash

(Fiction). Pendziwol, Jean.
 Greenwood Books/House of Anasi Press, 2005. unpaginated. ISBN: 978-0-88899-589-6.
 IRU Call # E Pen

A young Métis boy and his family living near Fort William are helping to prepare for a feast in the Great Hall.

Secret of the Dance

(Non-Fiction). Spalding, Andrea.
 Orca Book Publishers, 2006. 32 p. ISBN: 978-1-55143-396-7.
 IRU Call # E Spa

In 1935, a family held a Potlatch in faraway Kingcome Inlet.

The Slapshot Star

(Picture Book-Fiction). Miller, Gloria.
 Pemmican Publications Inc. (PEM), 2003. 40 p. ISBN: 978-1-894717-07-6. *(Out-of-Print)*
 IRU Call # E Mil

Derek dreads spending two weeks up north at his grandfather's fish camp until his grandfather carves him a bow and arrow.

- A recommended Manitoba resource (Manitoba Review)
-

The Song Within My Heart

(Picture Book-Fiction). Bouchard, David.
Raincoast Books (RAI), 2002. 32 p. ISBN: 978-1-55192-559-2.

IRU Call # E Bou

A young First Nations boy is preparing for his first powwow. With Nokum (grandmother) by his side, the boy learns that he must find his own song, the song within his heart.

- A recommended Manitoba resource (Manitoba Review)
-

Taking Care of Mother Earth

(Fiction). Flett Kruger, Leanne.
Theytus Books (THY), 2005. 20 p. ISBN: 978-1-894778-30-5.

IRU Call # E Car

Grandma shares a story of taking care of mother earth.

Thomas and the Métis Sash

(Fiction). Murray, Bonnie.
Pemmican Publications, 2004. Unpaged. ISBN: 978-1-894717-23-6.

IRU Call # E Mur

What's the Most Beautiful Thing You Know About Horses?

(Picture Book-Fiction). Van Camp, Richard.
Children's Book Press, 1998. 32 p. ISBN: 978-0-89239-154-7.

IRU Call # E Van

On the coldest day of the year in a small community in the Northwest Territories, a stranger to horses searches for answers to an important question.

Wisahkecahk Flies to the Moon

(Picture Book-Fiction). Ahenakew, Freda.
Pemmican Publications (PEM), 2003. 32 p. ISBN: 978-0-921827-57-3.

IRU Call # 398.209701 A55

This is a Cree story.

Yetsa's sweater

(Fiction). Olsen, Sylvia.
Sono Nis Press, 2006. 38 p. ISBN: 978-1-55039-155-8.

IRU Call # E Ols

This is a West Coast Salish story about a favourite sweater and the stories it tells.

2) *Print Resources: Background Information Available from the Instructional Resources Unit*

Aboriginal Food

(Non-Fiction). Conway, Sharon.
Winnipeg School Division, 2003. 90 p. ISBN: 0-921759-576.
IRU Call # 372.83044 A26

Frybread

(Non-Fiction). Plain, Ferguson.
Ningwakwe Learning Press, 2003. 28 p. ISBN: 978-1-896832-39-5.
IRU Call # E Pla
This story is about food in the Ojibwe nation (for Adult Early Literates).

Igloos

(Non-Fiction). Preszler, June.
Capstone Press, Inc., 2005. 24 p. ISBN: 978-0-7368-3723-1.
IRU Call # 728.08997 N38i

Inuit

(Non-Fiction). Gray-Kanatiiosh, Barbara.
Abdo Publishers, 2002. 32 p. ISBN: 978-1-57765-599-2.
IRU Call # 970.1 N36i

The Métis in Canada

(Non-Fiction). Hudak, Heather.
Weigl Educational Publishers, 2006. ISBN: 978-1-55388-112-4.
IRU Call # 971.00497 H83

3) *Print Resources: Types of Homes Available from the Instructional Resources Unit*

Plank houses

(Non-Fiction). Gibson, Karen Bush.
Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3725-5.
IRU Call # 728.08997 N38p

Tepees

(Non-Fiction).
Preszler, June. Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3727-9.
IRU Call # 728.08997 N38te

Learning Resources: Aboriginal Communities in Canada**Longhouses**

(Non-Fiction). Gibson, Karen Bush.
Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3724-8.
IRU Call # 728.08997 N38_1

4) *Print Resources: First Nations Communities of Alberta Available from the Instructional Resources Unit***My community in the present/Treaty 8 First Nations of Alberta**

(Non-Fiction). Treaty 8 First Nations of Alberta.
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-601-0.
IRU Call # 372.83 V58 v.1

My community long ago/Treaty 8 First Nations of Alberta

(Non-Fiction). Treaty 8 First Nations of Alberta.
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-600-3.
IRU Call # 372.83 V58 v.2

My family/Treaty 8 First Nations of Alberta

(Non-Fiction). Treaty 8 First Nations of Alberta.
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-598-3.
IRU Call # 372.83 V58 v.3

My school/Treaty 8 First Nations of Alberta

(Non-Fiction). Treaty 8 First Nations of Alberta.
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-599-0.
IRU Call # 372.83 V58 v.4

5) *Print Resources: First Nations Communities in Manitoba Available from the Instructional Resources Unit***Fisher River: The study of a Cree community**

(Non-Fiction). Winnipeg School Division. 2003. Winnipeg: Author.
IRU Call # 372.830044 F58

Fisher River: The study of a Cree community

(Non-Fiction). [Transparencies] Winnipeg School Division. 2003. Winnipeg: Author.
IRU Call # 372.830044 F58tr

Roseau River: The study of an Ojibwe community

(Non-Fiction). Winnipeg School Division. 2003. Winnipeg: Author.
IRU Call # 372.83044 R67

Roseau River: The study of an Ojibwe community

(Non-Fiction). Winnipeg School Division. 2003. [Transparencies] Winnipeg: Author.
IRU Call #: 372.83044 R67tr

6) DVD/Videos Resources Available from the Instructional Resources Unit

- a) The DVD/VHS series *Ojibwe Four Seasons* is an American resource; however, it focuses on Aboriginal culture and is general enough to support the Manitoba curriculum.

Ojibwe Four Seasons series

Bloomington, IN: Agency for Instructional Technology, 2004. 4 videocassettes (10 min. each)

Summary: This series celebrates the seasonal cycle of hunting, fishing, and gathering. It focuses on how the Ojibwe learned about their heritage, gathered food, created crafts, and entertained themselves before and after European contact.

Biboon = Winter

Summary: Learn about the winter activities of ice fishing, trapping wild game, beadwork and other crafts, and storytelling.

Media Booking # 10285

Dagwaagin = Fall

Summary: Learn about harvesting wild rice, trapping, and preserving fish for the winter, and playing organized games such as lacrosse.

Media Booking # 10250

Niibin = Summer

Summary: Learn about the summer activities of birch bark gathering, basket making, birch bark biting, and powwows.

Media Booking # 10286

Ziigwan = Spring

Summary: Learn about the springtime activities of spear fishing and making maple sugar.

Media Booking # 10249

This series is also available in DVD format: Media Booking # D-10287

This series could be used to study an Ojibwe community in Canada, such as Sault Ste. Marie in Ontario, Sagkeeng First Nation in Manitoba, or Nipissing First Nation in Ontario around Lake Nipissing.

- b) **My Indian House**

Marathon, 1999

Media Booking # 10181

A ten-year-old Cree girl, who lives in Ouje-Bougoumou, Quebec, shows her modern house and tepee.

The video is also available in DVD format.

Learning Resources: Aboriginal Communities in Canada

7) Kits Available from the Instructional Resources Unit

Living with the Buffalo

Kakwa, n.d.

Media Booking # 0259

The kit includes a number of artifacts that students can handle to learn about the bison and its role in the lives of the First Nations people.

Print Resources: British Columbia

To assist with the study of a West Coast First Nations Community in Duncan, British Columbia, check the following:

Eaglecrest Books # 209B-5462

Trans Canada Highway

Duncan, BC, Canada V9L 6W4

Phone: 250-748-3744

Fax: 250-748-3777

Email: info@eaglecrestbooks.com for General Information

Lorraine Amams: lorraine@eaglecrestbooks.com

Lynn Bruvold: lynn@eaglecrestbooks.com

The Eaglecrest Series of First Nations Books from British Columbia

Eaglecrest books are a set of Grade 1 level books that represent First Nations children. Stories reflect experiences of First Nations children involved in cultural activities and in everyday life at home and school.

All the books have been carefully levelled according to specific factors including: number of words per book, number of lines per page, size of print, relationship between print and picture, introduction of high-frequency words, number of repetitions of phrases and new words, and sentence structure.

Eaglecrest Books were written and produced by Lorraine Adams and Lynn Bruvold, who teach (2007) in the Cowichan Valley School District #79. The school district is located on the east coast of central Vancouver Island in the Cowichan Valley in British Columbia. The writers have worked extensively with First Nations children.

To view sample pages from the 50 books in this series, use the following website and follow the directions: www.eaglecrestbooks.com/aboutthebooks_english.htm.

Cost of Series

Sets of 50 titles: \$325.00

Sets of six titles: \$39.00

Individual titles: \$6.50

*Add 10 % shipping and handling

*Add 6 % GST

*On orders of \$300.00 or more shipping and handling reduced to 5%

Print Resources: Manitoba-Designed Resources**Hands-On Social Studies Grade 2**.**

Lawson, Jennifer, et al. Portage and Main Press, 2003. 209 p. ISBN: 1-55379-005-7.

The resource is available at:

Manitoba Text Book Bureau
Box 910, 130-1st Avenue West
Souris, Manitoba R0K 2C0
866-771-6822

Website: www.mtbb.mb.ca

**** Note:** Another resource with a similar title was developed for Ontario. The Ontario resource does not fully address the Manitoba curriculum.

Lunenburg, Nova Scotia is described in Unit 2 of *Hands On Social Studies*. The history section of this study focuses on the first inhabitants—the Mi'kmaq—and would allow Lunenburg to be the focus as an Aboriginal community. There are reference books, with pictures and websites included, to help teachers find more information about the community.

A **catalogue** of resources to be used in the study of an Aboriginal community can be obtained from the Frontier School Division at

Frontier School Division
Library Services
1402 Notre Dame Avenue
Winnipeg, Manitoba R3E 3G5
Phone: 204-775-9741
Email: library.frontiersd.mb.ca (select 'Publications')
To order: sbutts@frontiersd.mb.ca

Two videos produced by the Frontier School Division:

- *Brochet: Photographs and Memories* (1999)
- *Brochet: Conversations with Elders* (2000)

One Frontier School Division print publication:

- *Berens River: A Community Study* (1992)

To help update the information about Berens River, refer to this site:

Website: www.seed.mb.ca/communities/berens-river

There are many other resources included in the catalogue.

Print Resources: Winnipeg School Division

Winnipeg School Division
Aboriginal Education
1075 Wellington Avenue
Winnipeg, Manitoba R3E 0J7
Phone: 204-788-0203 Fax: 204-772-3911
Attention: Robert Chartrand (as of February 2008)
Director of Aboriginal Education

1. Aboriginal Food

This teacher resource of 11 outcome-based lessons includes:

- focusing questions
- background information
- resources
- suggested activities (activating, acquiring, applying)
- assessment tips

Also included are:

- teacher references
- guided reading lessons
- additional resources
- bibliography

Cost: \$50

2. Fisher River: The Study of a Cree Community (Revised 2003)

This Teacher Resource Package includes:

- full-colour overheads in a 3-inch binder
- a coil-bound Teacher Resource Book
- maps
- bibliography

The lessons feature:

- Cree culture and language activities
- community concepts
- reproducible Student Activity Sheets

This unit has been revised to support the Grade 2 Social Studies curriculum that explores life in Canada with the study of different communities.

Cost: \$150 (includes overheads)

\$50 (revised Teacher Resource book)

3. North American Indigenous Games: An Integrated Unit for Nursery to S4

(Revised 2004: available September 2004)

This Teacher Resource Package includes:

- Aboriginal culture
- North American Indigenous Games
- Aboriginal athletes

Each section contains:

- information for teachers
- outcome-based lessons
- reproducible Student Activity Sheets

Cost: \$50

4. Roseau River: The Study of an Ojibwe Community

This Teacher Resource Package includes:

- full-colour overheads in a 3-inch binder
- a coil-bound Teacher Resource Book
- maps
- bibliography

The lessons feature:

- Ojibwe culture and language activities
- community concepts
- reproducible Student Activity Sheets

This unit supports the Grade 2 Social Studies curriculum that explores life in Canada with the study of different communities.

Cost: \$150

5. Using Aboriginal Books in the Elementary Classroom: Volume 1: The Mulvey School Project: A Collection of Lessons for Nursery to Grade 6 (coil-bound Teacher Resource Book)

This Teacher Resource Book contains lessons for 34 current Aboriginal books (that are not included with this resource).

Each lesson contains:

- book descriptions, suggested reading levels, and vocabulary lists
- strategies for the six language arts strands (reading, writing, listening, speaking, viewing, and representing)
- thematic integration ideas and assessment tips

The lessons are supported by reproducible Student Activity Sheets and a Teacher Reference Section that includes definitions, strategy explanations, and a bibliography.

Cost: \$50

Add Shipping Costs: 10% of total order

Add 7% GST to order

Sources for Additional Print Resources

The titles below have been selected for their suitability to the Grade 2 curriculum. Other materials are available from the sources.

The Instructional Resources Unit (IRU) numbers have been included as well so that teachers can borrow the items in addition to purchasing the resources from the following distributors/publishers.

1. Goodminds (Distributors)

Tel: 877-862-8482

Fax: 519-751-3136

Website: www.goodminds.com

Ancient Thunder

(Non-Fiction). Yerxa, Leo.

Groundwood Books, 2006. 33 p. ISBN: 978-088899-746-3.

IRU Call # 599.6655 Y47

Ancient Thunder, written and illustrated by an Ojibwe, celebrates wild horses and the natural world in which they lived in harmony.

2. Fitzhenry and Whiteside Publishing

195 Allstate Pkwy

Markham ON L3R 4T8

Telephone: 1-800-387-9776

905-477-9700

Fax: 905-477-9179

Email: godwit@fitzhenry.ca

Website: www.fitzhenry.ca

Manitoba Representative as of May 2009:

Kerry Kuran

Telephone: 204-253-4941

Email: kkuran@mts.net

Christmas at Wapos Bay

(Fiction). Wheeler, Jordan, and Dennis Jackson. 2005.

176 p. ISBN: 978-1-55050-324-1.

IRU Call # F Whe

This is a story about Christmas time in a Cree community in northern Saskatchewan.

Hidden Buffalo

(Fiction). Wiebe, Rudy.

Red Deer Press, 2003. 32 p. ISBN: 978-0-88995-285-0.

IRU Call # E Wie

This is a story about a boy who must speak his dreams if they are to survive. (No reference to a specific Aboriginal community.)

Maple Moon

(Fiction). Crook, Connie Brummel and Scott Cameron.
Stoddart Kids, 1999. 30 p. ISBN: 978-0-7737-6098-1.

IRU Call # E Cro

This is a story of an Aboriginal boy who is able to help his people through a harsh winter. (No reference to a specific Aboriginal community.)

Mi'kmaq of the East Coast.

(Non-Fiction). Leavitt, Robert.
Fitzhenry and Whiteside, Limited, 2000. 64 p. ISBN: 978-1-55041-469-1.

IRU Call # 372. 83045 M35 v.18 2000

Nokum is My Teacher (Cree)

(Non-Fiction). Bouchard, David.
Red Deer Press, 2006. 32 p. ISBN: 978-0-88995-367-3.

IRU Call # K 819.16 B69

Bilingual Cree and English text with audio recording.

A read-aloud. This resource is also available in French.

The following is a series of Northwest Coast children's stories that demonstrate family values and the lessons of nature.

Eagle's Reflection and Other Northwest Coast Stories

(Fiction). Challenger, Robert James.
Heritage House Publishing Company, Limited, 1996. 48 p. ISBN: 978-1-895811-07-0.

IRU Call # 398. 20971 C43e

Orca's Family and More Northwest Coast Stories

(Fiction). Challenger, Robert James.
Heritage House Publishing Company, Limited, 1997. 48 p. ISBN: 978-1-895811-39-1.

IRU Call # 398. 20971 C43o

Raven's Call And More Northwest Stories

(Fiction). Challenger, Robert James.
Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-895811-91-9.

IRU Call # 398. 20971 C43r

Salmon's Journey And More Northwest Stories

(Fiction). Challenger, Robert James.
Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-894384-34-6.

IRU Call # 398. 20971 C43s

Nature's Circle And Other Northwest Coast Children's Stories

(Fiction). Challenger, Robert James.

Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-894384-77-3.

IRU Call # 398. 20971 C43n

Grizzly's Home: And Other Northwest Coast Children's Stories

(Fiction). Challenger, Robert James.

Heritage House Publishing Company, Limited, 2005. 48 p. ISBN: 978-1-894384-94-0.

IRU Call # Not available

3. Pearson Education Canada
26 Prince Andrew Place
Don Mills, Ontario M3C 2T8
Toll Free Telephone: 1-800-361-6128
Toll Free Fax: 1-800-563-9196

Manitoba Representative as of May 2009

Ron Westcott

Telephone: 1-204-889-7900

Email: ron.westcott@pearsoned.com

The most recent Pearson catalogue lists a resource called *Many Voices*. The publisher states that it is useful for K-3. Although it was produced for the Alberta social studies curriculum, there is some appropriate information that could be used for the study of an Aboriginal community. This resource has not been formally reviewed by Manitoba Education, Citizenship and Youth.

Winnipeg Sources for Further Information and Resources

Biindigen Books
273 Selkirk Ave.
Winnipeg MB R2W 2L5
Tel.: 204-989-4040

Centre for Indigenous Environmental Resources Library
3rd floor
245 McDermot Ave.
Winnipeg, MB R3B 0S6
Tel: 204-956-1942

Manitoba First Nation Education Resources Centre
6th floor, 338 Broadway
Winnipeg, MB R3C 0T2
Tel: 204-940-7038

Manitoba Indian Cultural Education Centre
People's Library 119 Sutherland Ave.
Winnipeg, MB R2W 3C9
Tel: 204-942-0228

Métis Resource Centre Inc. Reference Library
506-63 Albert St.
Winnipeg, MB
Tel: 204-956-7767

Neil John Maclean Health Sciences Library
Aboriginal Health Library
770 Bannatyne Ave.
Winnipeg, MB R3W 0W3
Tel: 204-789-3878

Prairie Sky Books
871 Westminster Avenue
Winnipeg, MB R3G 1B3
Tel: 204-774-6152

Section 2: Grade 2 Resources Organized by Contemporary Aboriginal Communities

Introduction to Section 2

Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Section 1 presented information on many different Aboriginal communities. Seven communities have been selected and developed in Section 2:

- one is in British Columbia
- one is in Saskatchewan
- three are from Manitoba
- one is in Nunavut
- one is in New Brunswick.

The format in this section could be used to plan a study of other Aboriginal communities in different areas of Canada.

List of Communities

a) Duncan, British Columbia: Cowichan Valley School District: Cowichan First Nation or Coast Salish

This community has 50 small books, written by authors from this area. A list of suggested print and website resources used in the community study are included.

b) Buffalo Narrows, Saskatchewan: Métis Community

This community has a community chart prepared specifically for this study. A list of suggested print and website resources used in the community study are included.

c) Berens River, Manitoba: Saulteaux (Ojibwe)

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

d) Fisher River, Manitoba: Cree

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

e) Roseau River, Manitoba: Ojibwe

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

f) Iqaluit, Nunavut: Inuit

This community has significant print information for Grade 2 students to study about the community in both integrated resources called “Our World” and “Many Voices.” A list of suggested print and website resources used in the community study are included.

g) Tjipogtotjg-Bouctouche, New Brunswick: Mi’kmaq

This community is described in the “Our World” series and there is significant information for Grade 2 students to study. The Mi’kmaq peoples were also introduced in the study of Lunenburg, Nova Scotia in the Grade 2 Hands-On Social Studies series. A list of suggested print and website resources used in the community study are included.

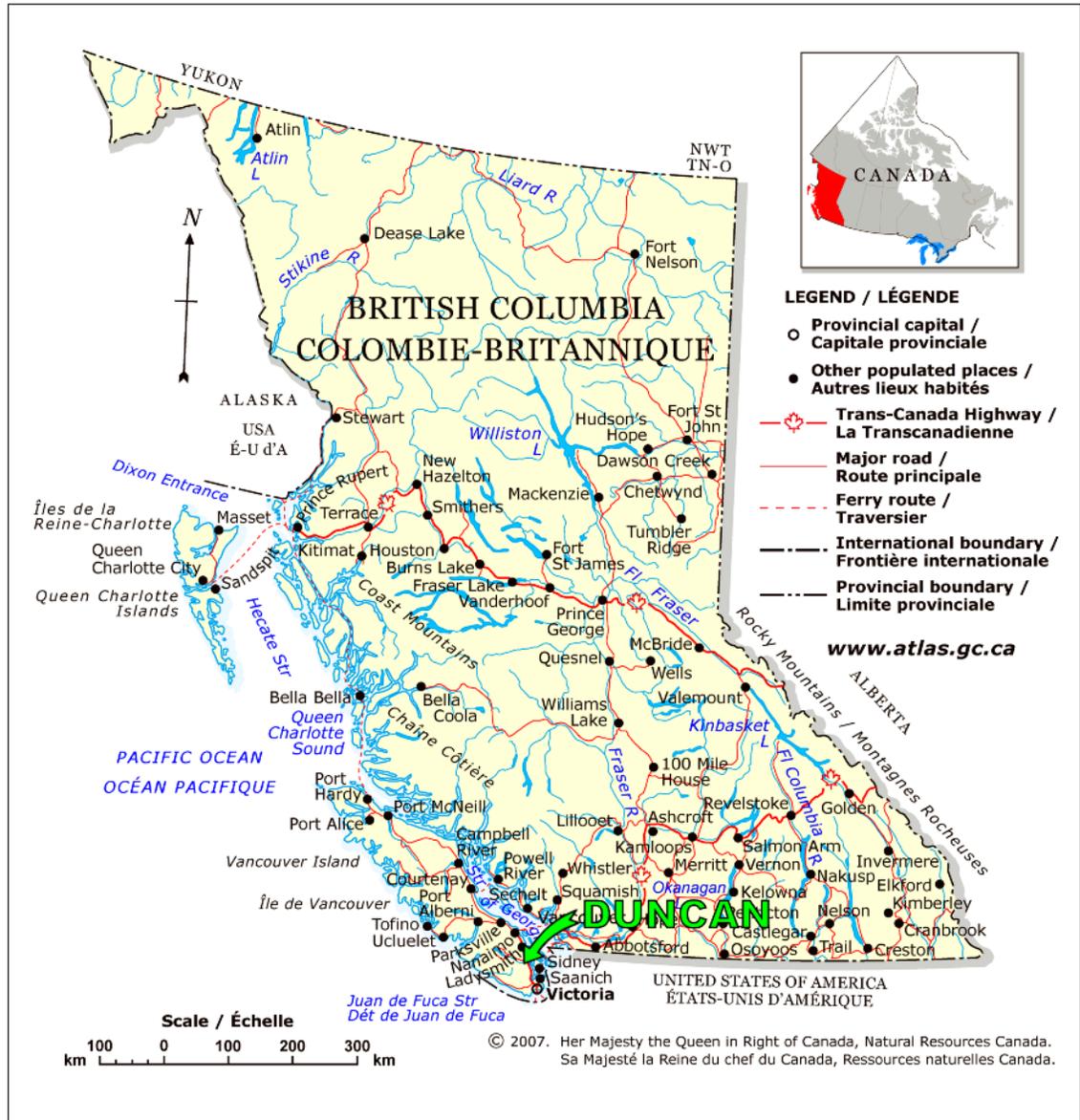
Mapping - Outline Map of Canada

1. Duncan	2. Buffalo Narrows	3. Berens River
4. Fisher River	5. Roseau River	6. Iqaluit
		7. Tjipogtotjg-Bouctouche



CANADA

Community Chart for Duncan, British Columbia
Grade 2, Cluster 2: Aboriginal Community
Duncan, British Columbia



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

First Nations in British Columbia**Map of British Columbia First Nations**

<www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp_e.pdf>

Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley

<www.cowichantribes.com/about>

Search “2001 Community Profiles” and type in “Cowichan” beside Place Name. Then choose “Cowichan 1.” and “Duncan.”

<<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>>

Choose Duncan, BC (Census Agglomeration) for Community Statistics.

How Duncan Was Named

<<http://www.gov.bc.ca/bcgn-bin/bcg10?name=15595>>

British Columbia

Tourism British Columbia
510 Burrard St., 12th Floor
Vancouver, BC V6C 3A8
Toll-free: 1-800-HELLO BC
Phone: 604-660-2861
Fax: 604-660-3383
Website: www.HelloBC.com

Local Newspaper**The Cowichan Valley Citizen**

<www.canada.com/vancouverisland/cowichanvalleycitizen/index.html>

Duncan, BC: The City of Totems

<www.britishcolumbia.com/regions/towns/?townID=35>

Duncan is home to the Cowichan Tribe of the Coast Salish Nation.

Duncan and Cowichan Valley

<www.ourbc.com/travel_bc/bc_cities/the_islands/vancouver_island/duncan.htm>

Totem Pole Basics

<<http://users.imag.net/~sry.jkramer/nativetotems/basics.htm>>

Learning Resources: Aboriginal Communities in Canada

2.2.1 Diverse Peoples

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Outcomes

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

1. First Nations People of Canada information pamphlet: <www.ainc-inac.gc.ca/ks/12050_e.html>
2. <www.cowichantribes.com/about/History> The headings include: Origins; Pre-European Contact; Colonization; Modern Society; and Facts and References.

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

KL-023 Locate communities studied on a map of Canada.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Alysha’s Flat Tire
 - Going to the Store
 - School is Fun
 - Lost and Found

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - At the Park
3. Build a Community:
<www.hud.gov/kids/thing.html>
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
4. National Climate Data:
<www.climate.weatheroffice.ec.gc.ca>
Climate Data Online; Canadian Climate Normals

1. Google the community by name-Duncan.
2. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.

Learning Resources: Aboriginal Communities in Canada

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
3. Natural Resources of Canada:
<www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
4. Print Resources
 - Crabs for Dinner
 - Hot Moose Stew
 - The Best Bread

Learning Outcomes

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Going Camping
 - Tree Fort Adventure
 - Picking Blueberries
 - The Tree Fort
 - Hungry Red Fox
 - The Picnic
 - The Fishing Trip
 - Daffodils For You
 - The Frog
 - The Eagle
 - The Hungry Pony
 - In the Forest
 - Going Outside
 - Picking Flowers
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the Land:
<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies: Connecting and Belonging: A Foundation for Implementation*, which is available online at the above website.

KL-022 Explain the importance of conserving or restoring natural resources.

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Taking Care of Mother Earth
3. Ways of conserving and restoring nature
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com>
Green Teacher: Education for Planet Earth magazine

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

VH-009 Value oral history as a way to learn about the land.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com/about/History/Origins>
2. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Louie's Hat
 - The Raven
 - The Raven's Necklace
 - The Dream Catcher
 - New Slippers
 - The Hawk Drum

Learning Outcomes

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com> About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Fluffy's Accident
 - Anthony's New Glasses
 - Dean's Fish
 - Spear Fishing with Dad
3. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

1. <www.cowichantribes.com> About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Crabs for Dinner
 - Hot Moose Stew
 - The Best Bread
 - Information pamphlet: *Chances are, It's Aboriginal! A Conversation about Aboriginal Foods* from the following website: <www.ainc-inac.gc.ca/ks/12050_e.html>

2.2.5 Diversity and Change***Description of Learning Experience***

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Plank Houses
3. North American Indigenous Games 2002

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
 - Fun on the Sled
 - The Dog Sled Ride
 - The Powwow
3. <www.ainc-inac.gc.ca/ks/12050_e.html>
Choose the following pamphlets:
 - Information pamphlet: Powwow
 - Information pamphlet: My Summer on the Powwow Trail
 - Information pamphlet: First Nations Music in Canada
 - Information pamphlet: Life in an Aboriginal Community
 - Information pamphlet: Aboriginal Sports: Timeless Play
 - Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life
4. Many Voices: A Song of Canada
5. Using Aboriginal Books in the Elementary Classroom

Learning Outcomes

VI-006A
Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

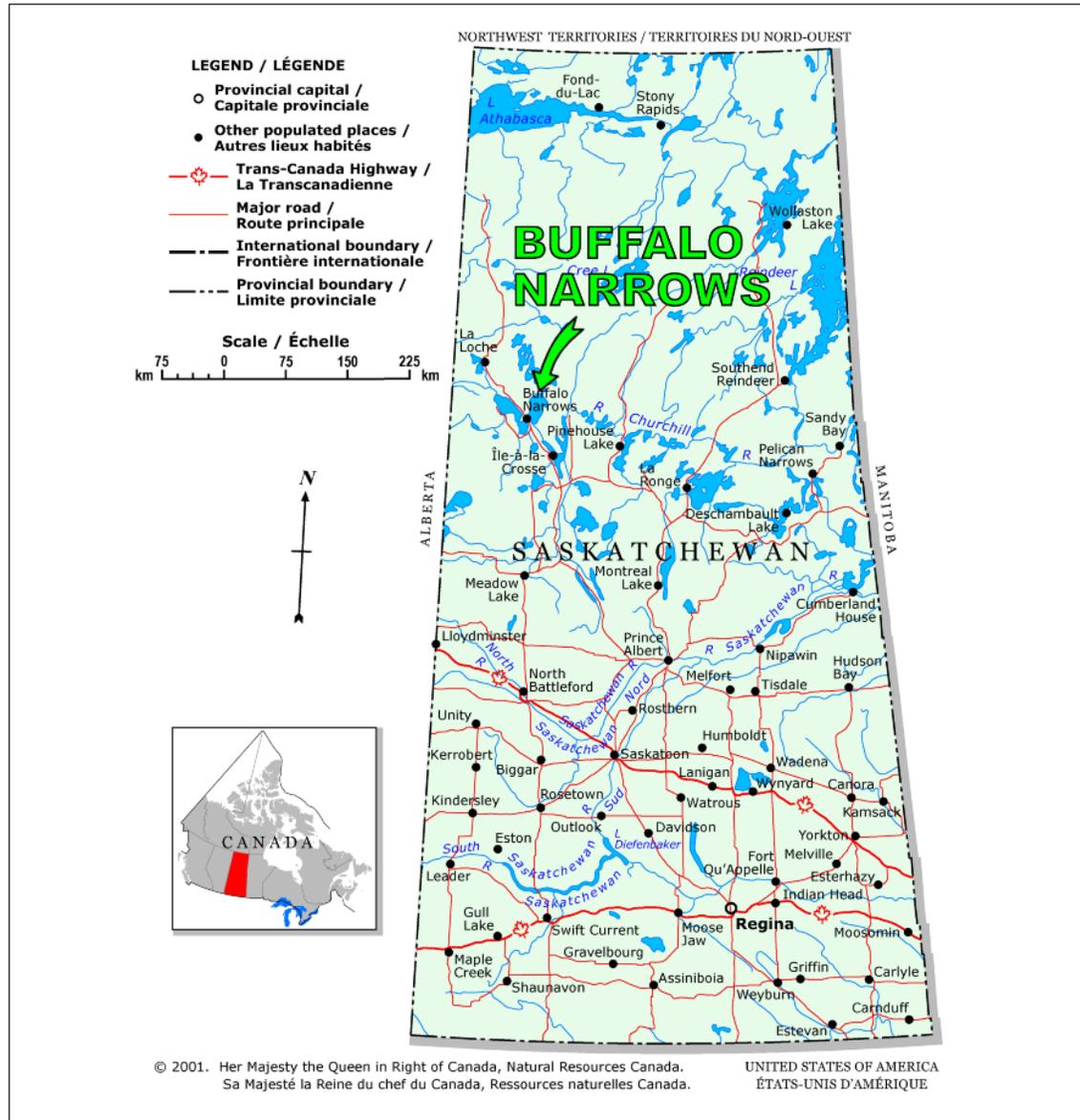
1. <www.cowichantribes.com>
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. <www.cowichantribes.com/about/History/Origins>
3. <www.ainc-inac.gc.ca/ks/12050_e.html>
Choose the Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life.
4. Print Resources
 - My Grandma
 - My Grandpa
 - My Buddy
 - My Family
 - The Water Toys
 - Where is Fluffy?
 - Helping with Baby
 - Helping Grandma
 - Bonkers is Hungry
 - Best Friends
 - Holly's Surprise
 - The Sleepover Party
 - A Bunny to Love
 - The Lost Necklace
 - Big and Little
 - Nature's Circle and Other Northwest Coast Children's Stories
 - Salmon's Journey and More Northwest Coast Stories
 - Grizzly's Home and Other Northwest Coast Children's Stories
 - Eagle's Reflection and Other Northwest Coast Stories
 - Raven's Call and More Northwest Coast Stories
 - Orca's Family and More Northwest Coast Stories
 - Yetsa's Sweater
 - Solomon's Tree
 - The Elders Are Watching
 - Frog Girl
 - Secret of the Dance
 - Using Aboriginal Books in the Elementary Classroom

Resources Suggested for the Study of Duncan, British Columbia

1. Eaglecrest Books (50 books)
 - My Grandma Level 1
 - Picking Flowers Level 1
 - Going Outside Level 1
 - School is Fun Level 1
 - My Grandpa Level 2
 - In the Forest Level 2
 - The Raven Level 2
 - Big and Little Level 2
 - My Buddy Level 2
 - My Family Level 2
 - Louie's Hat Level 3
 - The Hungry Pony Level 3
 - Water Toys Level 3
 - Holly's Surprise Level 3
 - The Eagle Level 4
 - The Frog Level 4
 - The Hawk Drum Level 4
 - Daffodils for You Level 5
 - The Raven Necklace Level 5
 - Where is Fluffy? Level 5
 - The Fishing Trip Level 6
 - The Picnic Level 6
 - New Slippers Level 6
 - Alysha's Flat Tire Level 6
 - The Lost Necklace Level 7
 - Helping with Baby Level 7
 - Helping Grandma Level 8
 - Bonkers is Hungry Level 8
 - Going to the Store Level 8
 - Fluffy's Accident Level 8
 - Hungry Red Fox Level 8
 - The Tree Fort Level 9
 - Picking Blackberries Level 9
 - The Best Bread Level 10
 - Fun on the Sled Level 10
 - Crabs for Dinner Level 11

- Anthony's New Glasses Level 11
 - Tree Fort Adventure Level 11
 - Hot Moose Stew Level 12
 - The Dream Catcher Level 12
 - Best Friends Level 13
 - Lost and Found Level 13
 - Going Camping Level 14
 - At the Park Level 14
 - The Sleepover Level 15
 - Spear Fishing Level 15
 - Dean's Fish Level 15
 - The Powwow Level 16
 - A Bunny to Love Level 16
 - The Dog Sled Ride Level 16
2. Plank Houses (2-2-98)
 3. Nature's Circle and Other Northwest Coast Children's Stories
 4. Salmon's Journey and More Northwest Coast Stories
 5. Grizzly's Home and Other Northwest Coast Children's Stories
 6. Eagle's Reflection and Other Northwest Coast Stories
 7. Raven's Call and More Northwest Coast Stories
 8. Orca's Family and More Northwest Coast Stories
 9. Yetsa's Sweater
 10. Solomon's Tree
 11. The Elders Are Watching
 12. Frog Girl
 13. Secret of the Dance
 14. <www.ainc-inac.gc.ca/ks/12050_e.html>
Choose the following pamphlets:
 - Information pamphlet: Powwow
 - Information pamphlet: My Summer on the Powwow Trail
 - Information pamphlet: First Nations Music in Canada
 - Information pamphlet: Life in an Aboriginal Community
 - Information pamphlet: Aboriginal Sports: Timeless Play
 - Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life
 15. Many Voices: A Song of Canada
 16. Using Aboriginal Books in the Elementary Classroom
 17. North American Indigenous Games 2002

**Community Chart for Buffalo Narrows, Saskatchewan
Grade 2, Cluster 2: Aboriginal Community
Buffalo Narrows, Saskatchewan**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Buffalo Narrows, Saskatchewan: Métis Community

For an introduction to Buffalo Narrows:

<http://esask.uregina.ca/entry/metis_communities.html>

For Travel and Tourism information about Buffalo Narrows:

<<http://saskatchewan.worldweb.com/NorthernRegion/>>

Learn how Buffalo Narrows was named at

<www.saskschools.ca/~gregory/sask/sknames.html>.

Saskatchewan

Tourism Saskatchewan

1922 Park Street, Regina, SK S4P 3V7

Toll-free: 1-877-2ESCAPE

Phone: 306-787-9600

Fax: 306-787-5744

Email: travel.info@sasktourism.com

Website: <www.sasktourism.com> (spelled incorrectly on BLM 2.2.2c)

Search the Glenbow Collection for artifacts and information at

<www.glenbow.org/collections/search/>.

2.2.1 Diverse Peoples***Description of the Learning Experience***

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document:

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Buffalo Narrows: historical background:
<http://esask.uregina.ca/entry/buffalo_narrows.html>
2. The Métis in Canada, pages 4–5
3. Pamphlet #5: The Métis: An Introduction
4. Pamphlet #6: The Métis: Early Origins
5. Pamphlet #7: Birth of the Nation, 1780–1821
Contact: fred_shore@umanitoba.ca (Phone: 204-474-6084) for the above three pamphlets #5, 6, 7, or contact
<<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document:

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Buffalo Narrows: Services; Businesses; Schools: <http://esask.uregina.ca/entry/buffalo_narrows.html>
 2. Transportation, Schools: <<http://career.kcdc.ca/comm/Buffalo%20Narrows.php>>
 3. Schools: <www.nlsd113.com/schlcom/north/buffalo/>
-
1. Weather: <www.wunderground.com/global/stations/71077.html>
 2. Build a Community: <<http://www.hud.gov/kids/thing.html>>
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
 3. National Climate Data: <www.climate.weatheroffice.ec.gc.ca/>, and view “Climate Data Online” and “Canadian Climate Normals.”

Learning Resources: Aboriginal Communities in Canada

KL-023 Locate communities studied on a map of Canada.

1. Google map of Buffalo Narrows, Saskatchewan. Visit Aboriginal Communities in Google Earth at www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html.
2. Map of Buffalo Narrows: www.becquet.com/director/maps/Buffalo_Narrows.htm
3. <http://scaa.usask.ca/gallery/mainstreet/buffalonarrows.html>
4. Canadian Atlas Online: www.canadiangeographic.ca/atlas/intro.aspx?lang=En
Explore the maps; explore by themes, view the gazetteer and discussion forum, as well as a glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

KL-022 Explain the importance of conserving or restoring natural resources

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Natural Resources:
<http://esask.uregina.ca/entry/buffalo_narrows.html>
 2. Resources: <<http://career.kcdc.ca/comm/Bufalo%20Narrows.php>>
 3. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
 4. Natural Resources of Canada:
<www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
 5. Prairie: A Natural History (Plants, Animals, Birds)
-
1. Click on Buffalo Narrows at
<<http://saskatchewan.worldweb.com/NorthernRegion/>>.
 2. North American Indigenous Games 2002
 3. Aboriginal Food: An Early Years Unit
 4. Jobs on the Land:
<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
Refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is outlined at the above website) for the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series.
-
1. Nature Saskatchewan: <www.naturesask.ca/>
 2. Prairie Saskatchewan:
<www.swa.ca/Stewardship/PrairieStewardship/Default.asp>
 3. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com>
Green Teacher: Education for Planet Earth magazine

Learning Resources: Aboriginal Communities in Canada

- VH-009 Value oral history as a way to learn about the land.
1. Métis Storytellers:
<<http://metisstudies.dev.kcdc.ca/identity/readings/reading13.html>>
 2. Lists of stories: <www.kayas.ca/stories.html>

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Find the topics: Mining; Forestry; Fishing; Wild Rice:
<http://esask.uregina.ca/entry/buffalo_narrows.html>.

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

1. Types of work: <http://esask.uregina.ca/entry/buffalo_narrows.html>
2. Work: <<http://career.kcdc.ca/comm/Buffalo%20Narrows.php>>
3. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

1. Types of work: <http://esask.uregina.ca/entry/buffalo_narrows.html>
2. Work: <<http://career.kcdc.ca/comm/Buffalo%20Narrows.php>>
3. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. History: <www.link.ca/kyhd/land/buffalo.html> and <www.jkcc.com/history.html>
2. The Métis in Canada, pages 8–9
3. Links to Representatives of the Métis Nation and Other Interesting Things Métis: <<http://umanitoba.ca/student/asc/tpac/protocol.html>>
4. Pamphlet # 5: The Métis: An Introduction
5. Pamphlet # 6: The Métis: Early Origins
6. Pamphlet # 7: The Métis: Birth of the Nation, 1780–1821
7. Pamphlet # 8: The Métis: Political Maturity and Dispossession
8. Pamphlet # 9: The Métis: Losing the Land
9. Pamphlet # 10: The Métis: Removal, Resistance and Dispersal
10. Pamphlet # 11: The Métis: The Forgotten Years, 1885–1960
Contact: fred_shore@umanitoba.ca (Phone: 204-474-6084) for the above seven pamphlets # 5-11, or contact <<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.
11. People and Plants: The Story of Corn
12. North American Indigenous Games 2002

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. The Métis in Canada, pages 10–17
2. Links to Representatives of the Métis Nation and Other Interesting Things Métis: <<http://umanitoba.ca/student/asc/tpac/protocol.html>>
3. Using Aboriginal Books in the Elementary Classroom

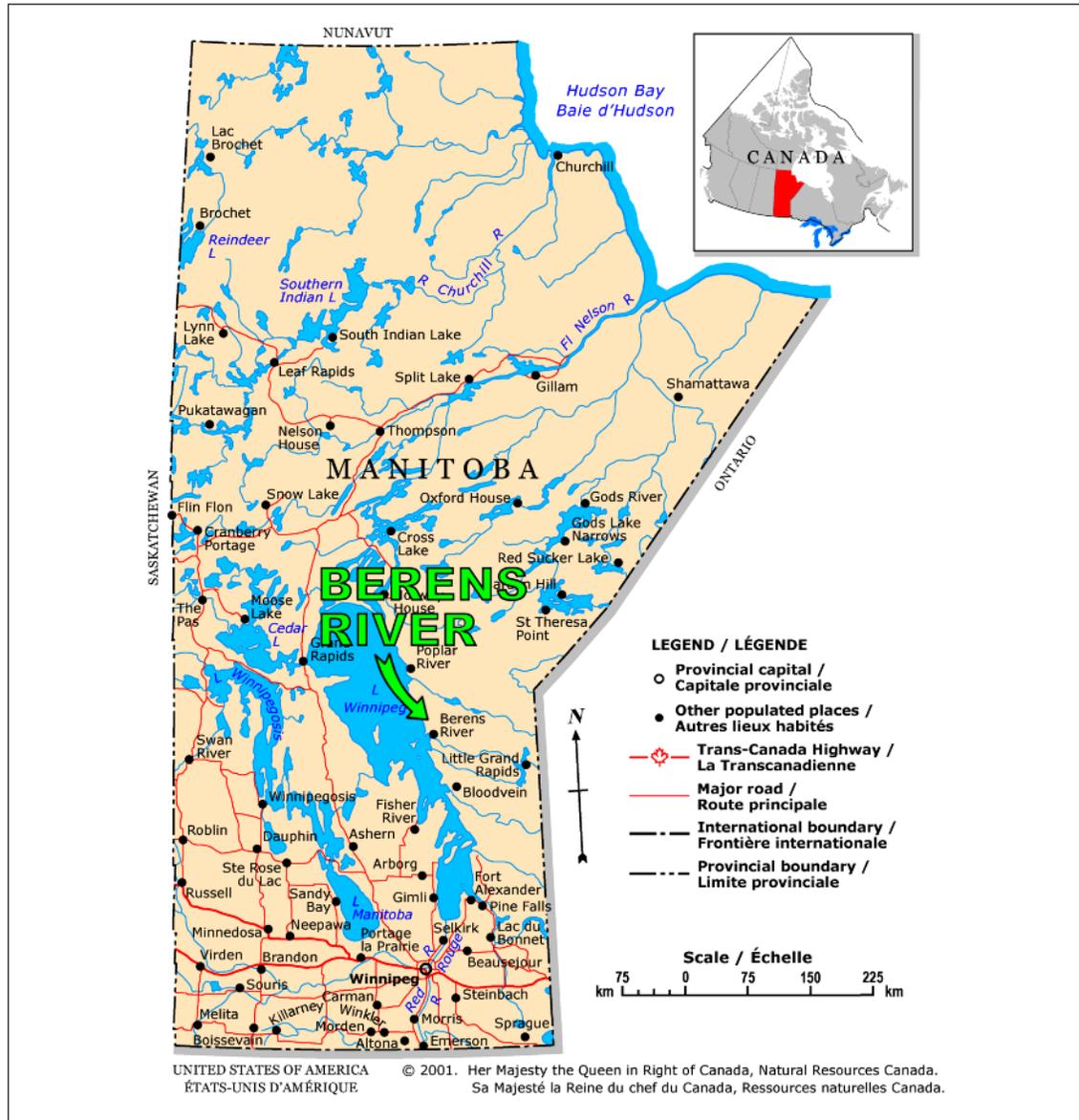
VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Friendship Bay
2. How the Eagle Got His White Head
3. The Bear's Long Tail: A Tale Retold
4. Flour Sack Friends
5. Granny Shoongish and the Giant Oak Tree
6. The Dream Catcher Pool (Read-Aloud)
7. Storm at Batoche
8. Many Voices: A Song of Canada
9. A Man Called Raven
10. The Red Sash
11. Thomas and the Métis Sash
12. Lists of Stories: <www.kayas.ca/stories.html>
13. Many Voices: Sharing Songs and Stories, pages 15–16
14. Many Voices: Photo Card: Activities and Clothes
15. Using Aboriginal Books in the Elementary Classroom

Resources Suggested for the Study of Buffalo Narrows, Saskatchewan

1. The Métis in Canada
2. Contact: fred_shore@umanitoba.ca (Phone: 474-6084) for the above seven pamphlets #5–11, or contact <<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.
 - Pamphlet #5: The Métis: An Introduction
 - Pamphlet #6: The Métis: Early Origins
 - Pamphlet #7: Birth of the Nation, 1780–1821
 - Pamphlet # 5: The Métis: An Introduction
 - Pamphlet # 6: The Métis: Early Origins
 - Pamphlet # 7: The Métis: Birth of the Nation, 1780–1821
 - Pamphlet # 8: The Métis: Political Maturity and Dispossession
 - Pamphlet # 9: The Métis: Losing the Land
 - Pamphlet # 10: The Métis: Removal, Resistance and Dispersal
 - Pamphlet # 11: The Métis: The Forgotten Years, 1885–1960
3. Friendship Bay
4. How the Eagle Got His White Head
5. The Bear’s Long Tail: A Tale Retold
6. Flour Sack Friends
7. Granny Shoongish and the Giant Oak Tree
8. The Dream Catcher Pool (Read-Aloud)
9. Storm at Batoche
10. Many Voices
11. A Man Called Raven
12. The Red Sash
13. Thomas and the Métis Sash
14. The Bulrush Helps the Pond
15. Many Voices: A Song of Canada
16. People and Plants: The Story of Corn
17. North American Indigenous Games 2002
18. Using Aboriginal Books in the Elementary Classroom

**Community Chart for Berens River, Manitoba
Grade 2, Cluster 2: Aboriginal Community
Berens River, Manitoba**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Berens River: A Community Study, Manitoba

This is described as a Saulteaux community by the Frontier School Division. The residents speak Anishinaabeg, a language often used by the Ojibwe peoples. Health Canada describes the community as an Ojibway community.

The resource was published in 1992.

The resource includes:

1. a resource file with 12 large-scale maps; a story called How Summer Came to Canada; Birch Bark Containers; Paper Making by Hand; Bush Cabin; Make a Canoe with Paddles; Family Tree; Shadow Show; Sutherland's Map Large Scale; Pattern Model of York Boat; York Boats by Willy Frog Ross; Trapper's Sled; Treaty #5; A Trip with the Treaty People, 1919; The Berens River Mission Hospital 1937–1974; and Camping: The State of the Art.
 2. a student book that is organized according to the previous social studies curriculum, as evidenced by the following headings: Introduction; Our Community; The Growth and Development of Berens River; Needs and Wants in Berens River; Conflict and Cooperation in the Community; and Berens River in Pictures (a valuable part of the resource to help acquire a feel for the area).
 3. a teacher's guide that has the same information as the student book except that it has questions and suggestions for activities.
-

Manitoba

Travel Manitoba

155 Carlton Street, 7th Floor

Winnipeg, MB R3C 3H8

Toll-free: 1-800-665-0040

Phone: 204-945-3777

Fax: 204-948-2517

Website: <www.travelmanitoba.com>

Newspapers

The Winnipeg Free Press, The Winnipeg Sun, The Interlake Spectator, Grassroots News, and The Drum

Grassroots News

24–1635 Burrows Ave.

Tel: 204-589-7495

Winnipeg, MB R2X 3B5

Fax: 204-589-7540

Email: publisher@grassrootsnews.mb.ca

Website: <www.grassrootsnews.mb.ca>

Learning Resources: Aboriginal Communities in Canada

Grassroots News reaches 63 First Nations, most Métis communities, and major cities and towns in Manitoba. Within the City of Winnipeg it has over 200 distribution points, as well as door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, *Grassroots News* is read by the "grassroots" people who make up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic. Its national edition reaches Aboriginal people and decision makers throughout Canada.

The Drum ("Manitoba's Aboriginal News Source")

Head Office: Brokenhead Ojibway Nation Tel: 204-766-2686

Box 3, Scantebury, MB R0E 1W0 Fax: 204-766-2884

Mailing Address: 209–65 Dewdney Ave. Tel: 204-943-1500

Winnipeg, MB R3B 0E1 Fax: 204-943-1160

Email: staff@taiga-communications.com

Publisher: James Wastasecoot

The Drum is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

Berens River Community

For update:

<www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf>

Berens River Community adjoins the independent Berens River Reserve.

Berens River Reserve

<www.seed.mb.ca/communities/berens-river/>

Berens River Programs and Services

<www.seed.mb.ca/programs-and-services/>

Naming of Berens River:

1) <www.ourroots.ca/e/page.aspx?id=917896> (page 11)

2) **The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names**

(Teacher Reference–Non-Fiction) Ted Stone

Red Deer Press (RED), 2006. 264 p. ISBN: 978-0-88995-341-3 (see page 30)

IRU Call #: 917.127 S76

There are five websites that help explain the similarities and differences in languages in the various communities:

1. <www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html>

2. <www.languagegeek.com/algon/ojibway/anishinaabemowin.html>

3. <www.native-languages.org/ojibwe.htm>

4. <www.britannica.com/eb/article-9056892/Ojibwa#75669.hook>

5. <<http://en.wikipedia.org/wiki/Anishinaabe>>

2.2.1 Diverse Peoples

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada’s population comprises many diverse cultural groups, including Canada’s original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document:

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Outcomes

KH-027 Recognize that First Nations and Inuit people are Canada’s original peoples.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Berens River: A Community Study, pages 25–29
2. Berens River: A Community Study Teacher’s Guide, pages 25–29
3. Nations of the Plains, pages 4–5
4. Library and Archives Canada
An Overview of Aboriginal History in Canada:
<www.collectionscanada.ca/archivianet/0201200110_e.html>.
Scroll down to Contact and Early Relations and choose Origins; First Meetings and Fisheries.
If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2: An Overview of Aboriginal History in Canada, and follow the links.

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Learning Resources: Aboriginal Communities in Canada

Grade 2 Foundation Document

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- *Animals*
- *Goods*
- *Homes*
- *Natural phenomenon*
- *People*
- *Special places*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Berens River: A Community Study
 - Schools, pages 49–51; 65
 - Transportation, pages 51–54; 66
 - Travel, pages 20; 125–128; 143
 - Services, pages 135–142
2. Berens River: A Community Study Teacher’s Guide
 - Schools, pages 49–5; 65
 - Transportation, pages 51–54; 66
 - Travel, pages 20; 125–128; 143
 - Services, pages 135–142
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. Services, pages 1–2; Transportation, page 3; Schools, page 2:
<www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf>
6. Businesses and Services:
<www.seed.mb.ca/communities/berens-river/>
7. Berens River Programs and Services
<www.seed.mb.ca/programs-and-services/>

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

1. Berens River: A Community Study
 - Location, pages 1–2
 - Physical Features/Soils, page 10
 - Geology, pages 11–12
 - Drainage, page 13
 - Climate, pages 13–14
 - Natural Vegetation, page 14
2. Berens River: A Community Study Teacher’s Guide
 - Location, pages 1–2
 - Physical Features/Soils, page 10
 - Geology, pages 11–12
 - Drainage, page 13
 - Climate, pages 13–14
 - Natural Vegetation, page 14
3. Location:
 - a) <www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf>
 - b) <www.seed.mb.ca/communities/berens-river/>
4. Build a Community: <www.hud.gov/kids/thing.html>
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <www.climate.weatheroffice.ec.gc.ca>
Climate Data Online; Canadian Climate Normals

KL-023 Locate communities studied on a map of Canada.

1. Berens River: A Community Study Maps, pages 1; 3–5; 8–9; 12; 16
2. Berens River: A Community Study Teacher’s Guide Maps, pages 1; 3–5; 8–9; 12; 16
3. Berens River Resource File Maps 1–12
4. Visit Aboriginal Communities in Google Earth. You need the Google Earth program installed in your computer. It can be downloaded at this site: <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.
5. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Berens River: A Community Study
 - Fishing, pages 64–65
 - Gold Mine, pages 73–74
 - Logging, pages 76–79
 - Trapping, page 81
 2. Berens River: A Community Study Teacher’s Guide
 - Fishing, pages 64–65
 - Gold Mine, pages 73–74
 - Logging, pages 76–79
 - Trapping, page 81
 3. Natural Resources
 - a) <www.gov.mb.ca/stem/mrd/busdev/guideline> Manitoba’s Aboriginal Peoples/Manitoba’s Mining Industry information
 - b) <www.gov.mb.ca/conservation/firstnations> First Nations Rights and Responsibilities: Fishing, Hunting, and Trapping for teacher information
 - c) <www.gov.mb.ca/trade/globaltrade/agrifood/commodity/wild_rice.html> Wild rice production in Manitoba
 4. Atlas of Canada
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
 5. Natural Resources of Canada
<www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
 6. Prairie: A Natural History (Plants, Animals, Birds)
-
1. Berens River: A Community Study, pages 17–20; 35–36
 2. Berens River: A Community Study Teacher’s Guide, pages 17–20; 35–36
 3. North American Indigenous Games 2002
 4. Aboriginal Food: An Early Years Unit
 5. Jobs on the land
<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
Refer to Appendix F: Recommended Learning Resources for the Nelson InfoRead Social Studies *Grade 1 Series and Hard Work Series in Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation*, which is available at the above website.

Learning Resources: Aboriginal Communities in Canada

KL-022 Explain the importance of conserving or restoring natural resources.

1. Berens River: A Community Study, pages 17–20
2. Berens River: A Community Study Teacher’s Guide, pages 17–20
3. Taking Care of Mother Earth
4. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com/ Green Teacher: Education for Planet Earth magazine
 - Educational resources for teachers and students <www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001>

VH-009 Value oral history as a way to learn about the land.

1. Berens River: A Community Study, pages 117–118
2. Berens River: A Community Study Teacher’s Guide, pages 117–118
3. Elder Protocols for having Elders as guest speakers and storytellers <www.naho.ca/english/documents/InterviewingElders--FINAL.pdf>
4. For more information about Elders visiting classrooms, refer to Pamphlet #23 entitled Elders Protocol from Kali Storm at: <kali_storm@umanitoba.ca> or by phoning 204-474-8850. To access other pamphlets: <<http://umanitoba.ca/student/asc/pamphlets.html>>

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Berens River: A Community Study, pages 38–44
2. Berens River: A Community Study Teacher's Guide, pages 38–44

1. Berens River: A Community Study, pages 38–44; 76–81
2. Berens River: A Community Study Teacher's Guide, pages 38–44; 76–81
3. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

1. Berens River: A Community Study, pages 73–74; 76–81
2. Berens River: A Community Study Teacher's Guide, pages 73–74; 76–81

Learning Resources: Aboriginal Communities in Canada

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- *Clothing*
- *Families*
- *Food*
- *Homes*
- *Jobs*
- *Recreation*
- *Transportation*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Berens River: A Community Study, pages 20–21; 49–54; 64–70; 82; 118–128
2. Berens River: A Community Study Teacher’s Guide, pages 20–21; 49–54; 64–70; 82; 118–128
3. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
4. Native Homes, pages 4–5
5. My Community Long Ago (Treaty 8)
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg
Phone: 204-477-7905 or contact
<www.hydro.mb.ca/corporate/history/electrical_museum.shtml>.

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Berens River: A Community Study, pages 117–152
2. Berens River: A Community Study Teacher’s Guide, pages 117–152
3. Powwow
4. My Family (Treaty 8)
5. <www.ainc-inac.gc.ca/ach/lr/ks/12050_e.html>
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it’s Aboriginal! A Conversation about Aboriginal Foods
 - It’s a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
6. Jingle Dancer
7. Many Voices: A Song of Canada
8. Using Aboriginal Books in the Elementary Classroom

VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

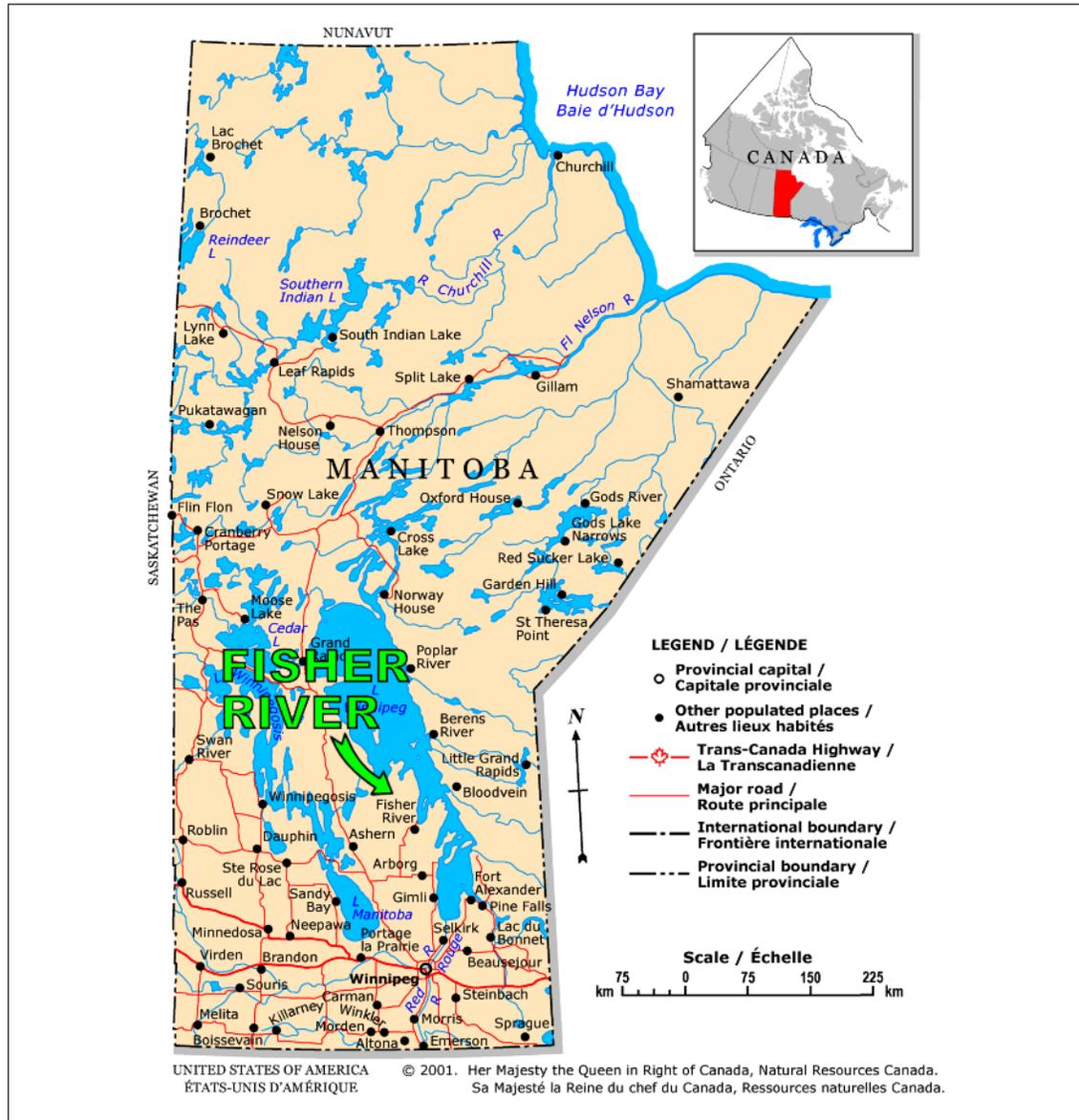
1. Berens River: A Community Study, pages 117–152
2. Berens River: A Community Study Teacher’s Guide, pages 117–152
3. Elders are Watching
4. Red Parka Mary
5. My Family (Treaty 8)
6. Buffalo Dreams
7. Nanabosho Grants a Wish
8. My Kokum Called Today
9. Where Did You Get Your Moccasins?
10. Ancient Thunder
11. The Song Within My Heart
12. Frybread
13. The Dream Catcher Pool
14. The Bear’s Long Tail
15. How the Eagle Got His White Head
16. Using Aboriginal Books in the Elementary Classroom

Learning Resources: Aboriginal Communities in Canada**Resources Suggested for the Study of Berens River, Manitoba**

1. Berens River: A Community Study, pages 25–29
2. Berens River: A Community Study Teacher’s Guide, pages 25–29
3. Berens River Resource File
4. Nations of the Plains
5. My Community in the Present (Treaty 8)
6. My School (Treaty 8)
7. Taking Care of Mother Earth
8. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
9. Native Homes
10. My Community Long Ago (Treaty 8)
11. Powwow
12. My Family (Treaty 8)
13. <www.ainc-inac.gc.ca/ach/lr/ks/12050_e.html>
Choose the following pamphlets:
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it’s Aboriginal! A Conversation about Aboriginal Foods
 - It’s a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
14. Elders are Watching
15. Red Parka Mary
16. My Family (Treaty 8)
17. Buffalo Dreams
18. Nanabosho Grants a Wish
19. My Kokum Called Today
20. Where Did You Get Your Moccasins?
21. Ancient Thunder
22. The Song Within My Heart
23. Frybread
24. Meshom and the Little One
25. The Dream Catcher Pool
26. The Bear’s Long Tail

27. How the Eagle Got His White Head
28. Jingle Dancer
29. Many Voices: A Song of Canada
30. Fancy Dance
31. Jingle Dancers Information: <www.powwows.com/info/?p=40>
32. Using Aboriginal Books in the Elementary Classroom
33. People and Plants: The Story of Corn
34. North American Indigenous Games 2002
35. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)
680 Harrow Street, Winnipeg
Phone: 204-477-7905
or contact <www.hydro.mb.ca/corporate/history/electrical_museum.shtml>

Community Chart for Fisher River, Manitoba
Grade 2, Cluster 2: Aboriginal Community
Fisher River, Manitoba



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Fisher River: The Study of a Cree Community, Manitoba

The resource was **revised in 2003** to follow the organization of the new curriculum (Activate, Acquire, and Apply strategies). It includes a booklet of learning activities and three appendices for Teacher Reference. The binder has 55 overheads of the community.

The kit description mentions that it includes the following: 10 student books, eight pamphlets/maps/etc., one cassette, seven teacher references; and four artifacts (fur samples, wood samples, snowshoes, and animal parts). These are not included for \$150.00 and teachers must, therefore, find and develop their own materials to be used with the student book and overheads.

Manitoba

Travel Manitoba
155 Carlton Street, 7th Floor
Winnipeg, MB R3C 3H8
Toll-free: 1-800-665-0040
Phone: 204-945-3777
Fax: 204-948-2517
Website: <www.travelmanitoba.com>

Newspapers

The Winnipeg Free Press, The Winnipeg Sun, The Interlake Spectator, Grassroots News, and The Drum

Grassroots News
24-1635 Burrows Ave.
Tel: 204-589-7495
Winnipeg, MB R2X 3B5
Fax: 204-589-7540
Email: publisher@grassrootsnews.mb.ca
Website: <www.grassrootsnews.mb.ca>

Grassroots News reaches 63 First Nations, most Métis communities, and major cities and towns in Manitoba. Within the City of Winnipeg, it has over 200 strategically placed distribution points, as well as door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, it is read by the "grassroots" people making up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic. Its national edition reaches Aboriginal people and decision makers throughout Canada.

Learning Resources: Aboriginal Communities in Canada

The Drum ("Manitoba's Aboriginal News Source")

Head Office: Brokenhead Ojibway Nation Tel: 204-766-2686
 Box 3, Scantebury, MB R0E 1W0 Fax: 204-766-2884
 Mailing Address: 209–65 Dewdney Ave. Tel: 204-943-1500
 Winnipeg, MB R3B 0E1 Fax: 204-943-1160
 Email: staff@taiga-communications.com
 Publisher: James Wastasecoot

The Drum is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

Fisher River

For update:

1. <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf>
 If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
2. <www.fisherriver.com/profile.htm> (includes phone directory)

The Naming of Fisher River: The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names
 (Teacher Reference–Non-Fiction) Ted Stone
 Red Deer Press (RED), 2006. 264 p. ISBN: 978-0-88995-341-3 (see page 80)
 IRU Call #: 917.127 S76

2.2.1 Diverse Peoples

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada’s population comprises many diverse cultural groups, including Canada’s original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document:

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Outcomes

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Nations of the Plains, pages 4–5
2. Library and Archives Canada
An Overview of Aboriginal History in Canada:
<www.collectionscanada.ca/archivianet/0201200110_e.html>.
Scroll down to “Contact and Early Relations,” and choose “Origins; First Meetings and Fisheries.”
If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2, “An Overview of Aboriginal History in Canada,” and follow the links.

2.2.2 Features of Canadian Communities*Description of the Learning Experience*

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document:

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
 - General Information, page 75
 - Services, page 25, 76
 - School, pages 49–50
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Services #15–26
 - School #51–55
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. From the following website choose Services, page 12; Education, page 13; Transportation, page 16 <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

1. Fisher River: The Study of a Cree Community
 - General Information, page 75
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Buildings, #7–14, 15–26, 27–31
3. From the following website, choose Community Overview, page 2: <[www.eastinterlake.com/assets/community%20profiles/ fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)> > If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Build a Community: <www.hud.gov/kids/thing.html> Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <www.climate.weatheroffice.ec.gc.ca>

KL-023 Locate communities studied on a map of Canada.

1. Fisher River: The Study of a Cree Community, pages 21–23
2. Map of location of Fisher River:
<www.becquet.ca/director/maps/Manitoba/Fisher_River.htm>
3. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed in your computer. It can be downloaded at <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.
4. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
 - Fish, pages 29, 31
 - Animals, page 37
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Resources: Fishing; Farming; Animals #32–39
3. From the following website choose Agriculture, page 17; Fishing, page 18: <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Atlas of Canada:
 - <<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
5. Natural Resources of Canada:
 - <www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only
6. Prairie: A Natural History (Plants, Animals, Birds)

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Fisher River: The Study of a Cree Community
 - Current Profile, page 74
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - How people live in Fisher River, #7–14
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the land
<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is online at the above website).

KL-022 Explain the importance of conserving or restoring natural resources.

1. Taking Care of Mother Earth
2. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com> Green Teacher: Education for Planet Earth magazine
 - Educational resources for teachers and students
<www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001>

VH-009 Value oral history as a way to learn about the land

1. Elder Protocols for having Elders as guest speakers and storytellers:
<www.naho.ca/english/documents/InterviewingElders--FINAL.pdf>
2. For more information about Elders visiting classrooms, refer to pamphlet #23 entitled “Elders Protocol from Kali Storm” at <kali_storm@umanitoba.ca> or at 204-474-8850.
To access other pamphlets,
<<http://umanitoba.ca/student/asc/pamphlets.html>>

Learning Resources: Aboriginal Communities in Canada

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, dollar store, grocery store, video store)

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
 - Fish, page 29
 - Food, page 33
 - Beadwork, page 53
 - Natural Materials in Art, page 55
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Fishing, Farming and Agriculture, #32–40
 - Artwork, #41–48
3. From the following website choose Agriculture, page 17; Fishing, page 18
 <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

1. Fisher River: The Study of a Cree Community
 - Occupations, pages 27, 76–77
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Businesses, #27–31
 - Fishing, Farming and Agriculture, #32–40
 - Artists, #41–50
3. <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf> Choose “Places of work,” page 19; “Labour force,” page 20, If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

1. Fisher River: The Study of a Cree Community
 - Fishing, page 29
2. Fisher River: The Study of a Cree Community Binder of Overheads
 - Fishing, Farming and Agriculture, #32–40
 - Artwork, #41–48
3. <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf> Choose Fish, page 18. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
 - Background Information, pages 72–73
2. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
3. Native Homes, pages 4–5
4. My Community Long Ago (Treaty 8)
5. <www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf> Choose History, page 3; Present, pages 8–9.
If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg
Phone: 204-477-7905 or contact
<www.hydro.mb.ca/corporate/history/electrical_museum.shtml>

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Fisher River: The Study of a Cree Community
 - First Nations Community, page 17
 - Fisher River, page 21
 2. Fisher River: The Study of a Cree Community Binder of Overheads
 - How people live in Fisher River, #7–14
 3. Powwow
 4. My Family (Treaty 8)
 5. <www.ainc-inac.gc.ca/>
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
 - It's a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
 6. Jingle Dancer
 7. Many Voices: A Song of Canada
 8. Using Aboriginal Books in the Elementary Classroom
-

Learning Resources: Aboriginal Communities in Canada

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Fisher River: The Study of a Cree Community
 - Community Activities, page 57
 - Celebrations, page 65
 2. Fisher River: The Study of a Cree Community Binder of Overheads (55)
 - How people live in Fisher River, #7–14
 3. Elders are Watching
 4. Red Parka Mary
 5. My Family (Treaty 8)
 6. Buffalo Dreams
 7. Nanabosho Grants a Wish
 8. My Kokum Called Today
 9. Where Did You Get Your Moccasins?
 10. Nokum is My Teacher
 11. The Little Duck–Sikihpsis
 12. Hidden Buffalo
 13. Christmas at Wapos Bay (Read-Aloud)
 14. The Song Within My Heart
 15. Mwakwa Talks to the Loon
 16. Wisahkecahk Flies to the Moon
 17. The Bulrush Helps the Pond
 18. Dragonfly Kites
 19. Using Aboriginal Books in the Elementary Classroom
-

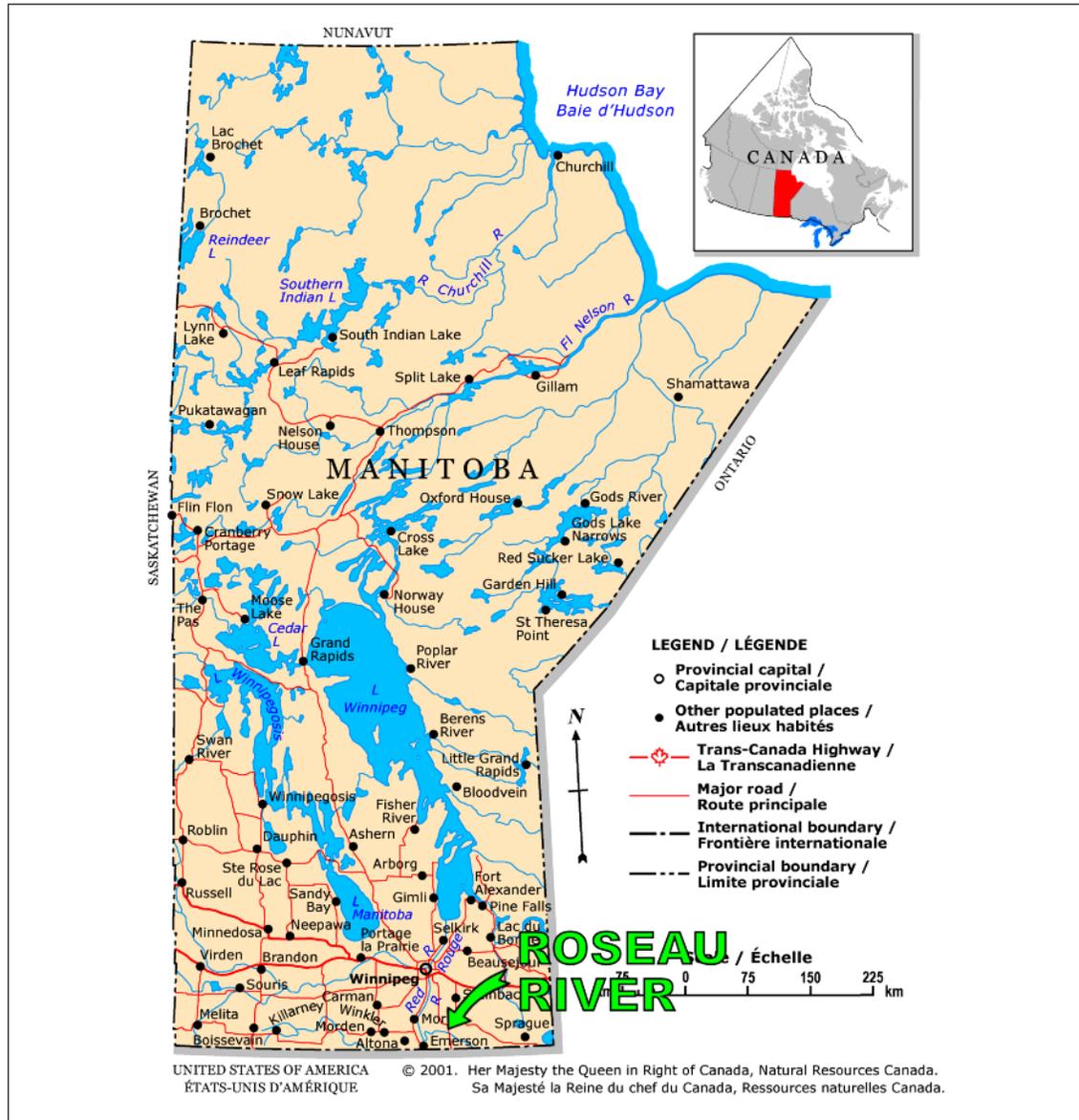
Resources Suggested for the Study of Fisher River, Manitoba

1. Nations of the Plains
2. Fisher River: The Study of a Cree Community
3. Fisher River: The Study of a Cree Community Binder of Overheads
4. My Community in the Present (Treaty 8)
5. My School (Treaty 8)
6. Taking Care of Mother Earth
7. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
8. Native Homes
9. My Community Long Ago (Treaty 8)
10. Powwow
11. My Family (Treaty 8)
12. <www.ainc-inac.gc.ca/ks/12050_e.html>
Choose the following pamphlets:
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
 - It's a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
13. Elders are Watching
14. Red Parka Mary
15. My Family (Treaty 8)
16. Buffalo Dreams
17. Nanabosho Grants a Wish
18. My Kokum Called Today
19. Where Did You Get Your Moccasins?
20. Nokum is My Teacher
21. The Little Duck–Sikihpsis
22. Hidden Buffalo
23. Christmas at Wapos Bay (Read-Aloud)
24. The Song Within My Heart
25. Mwakwa Talks to the Loon
26. Wisahkecahk Flies to the Moon

Learning Resources: Aboriginal Communities in Canada

27. The Bulrush Helps the Pond
28. Dragonfly Kites
29. Jingle Dancer
30. Many Voices: A Song of Canada
31. Fancy Dance
32. Jingle Dancers Information: <www.powwows.com/info/?p=40>
33. Using Aboriginal Books in the Elementary Classroom
34. People and Plants: The Story of Corn
35. North American Indigenous Games 2002
36. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)
680 Harrow Street, Winnipeg, MB
Phone: 204-477-7905
or contact <www.hydro.mb.ca/corporate/history/electrical_museum.shtml>

**Community Chart for Roseau River, Manitoba
Grade 2, Cluster 2: Aboriginal Community
Roseau River, Manitoba**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Roseau River: The Study of an Anishinaabe Community, Manitoba

(It is also called an Ojibwe community.)

Manitoba

Travel Manitoba
 155 Carlton Street, 7th Floor
 Winnipeg, MB R3C 3H8
 Toll-free: 1-800-665-0040
 Phone: 204-945-3777
 Fax: 204-948-2517
Website: <www.travelmanitoba.com>

Newspapers

The Winnipeg Free Press, The Winnipeg Sun, Grassroots News, and The Drum

Grassroots News

24-1635 Burrows Ave.
 Tel: 204-589-7495
 Winnipeg, MB R2X 3B5
 Fax: 204-589-7540
 Email: publisher@grassrootsnews.mb.ca
Website: <www.grassrootsnews.mb.ca>

Grassroots News reaches 63 First Nations, most Métis communities, as well as major cities and towns in Manitoba. Within the City of Winnipeg, it has over 200 strategically placed distribution points. It also does door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, it is read by the "grassroots" people making up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic.

Its national edition reaches Aboriginal people and decision makers throughout Canada.

The Drum ("Manitoba's Aboriginal News Source")

Head Office: Brokenhead Ojibway Nation	Tel: 204-766-2686
Box 3, Scantebury, MB R0E 1W0	Fax: 204-766-2884
Mailing Address: 209-65 Dewdney Ave.	Tel: 204-943-1500
Winnipeg, MB R3B 0E1	Fax: 204-943-1160
Email: staff@taiga-communications.com	
Publisher: James Wastasecoot	

The Drum is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

Naming of Roseau River

- 1) <www.ourroots.ca/e/page.aspx?id=918006>, page 111
- 2) **The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names**
(Teacher Reference-Non-Fiction) Ted Stone
Red Deer Press (RED), 2006. 264p. ISBN: 978-0-88995-341-3 (See page 193)
IRU Call #: 917.127 S76

There are five websites that help explain the similarities and differences in languages in the various communities:

1. <www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html>
 2. <www.languagegeek.com/algon/ojibway/anishinaabemowin.html>
 3. <www.native-languages.org/ojibwe.htm>
 4. <www.britannica.com/eb/article-9056892/Ojibwa#75669.hook>
 5. <<http://en.wikipedia.org/wiki/Anishinaabe>>
-

2.2.1 Diverse Peoples***Description of the Learning Experience***

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Outcomes	Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)
KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.	<ol style="list-style-type: none"> 1. Nations of the Plains, pages 4–5 2. Library and Archives Canada An Overview of Aboriginal History in Canada: <www.collectionscanada.ca/archivianet/0201200110_e.html>. Scroll down to “Contact and Early Relations,” and choose “Origins; First Meetings and Fisheries.” If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2 “An Overview of Aboriginal History in Canada,” and follow the links.

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of a Ojibwe Community
 - The Community (Services), pages 21–25
2. Roseau River: The Study of a Ojibwe Community Binder of Overheads
 - Services #15–20: 21–25
 - School #30–38
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. Roseau River: Government <www.rrafn.com/government.html>.
6. Roseau River: School <www.ginewschool.ca>

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

1. Roseau River: The Study of an Ojibwe Community
 - The Community, pages 21–25
 - Natural and Constructed Features, pages 27–30
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
 - Buildings #6–14; 21–25
 - Bridges #2
3. Climate: <www.rrafn.com/history.html>
4. Build a Community: <www.hud.gov/kids/thing.html>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <www.climate.weatheroffice.ec.gc.ca>
 - Climate Data Online; Canadian Climate Normals

KL-023 Locate communities studied on a map of Canada.

1. Roseau River: The Study of an Ojibwe Community
 - Location, pages 15–20
2. Map of location of Roseau River:
<www.becquet.com/director/maps/Manitoba/Roseau_River.htm>
3. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed in your computer. It can be downloaded at <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.
4. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
 - Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of an Ojibwe Community
 - Work, pages 31–36
2. Manitoba Conservation, Wildlife and Ecosystem Protection Branch: <www.gov.mb.ca/conservation/wildlife>
Click on “Hunting” on the left side of the screen, and then choose “First Nations.” Click on “Trapping” on the left side of the screen, and then choose “First Nations.”
3. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
4. Natural Resources of Canada:
<www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
5. Prairie: A Natural History (Plants, Animals, Birds)

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Roseau River: The Study of an Ojibwe Community
 - The Community, pages 21–30
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
 - Roseau River surrounding environment #1–5
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the Land: <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies: Connecting and Belonging: A Foundation for Implementation*, which is online at the above website.

KL-022 Explain the importance of conserving or restoring natural resources.

1. Taking Care of Mother Earth
2. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com>. Green Teacher: Education for Planet Earth magazine
 - Educational resources for teachers and students: <www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001>

VH-009 Value oral history as a way to learn about the land.

1. Elder Protocols for having Elders as guest speakers and storytellers: <www.naho.ca/english/documents/InterviewingElders--FINAL.pdf>
2. For more information about Elders visiting classrooms, refer to Pamphlet #23 entitled “Elders Protocol from Kali Storm” at <kali_storm@umanitoba.ca>, or by phoning 204-474-8850. To access other pamphlets, see <<http://umanitoba.ca/student/asc/pamphlets.html>>.
3. Roseau River: The Study of an Ojibwe Community, pages 67; 71

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of an Ojibwe Community
 - Needs and Wants, pages 43–46
 - Food, page 70
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
 - Artwork, #44–46

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

1. Roseau River: The Study of an Ojibwe Community
 - Occupations, pages 31–37
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
 - Adults at work, #6–11; 13–25
3. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

1. Roseau River: The Study of an Ojibwe Community, pages 31–36; 43–46
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads, #39–46

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- *Clothing*
- *Families*
- *Food*
- *Homes*
- *Jobs*
- *Recreation*
- *Transportation*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of an Ojibwe Community
 - Then and Now, pages 57–62
2. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841, pages 25–29
3. Native Homes, pages 4–5; 12
4. My Community Long Ago (Treaty 8)
5. History of Roseau River: www.rrafn.com/history.html
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg
Phone: 204-477-7905 or contact
<www.hydro.mb.ca/corporate/history/electrical_museum.shtml>.

Learning Resources: Aboriginal Communities in Canada

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Roseau River: The Study of an Ojibwe Community
 - Customs and Traditions, pages 49–56
 - Plants, page 67
 - Appendix 8: Customs and Traditions, pages 72–73
 - Appendix 9: The Pow Wow, pages 74–75
 2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
 - Ojibwe Culture, #39–46
 3. Powwow
 4. My Family (Treaty 8)
 5. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
 - It's a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
 6. Jingle Dancer
 7. Many Voices: A Song of Canada
 8. Using Aboriginal Books in the Elementary Classroom
-

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Roseau River: The Study of an Ojibwe Community
 - Appendix 14: Books, pages 85–86
 2. Elders are Watching
 3. Red Parka Mary
 4. My Family (Treaty 8)
 5. Buffalo Dreams
 6. Nanabosho Grants a Wish
 7. My Kokum Called Today
 8. Where Did You Get Your Moccasins?
 9. Ancient Thunder
 10. The Song Within My Heart
 11. Frybread
 12. Meshom and the Little One
 13. The Dream Catcher Pool
 14. The Bear's Long Tail
 15. How the Eagle Got His White Head
 16. Using Aboriginal Books in the Elementary Classroom
-

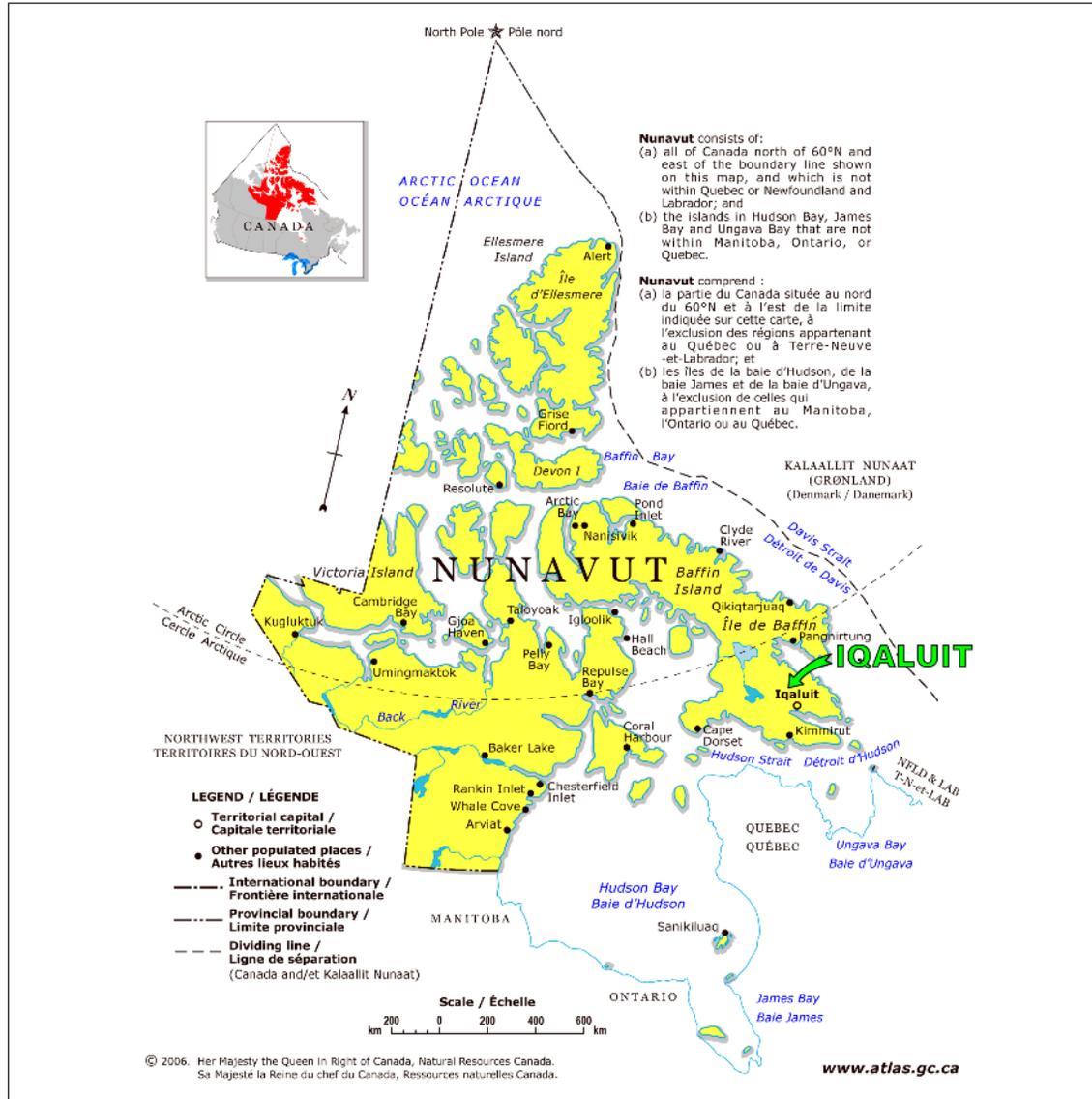
Learning Resources: Aboriginal Communities in Canada**Resources Suggested for the Study of Roseau River, Manitoba**

1. Nations of the Plains
2. Roseau River: The Study of an Ojibwe Community
3. Roseau River: The Study of an Ojibwe Community Binder of Overheads
4. My Community in the Present (Treaty 8)
5. My School (Treaty 8)
6. Taking Care of Mother Earth
7. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
8. Native Homes
9. My Community Long Ago (Treaty 8)
10. Powwow
11. My Family (Treaty 8)
12. <www.ainc-inac.gc.ca/ks/12050_e.html>
Choose the following pamphlets:
 - Information pamphlet: First Nations Music in Canada
 - Aboriginal Veterans: Stories of Honour and Heroism
 - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
 - It's a Pow-wow!
 - My Summer on the Pow-wow Trail
 - Learn About Aboriginal Names
 - Aboriginal Sports: Timeless Play
 - Life in an Aboriginal Community
 - First Nations People of Canada
13. Elders are Watching
14. Red Parka Mary
15. My Family (Treaty 8)
16. Buffalo Dreams
17. Nanabosho Grants a Wish
18. My Kokum Called Today
19. Where Did You Get Your Moccasins?
20. Ancient Thunder
21. The Song Within My Heart
22. Frybread
23. Meshom and the Little One
24. The Dream Catcher Pool
25. The Bear's Long Tail
26. How the Eagle Got His White Head

27. Jingle Dancer
28. Many Voices: A Song of Canada
29. Fancy Dance
30. Jingle Dancers Information: <www.powwows.com/info/?p=40>
31. Using Aboriginal Books in the Elementary Classroom
32. People and Plants: The Story of Corn
33. North American Indigenous Games 2002
34. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)
680 Harrow Street, Winnipeg
Phone: 204-477-7905
or contact <www.hydro.mb.ca/corporate/history/electrical_museum.shtml>

**Community Chart for Iqaluit, Nunavut
Grade 2, Cluster 2: Aboriginal Community
An Inuit Community: Iqaluit, Nunavut**

Pronunciation of Iqaluit: (can be pronounced both ways)
Iqaluit (*EEK-KAH-loo-eet*) or (*EEK-KAH-loo-it*)



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Inuit Communities in Nunavut: includes Iqaluit:

<www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html>

For each of the 28 communities listed and described, information is provided under the following headings:

- Community Homepage: community weather
 - Geography Map: Google Map
 - Geography Map: Atlas of Canada
 - Profile: Connectivity: Aboriginal Canada Portal Profile
 - Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.
-

Nunavut

Nunavut Tourism

P.O. Box 1450, Iqaluit, NU X0A 0H0

Toll-free: 1-866-NUNAVUT

Phone: 867-979-6551

Fax: 867-979-1261

Email: info@nunavuttourism.com

Website: <www.nunavuttourism.com>

City of Iqaluit (includes weather)

<www.city.iqaluit.nu.ca/apps/fusebox/index.php?fa=c.displayHome>

Nunatsiaq News (Iqaluit)

<www.nunatsiaq.com/news/iqaluit.html>

Inuit Games

<www.opi.state.mt.us/pdf/schoolfood/L&CFitness/L&CFitness.pdf>

History of Iqaluit (formerly known as Frobisher Bay)

<www.nunanet.com/~jtagak/history>

Learning Resources: Aboriginal Communities in Canada

2.2.1 Diverse Peoples

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Outcomes

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities 2, pages 13, 28, 44
2. Our World: Canadian Communities 2 Teaching Resource, pages 28–31
3. Nations of the Plains, pages 4–5
4. Library and Archives Canada
An Overview of Aboriginal History in Canada:
<www.collectionscanada.ca/archivianet/0201200110_e.html>. Scroll down to Contact and Early Relations and choose Origins; First Meetings and Fisheries.
If there is difficulty finding this site, google "Library and Archives Canada." Go to Search. Type in "An Overview of Aboriginal History in Canada." Scroll down to #2: "An Overview of Aboriginal History in Canada," and follow the links.
5. Inuit, pages 24–25
6. All About Canadian Communities: Northern Communities, page 14
7. Many Voices: Looking at People: The Inuit of Iqaluit, pages 8–9
8. Many Voices: Teaching Resource and CD-ROM, pages 39–76
9. Many Voices: Looking at Places, pages 20–23
10. Many Voices: Teaching Resource and CD-ROM, pages 1–38

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- *Animals*
- *Goods*
- *Homes*
- *Natural phenomenon*
- *People*
- *Special places*

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities 2
 - Schools, pages 17, 19
 - Services, pages 36–37
2. Our World: Canadian Communities 2 Teaching Resource
 - Daily life, pages 37–43
 - Goods and services, pages 90–96
3. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: Travel in the Northwest Territories and Nunavut
4. Many Voices: Looking at Places, pages 42–43
5. Many Voices: Teaching Resource and CD-ROM, pages 1–38

Learning Resources: Aboriginal Communities in Canada

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

1. Our World: Canadian Communities 2
 - Physical Geography, pages 6
 - Climate, page 10
 - Waterways, page 8
 2. Our World: Canadian Communities 2 Teaching Resource
 - Physical Geography, pages 16–22
 - Climate, pages 23–27
 - Waterways, pages 16–22
 3. Inuit, pages 4–5
 4. All About Canadian Communities: Northern Communities, pages 6, 10
 5. Many Voices: Looking at Places, page 14, 17, 36–37
 6. Many Voices: Photo Card: Look at the Sea
 7. Many Voices: Photo Card: St. Jude’s Anglican Church
 8. Many Voices: Teaching Resource and CD-ROM, pages 1–38
 9. To build a community, <www.hud.gov/kids/thing.html>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
 10. National Climate Data:
<www.climate.weatheroffice.ec.gc.ca>
Climate Data Online; Canadian Climate Normals
-

KL-023 Locate communities studied on a map of Canada.

1. Our World: Canadian Communities 2, pages 2–3; 9
2. Our World: Canadian Communities 2 Teaching Resource, pages 5–10
 - Map of Nunavut, page 161
3. Inuit, page 5
4. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed on your computer. It can be downloaded at the following site: <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.
5. Many Voices: Looking for People: Hello Again, page 5 (map)
6. Many Voices: Teaching Resource and CD-ROM, pages 39–76
7. Many Voices: Maps and More (Big Book), pages 12–13; 18–19; 22–23
8. Many Voices: Looking at Places, pages 8–10; 12
9. Many Voices: Teaching Resource and CD-ROM, pages 1–38
10. Interactive map of Iqaluit:
<<http://maps.nrcan.gc.ca/iqaluit/Iqaluit-interactive.html>>
11. Canadian Atlas Online:
<www.canadiangeographic.ca/atlas/intro.aspx?lang=En>
Explore the maps, explore by themes, review the gazetteer and discussion forum, as well as the glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Learning Resources: Aboriginal Communities in Canada

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities 2, page 32
2. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
3. Natural Resources:
<www.canadianheritage.com/galleries/naturalresources.htm>
4. All About Canadian Communities: Northern Communities, page 8
5. Many Voices: Land and Sea
 - Hunting in Nunavut, pages 4–5
 - Fishing, pages 6–7
6. Many Voices: Looking at Work, pages 8–9
7. Many Voices: Teaching Resource and CD-ROM, pages 77–104
8. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
 - Explore Our Maps: Learning Resources; Data and Services
9. Natural Resources of Canada:
<www.nrcan.gc.ca/mms/video/vhp_e.htm>
 - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Our World: Canadian Communities 2, pages 14, 17, 25
2. Our World: Canadian Communities 2 Teaching Resource
 - Identity and Geography, pages 32–36
 - Daily Life, pages 37–43
 - About Our Cultures, pages 59–65
3. Inuit, pages 8–9, 12–19
4. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: Discover Inuit Art
5. North American Indigenous Games 2002
6. Aboriginal Food: An Early Years Unit
7. Jobs on the land:
 - <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>

For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation*, which is available online at the above website.

KL-022 Explain the importance of conserving or restoring natural resources.

1. Our World: Canadian Communities 2, pages 32, 38–39
2. Our World: Canadian Communities 2 Teaching Resource
 - Natural Resources, pages 79–84
 - How Industry Can Affect Our Communities, pages 97–104
3. Many Voices: Looking at Work, pages 24–25
4. Many Voices: Teaching Resource and CD-ROM, pages 77–104
5. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com>

Green Teacher: Education for Planet Earth magazine

VH-009 Value oral history as a way to learn about the land.

1. Inuit, pages 20–21

Learning Resources: Aboriginal Communities in Canada

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

1. Our World: Canadian Communities 2, pages 36–37
2. Our World: Canadian Communities 2 Teaching Resource, pages 90–96
3. Inuit, pages 12–15
4. Many Voices: Looking at Work, pages 18–19
5. Many Voices: Teaching Resource and CD-ROM, pages 77–104

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

1. Our World: Canadian Communities 2, page 34
2. Our World: Canadian Communities 2 Teaching Resource, pages 85–89
3. Inuit, pages 6, 8–9, 12–19
4. All About Canadian Communities: Northern Communities, page 16
5. Many Voices: Making a Difference, pages 4–7
6. Many Voices: Looking at Work, pages 14, 32–33, 38–39
7. Many Voices: Teaching Resource and CD-ROM, pages 77–104
8. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

1. Our World: Canadian Communities 2, pages 34–35, 38–39
2. Our World: Canadian Communities 2 Teaching Resource
 - Work, pages 85–89
 - How Industry Can Affect Our Communities, pages 97–104

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource
 - Changes, pages 132–141, 149–153
3. Native Homes, pages 4, 30
4. Inuit, pages 28–29
5. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: Far North Food: From Arctic Char to Processed Snacks
6. <http://maps.nrcan.gc.ca/iqaluit/hist_res_e.html>
 - Chronological History of Iqaluit
7. Many Voices: Looking at People, pages 20–21
8. Many Voices: Teaching Resource and CD-ROM, pages 39–76
9. Many Voices: Looking at You, pages 8–30
10. Many Voices: Teaching Resource and CD-ROM, pages 105–133
11. Many Voices: Teaching Poster: How Can I Find Out?
12. North American Indigenous Games 2002

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource
 - Changes, pages 132–141, 149–153
3. All About Canadian Communities: Northern Communities, pages 4, 6, 8, 12, 16, 18
4. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: Nunavut, Canada’s Third Territory “North of 60”
5. Many Voices: A Song of Canada
6. Many Voices: Looking at People, pages 14, 32–33, 38–39
7. Many Voices: Teaching Resource and CD-ROM, pages 39–76
8. Many Voices: Photo Card: The Enchanted Owl
9. Many Voices: Photo Card: Inuit Beadwork
10. Many Voices: Photo Card: Languages in Canada
11. Many Voices: Teaching Poster: My Community, My Identity
12. Many Voices: Teaching Poster: Growing To Be Good Citizens
13. Inuit Throat Singing:
 - <www.stuff.co.uk/media/polar-relay/inuit.html>
14. Using Aboriginal Books in the Elementary Classroom

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. The Lonely Inuksuk
 2. The Missing Sun
 3. Carry Me Mama
 4. A Man Called Raven
 5. What's the Most Beautiful Thing You Know About Horses?
 6. Kumak's Fish
 7. Inuit, pages 20–21
 8. <www.ainc-inac.gc.ca/ks/inuks_e.html>
 - A story about the inuksuk
 9. Many Voices: We Are All Connected, pages 2–5
 10. Many Voices: Tell Me a Story, pages 2–6
 11. Many Voices: Sharing Songs and Stories, pages 3–7
 12. Using Aboriginal Books in the Elementary Classroom
-

Learning Resources: Aboriginal Communities in Canada**Resources Suggested for the Study of Iqaluit, Nunavut**

1. Our World: Canadian Communities 2
2. Our World: Canadian Communities 2 Teaching Resource
3. Nations of the Plains
4. Inuit
5. All About Canadian Communities: Northern Communities
6. Many Voices Program:
 - Maps and More (Big Book)
 - Teacher's Resource and CD-ROM
 - Communities in Canada: Looking at Places
 - a) Photo Card: Look at the Sea
 - b) Photo Card: St. Jude's Anglican Church
 - Communities in Canada: Looking at People
 - a) Photo Card: The Enchanted Owl
 - b) Photo Card: Inuit Beadwork
 - Communities in Canada: Looking at Work
 - Communities in Canada: Looking at You
 - a) Photo Card: Languages in Canada
 - A Song of Canada
 - We Are All Connected
 - Tell Me a Story
 - Making a Difference
 - Sharing Songs and Stories
 - Land and Sea
7. <www.ainc-inac.gc.ca/ks/12050_e.html>
 - Information pamphlet: Discover Inuit Art
 - Information pamphlet: Far North Food-From Arctic Char to Processed Snacks
 - Information pamphlet: Nunavut, Canada's Third Territory "North of 60"
 - Travel in the Northwest Territories and Nunavut
8. Native Homes
9. The Lonely Inuksuk
10. The Missing Sun
11. Carry Me Mama
12. A Man Called Raven
13. What's the Most Beautiful Thing You Know about Horses?
14. Kumak's Fish
15. Igloos
16. Using Aboriginal Books in the Elementary Classroom
17. North American Indigenous Games 2002

**Community Chart for Tjipogtotjg-Boucrouche, New Brunswick
Grade 2, Cluster 2: Aboriginal Community
Tjipogtotjg-Boucrouche, New Brunswick**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Tjipogtotjg-Bouctouche, New Brunswick Mi'kmaq First Nation

Pronunciation of Tjipogtotjg: say it like *djee-BOHK-tohtchk*

Pronunciation of Bouctouche: *book-TOOSH*

New Brunswick

New Brunswick Department of Tourism and Parks

P.O. Box 12345, Campbellton, NB E3N 3H4

Toll-free: 1-800-561-0123

Fax: 506-789-2044

Website: <www.TourismNewBrunswick.ca> <www.canadaeastcost.com>

The naming of Bouctouche:

<www.new-brunswick.net/newbrunswick/names/names.html>

2.2.1 Diverse Peoples***Description of the Learning Experience***

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada's population comprises many diverse cultural groups, including Canada's original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

Grade 2 Foundation Document

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

Learning Resources: Aboriginal Communities in Canada

Learning Outcomes

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <<http://ca.epodunk.com/profiles/new-brunswick/bouctouche/2000276.html>>. Scroll down, and click on “History (Archives in New Brunswick; Library and Archives Canada; Heritage Canada).”
2. Our World: Canadian Communities 2, page 13
3. Our World: Canadian Communities 2 Teaching Resource, pages 28–31
4. Mi'kmaq of the East Coast
What was it like before the Europeans came?, pages 13–36
5. Hands-On Social Studies 2 (Unit 2)
History of Lunenburg: The Mi'kmaq People, pages 122–133
6. Library and Archives Canada
An Overview of Aboriginal History in Canada
<www.collectionscanada.ca/archivianet/0201200110_e.html>. Scroll down to “Contact and Early Relations” and choose “Origins; First Meetings and Fisheries.”

If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2, “An Overview of Aboriginal History in Canada,” and follow the links.

2.2.2 Features of Canadian Communities

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

Grade 2 Foundation Document

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

Learning Outcomes

KI-012 Identify common features of Canadian communities.

Examples: transportation, services, schools...

Other common features:

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

KL-019 Describe natural and constructed features of communities studied.

Examples: landforms, climate, waterways; buildings, bridges...

Other natural and constructed features:

- Forests
- Grasslands
- Parks
- Roadways

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <<http://bouctouche.localintheknow.com/Bouctouche.asp>>.
 2. Our World: Canadian Communities 2
 - Schools, page 19
 - Services, page 37
 3. Our World: Canadian Communities 2 Teaching Resource, pages 37–43, 90–96
-
1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>. Scroll down and click on “Weather.”
 2. Our World: Canadian Communities 2
 - Physical Geography, page 7, 15
 - Climate, page 11
 - Waterways, page 9
 3. Our World: Canadian Communities 2 Teaching Resource, pages 16–22
 4. Visit “Build a Community” at <www.hud.gov/kids/thing.html>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
 5. National Climate Data: <www.climate.weatheroffice.ec.gc.ca> and review “Climate Data Online” and “Canadian Climate Normals.”

Learning Resources: Aboriginal Communities in Canada

KL-023 Locate communities studied on a map of Canada.

1. Visit <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Google map of Bouctouche, NB. **Google Website.** Visit **Aboriginal Communities in Google Earth.** You will need to install the Google Earth program on your computer at <www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html>.
3. Our World: Canadian Communities 2, pages 2–3, 9
4. Our World: Canadian Communities 2 Teaching Resource, pages 16–22
5. Mi'kmaq of the East Coast, page 55
6. See the Canadian Atlas Online at <www.canadiangeographic.ca/atlas/intro.aspx?lang=En>. Explore the maps, explore by themes, review the gazetteer and discussion forum, as well as the glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

2.2.3 Natural Resources

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

Grade 2 Foundation Document

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Page

Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 33
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
4. Natural Resources: <www.gnb.ca/0078/Hey_Kids/index-e.asp>, and click on “Natural Resources: Links to Discover, At Risk, Fish, Rocks, and Go Wild.”
5. Atlas of Canada:
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>.
 - Explore Our Maps: Learning Resources; Data and Services
6. Natural Resources of Canada:
<www.nrcan.gc.ca/mms/video/vhp_e.htm>.
 - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

Examples include:

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 33
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
4. North American Indigenous Games 2002
5. Aboriginal Food: An Early Years Unit
6. Jobs on the Land
<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf>
Refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is online at the above website) for the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series.

Learning Resources: Aboriginal Communities in Canada

KL-022 Explain the importance of conserving or restoring natural resources.

1. Our World: Canadian Communities 2, page 33
2. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
3. Taking Care of Mother Earth
4. Ways of conserving and restoring nature:
 - Recycle, reduce, reuse
 - Walk, ride bikes, use hybrid cars
 - Conserve trees by banding them
 - Plant trees
 - Learn to compost
 - <www.greenteacher.com> for the Green Teacher: Education for Planet Earth magazine

VH-009 Value oral history as a way to learn about the land.

1. Our World: Canadian Communities 2, pages 44–45, 48–51
2. Our World Canadian Communities 2 Teaching Resource, pages 114–127, 132–140

2.2.4 Work, Goods, and Products

Description of Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

Grade 2 Foundation Document

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

Types of work that provide goods (clothing store, grocery store, video store)

KE-037 Describe different types of work in Canadian communities studied.

Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 37
3. Our World: Canadian Communities 2 Teaching Resource, pages 90–96

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 35
3. Our World: Canadian Communities 2 Teaching Resource, pages 85–89
4. Sources of information for the community:
 - Telephone directories and advertisements
 - Business directories
 - Local newspapers

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, pages 33, 35
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84, 85–89

2.2.5 Diversity and Change

Description of Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

Grade 2 Foundation Document

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

VI-006 Appreciate the diversity of ways of life in Canadian communities.

Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource, pages 132–154
3. Mi'kmaq of the East Coast, pages 62–68
4. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
5. Native Homes
6. North American Indigenous Games 2002

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource, pages 132–154
3. Mi'kmaq of the East Coast, pages 62–68
4. Powwow
5. Jingle Dancer
6. Many Voices: A Song of Canada
7. Using Aboriginal Books in the Elementary Classroom

VI-006A	1. Mi'kmaq of the East Coast, pages 30–36
Demonstrate interest	2. Elders are Watching
in the shared	3. For Mi'kmaq stories, < http://mrc.uccb.ns.ca/storyone.html >.
experiences and	4. For a Mi'kmaq fact sheet,
stories of members of	< www.geocities.com/bigorrin/mikmaq_kids.htm >.
Aboriginal	5. Using Aboriginal Books in the Elementary Classroom
communities in	
Canada.	

Resources Suggested for the Study of Tjipogtotjg-Bouctouche, New Brunswick

1. Our World: Canadian Communities 2
2. Our World: Canadian Communities 2 Teaching Resource
3. Mi'kmaq of the East Coast
4. Hands-On Social Studies 2 (Unit 2)
5. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
6. Native Homes
7. Powwow
8. Elders are Watching
9. Jingle Dancer
10. Many Voices: A Song of Canada
11. Fancy Dance
12. Jingle Dancers Information: <www.powwows.com/info/?p=40>
13. Using Aboriginal Books in the Elementary Classroom
14. North American Indigenous Games 2002