



ONTARIO
ELEMENTARY
SOCIAL STUDIES
TEACHERS
ASSOCIATION

OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

Key



= book



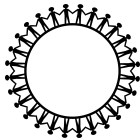
= website



= video



= map



= community resource



= Activity suggestion(s)

Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company (saundersbook.ca); WhiteHots (whitehots.com); Goodminds (goodminds.com); Ella Minnow (ellaminnow.ca); TinLids (tinlids.ca) and Scholastic (scholastic.ca) to access educational discounts. This is by no means an exhaustive list.

Website Access Information

Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.

Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.

Grade 5 Strand A






OESSTA Resource Supports for the 2013 Revised SSHG Curriculum



Grade 5 Strand A Heritage and Identity: First Nations and Europeans in New France and Early Canada

	Resource and Annotation - Inquiry	Curriculum Codes
	<p>King, Thomas. <i>A Coyote Columbus Story</i>. Toronto: Douglas & McIntyre, 1992. Print.</p> <p>A retelling of Christopher Columbus' arrival infused with deliberate First Nations teachings and perspectives. Thomas King makes the point that history is influenced by the culture of who is telling the story. Students can compare different perspectives of the same historical event, plus the illustrations can spark students' formulations of questions as part of the social studies inquiry cycle.</p>	A 2.1 A 2.2 A 2.5
	<p>Yolen, Jane, David Shannon, Lisa Peters, Warren Wallerstein, and Ginger Boyer. <i>Encounter</i>. San Diego: Harcourt Brace Jovanovich, 1992. Print.</p> <p><i>Encounter</i> looks at the first meeting between Columbus and the indigenous peoples of San Salvador (the Taino) through the point of view of a young native boy. Taken captive, the boy escapes and makes his way home, trying to convince others along the way that the Spanish pose a threat, but no one listens. Even though this picture book is an older publication, the importance of offering readers an alternative perspective on a well-known historical event, makes this resource relevant. The illustrations provide for opportunities to spark inquiry questions.</p>	A 2.1




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	<p>Pegis, Jessica. <i>All Over the Map: Political Maps</i>. Crabtree Publishing Company. 2013. Print.</p> <p>This resource includes a variety of political maps and illustrates how analysing political maps can help to students to develop problem solving skills. Students could use this resource to help them to develop an understanding and importance of maps and from this knowledge be able to construct maps as part of their investigations into the interactions between First Nations and Europeans.</p>	A 2.3
	<p>Landon, Rocky, and David MacDonald. <i>A Native American Thought of It: Amazing Inventions and Innovations</i>. Toronto: Annick, 2008. Print.</p> <p>This book showcases numerous inventions of First Nations communities across North America over time, and how other societies are influenced, and have benefitted by their ingenuity. Series: <i>We Thought of It</i>. Students can use this resource to gather information regarding the contributions of First Nations Peoples to European settlers.</p>	A 2.2
	<p>Sneve, Virginia Driving Hawk. <i>Bad River Boys: A Meeting of the Lakota Sioux with Lewis and Clark</i>. Holiday House, 2005.</p> <p>This picture book is geared towards junior/intermediate students and looks at the Lewis and Clark expedition. The author takes recorded accounts (primary source documents) from William Clark to create a fictional account of the Lewis and Clark expedition from the point of view of 3 Lakota Boys during the time period. Historical information and a glossary are included. This resource could be used to record information about the different perspectives that different stakeholders had during this time of exploration.</p>	A 2.2



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	<p>"Exhibition Where Are The Children." <i>Where Are The Children</i>. Legacy of Hope Foundation, Web. 27 May 2015. http://wherearethechildren.ca/en/exhibition/</p> <p>This online exhibition chronicles the experience of aboriginal children in the residential school system from 1831 to 1969. Text is supported by maps and a wealth of archival photographs, many of which include audio narration (audio transcripts available). The site provides an overview of historical events leading the establishment and ongoing support of the residential school system. Video interviews communicate the testimony of residential school survivors. This resource is also available in French.</p> <p><i>NB: Because of the traumatic nature of the residential school experience, some of the testimony of former students may be disturbing.</i></p>	<p>A 2.2</p>
	<p>"My Maps." <i>GoogleMaps</i>. Google Inc., Web. 27 May 2015. https://www.google.com/maps/d/u/0/</p> <p>Using Google Maps Engine Lite, students can build customized maps to conceptualize numerous topics (the settlement range of a given group, routes of exploration and trade, zones of interaction, movement over time, etc). By sharing and collaborating with each other, students can layer their maps to contrast different groups or time periods. A free account is required.</p>	<p>A 2.3</p>





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	<p>"CBC - 8th Fire - Maps." <i>CBCnews</i>. CBC/Radio Canada, 07 Jan. 2015. Web. 27 May 2015. http://www.cbc.ca/8thfire/map.html</p> <p>A rich multimedia resource that uses interactive maps to organize a variety of information and resources. <i>Story Dispatches</i> present video interviews on a variety of topics including historical events, traditional crafts, filmmaking, and contemporary issues. A thematic map illustrates the distribution of speakers of the main aboriginal language groups. Historical maps plot the distribution of tribal groups at the time of first contact, the location of historical treaty lands claims, and the present day locations of First Nations.</p>	<p>A 2.3</p>
	<p><i>New France, New Horizons</i>. Library and Archives Canada, Web. 27 May 2015. http://www.champlain2004.org/index2.html</p> <p>Exploring the voyages of Samuel de Champlain and the establishment of New France. Using primary documents like passenger manifests, schematics and building plans, students can formulate inquiry questions. Primary documents are supported by text in both French and English.</p>	<p>A 2.1</p>
	<p>"Champlain in Acadia." <i>Historica Canada</i>. Historica. Web. 27 May 2015. http://www.histori.ca/champlain/index.do</p> <p>In celebration of the 400th anniversary of Samuel de Champlain's arrival in North America, this Historica resource chronicles not only Champlain's life and career, but the meeting of cultures he oversaw as leader of New France. Students will be challenged to consider whether these interactions were examples of collaboration or exploitation. Technological exchange and trade are contrasted against the spread of disease and the collapse of the Huron nation.</p>	<p>A 2.4</p>



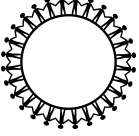
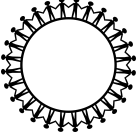
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	<p>The Canadians: Alexander Mackenzie, Historica Canada, 2009. 44:35 minutes. Available online: http://youtu.be/xZjw8wudzwg http://www.historicacanada.ca/content/biography-series/alexander-mackenzie</p> <p>Skipping from 3:00-6:00 on Mackenzie’s early childhood, the first half of this video provides extensive information about the days of the early fur trade in Canada, including the first contact and valuable contributions of goods and services provided by the First Nations people. Students can use this material to examine the perspectives of Mackenzie and the native groups he met to understand why Mackenzie’s respect for the native people he encountered helped him to be the first European to successfully travel across Canada to both the Arctic and Pacific Oceans. Students could follow this with comparing and contrasting the results of the interactions of other explorers and the aboriginal people who they encountered.</p>	<p>A 2.1 A 2.2</p>
	<p>Robinson-Huron Treaty First Nations taking Gov’t to Court, Morning North, CBC Radio, Sudbury, 2014. 8:28 min. Available online at CBC Radio: http://www.cbc.ca/player/Radio/Local+Shows/Ontario/ID/2513608546/</p> <p>Chief Steve Miller explains that 29 chiefs from Parry Sound to Lake Superior have made legal claims against the Federal and Provincial Governments to obtain a first-ever raise in their 1874 Robinson-Huron Treaty payments of \$4.00 per year to help improve poor social conditions of the people on their reserves. Students can use this information to understand Native perspectives on issues such as poverty, government, and First Nation land claims in Ontario.</p>	<p>A 2.1 A 2.2</p>




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	<p>History of Canada for Children, Schlessinger Media (SCM), 2004. 23 minutes.</p> <p>The first 11 minutes of this P-J video provide an excellent overview of the early history of Canada - from the arrival of Inuit, First Nations, Vikings, European explorers, coureurs de bois and voyageurs of the Fur Trade, to the establishment of French and English settlements in New France and what is now Ontario. A Teacher's Guide available.</p> <p>DVD available at http://www.libraryvideocompany.com/canada-for-children-history-of-canada-CE4763-p/ce4763.htm</p> <p>First 5 minutes available on YouTube: http://www.youtube.com/watch?v=CEskpr6NZQA&list=PLB8Q6DSNID7p1FT4wSu6tgyrgs5lvbCld</p>	
	<p>"Aboriginal Peoples and European settlement in Canada." <i>Arcgis</i>. ESRI. Web. Nov 22 2105. http://www.arcgis.com/home/item.html?id=4bff8d5fa9634336b9b5b3376912e180</p> <p>This web map includes the settlement patterns of the Aboriginal Peoples and Europeans in Canada from 1631-1823. In addition, explorer routes are included from 1631-1894.</p>	A 2.3
	<p>"Historical Maps." <i>Canadian Geographic</i>. Canadian Geographic, Web. 01 June 2015. http://www.canadiangeographic.ca/mapping/historical_maps/</p> <p>The site includes historical maps of Canada from 1700 – 1999. The maps are useful for investigations into the interactions between First Nations and the Europeans.</p>	A 2.3
	<p>"Welcome to the Historical Atlas of Canada Online Learning Project." <i>Historical Atlas of Canada Online Learning Project</i>. Historica Atlas. Web. 26 Sept. 2015. http://www.historicalatlas.ca/website/hacolp/</p> <p>This site includes a variety of maps relating to Canada in the 16th and 17th centuries. The maps are useful for investigations into the interactions between First Nations and the Europeans.</p>	A 2.3





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	<p>"Ontario First Nations Map." <i>Ontario.ca</i>. Ontario Government, 05 June 2013. Web. 01 June 2015. http://www.ontario.ca/aboriginal/ontario-first-nations-map</p> <p>This map shows a data relating to the location of First Nations reserves, Tribal Councils, political organizations and land covered by treaties.</p>	A 2.2
	<p><i>First Nations Map</i>. The Chiefs of Ontario. Web. 14 June 2015. http://www.chiefs-of-ontario.org/map</p> <p>This map identifies the locations of current First Nations groups in Ontario with connections to band chiefs. This may be useful as student explore the histories of particular groups.</p>	A 2.2
	<p>Ontario Federation of Indigenous Friendship Centres: Field Study & School/Community Partnership</p> <p><i>OFIFC</i>. OFIFC. Web. 22 May 2015. http://ofifc.org/</p> <p>Friendship Centres are meeting places for urban aboriginals. One of their mandates is to connect with non-aboriginals to tell their stories in their own voices. Use the Friendship Centre Locator tab to find a centre near you to arrange a field trip or to invite a speaker into your classroom.</p>	A 2.1
	<p>Ontario Heritage Trust: Field Study</p> <p>"Museums." Ontario Heritage Trust. Queen's Printer for Ontario, 2015. Web. 25 May 2015. http://www.heritagetrust.on.ca/Conservation/Museums.aspx</p> <p>This site lists a series of properties in Ontario which were built around the time that Canada was becoming a country. Plan a field study to see home life as it was for a select group of citizens. This is an opportunity for students to gather and organize information.</p>	A 2.2




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	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Owens, Ann-Maureen, Jane Yealland, and John Mantha. <i>The Kids Book of Canadian Exploration</i>. Toronto: Kids Can, 2004. Print.</p> <p>This nonfiction text covers from pre-contact discovery of Canada's vast wilderness to recent scientific exploration into space, oceans and ecosystems. This resource would support student's understandings of the main motives for European exploration in early Canada.</p>	A 3.3
	<p>Bakken, Edna et al. <i>Early Canada</i>. Calgary: Weigl Educational, 2007. Print.</p> <p>This series examines Canada's beginnings. This series allows students to learn about early Aboriginal Peoples, and discover how the arrival of European explorers, settlers, and missionaries helped shape Canada's social, economic, and political structures. Titles include: Aboriginals, Acadians, Fur Traders, Missionaries, Explorers and Settlers.</p>	A 3.4
	<p>Trottier, Maxine. <i>Alone in an Untamed Land: The "filles Du Roi" Diary of H�el�ene St. Onge</i>. Markham, Ont.: Scholastic Canada, 2003. Print.</p> <p>This is a story about the orphan, H�el�ene St. Onge. When the King of France orders all men in New France to marry, H�el�ene's older sister becomes a Fille du Roi, a girl sent as a bride to the new world. H�el�ene accompanies her sister, who dies on the journey. She must figure out a way to survive New France. The perspective put forth in this novel encourages students to consider the experiences of women in New France.</p>	A 3.2




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	<p>Pendziwol, Jean, and Nicolas Debon. <i>The Red Sash</i>. Toronto: Groundwood, 2005. Print.</p> <p>This is a picture book that tells the story of a young Métis boy who lives near the fur trading post of Fort William, on Lake Superior (Gitchee Gumee). On one voyage, he rescues a man from the North West Trading Company and earns his Voyager “red sash”. A good choice to provide geographic context and explain some roles of Aboriginal Peoples in the fur trade, in a narrative told through the eyes of a Métis child.</p>	<p>A 3.5</p>
	<p><i>Series: Canadian Aboriginal Art and Culture</i>. Calgary, Alta.: Weigl, 2008. Print.</p> <p>This series of books includes eight different titles related to the diverse communities of Canada’s Aboriginal Peoples. Each book examines culture, traditional ways of life, beliefs, art, music, dance and ceremonies, language and teachings. Titles in the series include: Algonquin, Blackfoot, Denesuline, Haida, Huron, Ktunaxa, Mi’kmaq, Ojibwa, Salish and Sioux. This series may be used to gather, analyse and compare information between Canada’s First Nations, Métis and Inuit Peoples, based on geographical location. Series is also available in French.</p>	<p>A 3.1 A 3.6</p>
 	<p>Acco, Anne, and Darren R. Préfontaine. <i>Ekosi: A Métisse Retrospective of Poetry and Prose</i>. Saskatoon: Gabriel Dumont Institute, 2009. Print.</p> <p>Guiding Question How did men and women in some First Nations work together to ensure the survival of their families?</p> <p>Activity: Have students brainstorm a list of daily activities, and what factors helped or hindered the completion of these chores. Have students complete a “role on the wall” (http://dramaresource.com/drama-strategies/role-on-the-wall/) where they list the internal and external factors impacting each family member.</p>	<p>A 3.6</p>




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	<p><i>Four Directions Teachings.com - Aboriginal Online Teachings and Resource Centre.</i> National Indigenous Literacy Association and the Department of Canadian Heritage, Web. 27 May 2015. http://www.fourdirectionsteachings.com</p> <p>A rich multimedia resource, in both English and French, that invites students to explore indigenous philosophy from five distinct First Nations communities across Canada: the Blackfoot, Cree, Obijwa, Mohawk, and M'iqmak. Community elders narrate each section, making this website accessible to struggling readers. Using the medicine wheel as a central organizing principle, aspects of traditional culture (shelter construction, music, dance) and philosophy (parenting, prophecy, creation stories) are shared. Students can use this resource to explore and contrast the cultures of aboriginal groups in Canada. Text transcripts of all narrations are available, as is a teacher resource.</p>	<p>A 3.1 A 3.5 A 3.6</p>
	<p>The St Lawrence Iroquoians. <i>Virtual Museum of Canada.</i> Virtual Museum of Canada. Web. 27 May 2015. http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/iroquoians-iroquoians/introduction-eng.html</p> <p>Developed by the Droulers-Tsionhiakwatha archaeological site in Quebec in partnership with the Mohawk nation, the content of this Virtual Museum of Canada exhibition provides detailed commentary based upon the site artifacts. Students can explore longhouse architecture, village palisades, farming practices and the ways in which environmental factors impacted planning and lifestyle. This resource is also available in French.</p>	<p>A 3.1 A 3.5 A 3.6</p>
	<p><i>Virtual Museum of New France.</i> Canadian Museum of History. Canadian Museum of History. Web. 27 May 2015 http://www.historymuseum.ca/virtual-museum-of-new-france/</p> <p>A comprehensive resource concerning the history of New France available in both English and French. Information is sorted both topically (Colonies and Empires, Economic Activity, etc) and biographically, with sections specific to significant figures in French colonial history. The trade and military alliances between New France and First Nations groups are explored in detail.</p>	<p>A 3.3 A 3.4 A 3.5 A 3.7</p>



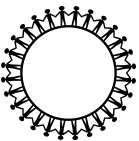
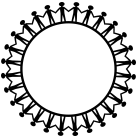
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	<p>"Native Watercraft in Canada." <i>Canadian Museum of History</i>. Canadian Museum of History. Web. 27 May 2015. http://www.historymuseum.ca/cmhc/exhibitions/aborig/watercraft/wa-inteng.shtml</p> <p>Using this online exhibition from the Canadian Museum of Civilization, students can analyze differences in the methods and technology used by aboriginal peoples across Canada - and eventually the European explorers whom they encountered - to travel on the waterways. Dene, Athabaskan, Algonquian, and West Coast nations are featured. This resource is available in French.</p>	<p>A 3.6</p>
	<p>"Fur Trade Nation" <i>Hbc Heritage</i>. HBC, Web. 27 May 2015. http://www.hbcheritage.ca/content/fur-trade-nation</p> <p>A virtual exhibit exploring the history of the Hudson's Bay Company in Canada and by extension, the economic motivations of both France and England in their North American expansion. A set of historical maps plot trade routes. The lifestyle of the storied <i>voyageur</i> and their interactions with First Nations communities are also touched upon.</p>	<p>A 3.3 A 3.5</p>
	<p>Exploring Our Lives: Comparing Lives of Natives, Mazzarella Media Inc, 2006. 23:38 min.</p> <p>This video provides students with an opportunity to examine the lifestyles and values of the early First Nations people of the Eastern Woodlands, Desert Southwest, Pacific Northwest, and Great Plains of North America. Students can use this information in an analysis of what each First Nations group had to offer European explorers which they would encounter, and how their values and lifestyles differed.</p> <p>Segments can be viewed as individual clips, all available on this Learn360 page: http://www.learn360.com/Search.aspx?SearchText=comparing%20lives%20of%20Native%20Americans&lid=11463253 A Teacher's guide provides activity ideas: http://mazz.com/wp-content/uploads/2013/11/EOP_Comparing-Lives.TG_.pdf</p>	<p>A 3.1</p>

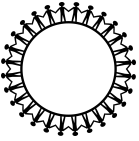
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	<p>Rendezvous Canada, 1606. NFB of Canada 1988. 27:17 min.</p> <p>This excellent video tells the story of two youths who lived during a time in Canada's history when first contact was being made between First Nations people and European explorers. One is a French boy living with his father and Champlain, suffering their first winter in Port Royale amongst the Mi'kmaq; the other is a boy from a Huron farming village in southern Ontario. The video provides valuable insights into the different lives and perspectives of each culture which students can use to compare and contrast their cultures and values, and how that could contribute to the outcome of early interactions.</p> <p>Available online: http://www.nfb.ca/film/rendezvous_canada_1606 Teacher's Guide provided at http://www3.onf.ca/sg/100365.pdf</p>	<p>A 3.2</p>
	<p>Discovering Canada: Our Early Explorers, McIntyre Media Inc, Toronto, 2011. 26 min.</p> <p>This video presents a history of the exploration of Canada from the earliest First Nations people to our significant European explorers. Students can learn some of the reasons these explorers came to Canada, what they were hoping to find, and some of their early European contacts and interactions with the First Nations people. A Teacher's Guide is available.</p> <p>DVD available from http://www.mcintyre.ca/titles/MCI036</p>	<p>A 3.2 A 3.3 A 3.5</p>
	<p>Canada, A People's History, CBC Learning, Toronto, 2000. Series 1 DVD (includes episodes 1-5)</p> <p>Individual segments of these 3 extensive videos provide compelling insights into the interactions between Europeans and the Inuit or First Nations people they encountered, and can provide students with detailed material for discussion and analysis. Appropriate segments for viewing can be selected from the Series Index: http://www.cbc.ca/history/histicons/teachers/english_index.pdf</p> <p>Available on Youtube: (Use titles to search within Youtube if links become faulty)</p> <p>Episode 1: When the World Began... http://www.youtube.com/watch?v=bk00Z2ufExA</p>	<p>A 3.2 A 3.3 A 3.4 A 3.5</p>

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	<p>Episode 2: Adventurers and Mystics 1540-1670. http://www.youtube.com/watch?v=p198sin5CRk Episode 3 Claiming the Wilderness http://www.youtube.com/watch?v=M2Rim99hDDY "Explore the Episodes" on the series website provides links to other supporting resources: http://www.cbc.ca/history/GENCONTSE4EP99CH10PA1LE.html</p>	
	<p>"Maps & Images." <i>Canadiana</i>. Canadiana. Web. 1 June 2015. https://web.archive.org/web/20141031055522/http://www.canadiana.ca/citm/images/images_e.html</p> <p>This site highlights maps relating to the following: New France, 1759; Eastern North America, 1763; Eastern North America, 1774; British North America, 1791; British North America, 1840; Canada, 1867, 1873 & 1905. The impact of European colonization can be explored through these maps.</p>	A 3.7
	<p>"Exploration, the Fur Trade and Hudson's Bay Company - Maps & Images." <i>Canadiana</i>. Canadiana. Web. 01 June 2015. http://www.canadiana.ca/hbc/images/intro_e.html</p> <p>This site explores the History of the fur trade from the perspective of the Hudson Bay company.</p>	A 3.3
	<p>Aboriginal Experiences: Field Study</p> <p>"Aboriginal Experiences." <i>Ontario Travel</i>. Ontario Travel Network. Web 21 Nov 2015. https://www.ontariotravel.net/ind/play/aboriginal-experiences</p> <p>Book a visit to different locations that promote key characteristics of First Nations groups situated in Ontario.</p>	A 3.1
	<p>Archives Ontario: Field Study</p> <p>"Education at the Archives of Ontario." <i>Archives of Ontario</i>. Queen's Printer for Ontario. Web. 22 May 2015. http://www.archives.gov.on.ca/en/education/index.aspx</p> <p>Find photographs and public documents that you can access online or in person at York University, 134 Ian MacDonald Blvd, North York, ON. Use the tabs on the sidebar to help focus your search.</p>	A 3.4

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	<p>Ontario Historical Society: Field Study</p> <p>"For Teachers." <i>The Ontario Historical Society</i>. The Ontario Historical Society. Web. 22 May 2015. https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers</p> <p>Use this site to locate local cultural centres, historic sites or First Nations organizations in your area to plan a field trip.</p>	<p>A 3.2 A 3.3</p>
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Professional Resources

Seale, Doris, and Beverly Slapin. *A Broken Flute: The Native Experience in Books for Children*. Walnut Creek, CA: AltaMira, 2005. Print.

This resource contains extensive reviews of literature, children's literature, non-fiction texts, poetry as well as images within published work regarding Aboriginal peoples, yet written by non-Native writers. An excellent source for revealing bias, stereotypes and inaccuracies related to Aboriginal peoples in North America.

Canada, a People's History.

Episode 1: When the World Began, Episode 2: Adventurers and Mystics, Episode 3: Claiming the Wilderness.

The main "Canada, A People's History" website provides a synopsis of each episode, and a link to view each episode online: <http://www.cbc.ca/history/EPISODESUM2LE.html>

Each of these 3 episodes give a detailed background on the first human inhabitants of Canada, and highlights many instances of first contact and interactions with European explorers and settlers. Each group's perspectives and assumptions about the other are clearly evident in some encounters, but at other times, they will need to be inferred from their actions. Excellent material for learning about perspectives and inferences made about strangers.

"Aboriginal Presence in Our Schools." *Aboriginal Presence in Our Schools*. District School Board Ontario North East. Web. 27 Oct. 2015. http://www.dsb1.ca/aboriginal/pdfs/DSB1-Aboriginal_Presence_in_Our_Schools.pdf

This resource from the District School Board Ontario North East provides guidance for teachers on how they can approach First Nation, Metis and Inuit communities and learning resources. The school board conducted research and consulted with groups to create a meaningful, accurate resource to build Aboriginal cultural awareness.

Bigwin, Elizabeth et al. *Getting to Know Turtle Island: Incorporating First Nation, Métis and Inuit Perspectives K-8*. Ontario: Limestone DSB, 2013. Print.
http://www.limestone.on.ca/Programs/Aboriginal_Ed/Aboriginal_ED_Documents/Turtle_Island.pdf

This document identifies approaches and strategies to integrate First Nation, Métis and Inuit cultures, traditions, and perspectives in the curriculum.