

# Canadian History 11

*Support Document*

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Canadian History 11: Support Document

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Prepared by the Department of Education and Early Childhood Development

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## Introduction

In a rapidly changing world, learners need an education system that keeps pace, stays relevant, and prepares them for the future. Nova Scotia is a diverse province and schools place a high value on students' languages, cultures, and identities. The Department of Education and Early Childhood Development has developed the following resources to support teachers in engaging learners with issues that are inclusive and respectful of demographic, cultural, and ethnic diversities.

Teaching our learners to be good citizens means educating them about those who have different backgrounds, different perspectives, and emphasizing the importance of being inclusive, empathetic, and compassionate. Education also has a role to play in arming learners with the knowledge to support environmental stewardship. This resource includes learning experiences that provide opportunities for learners to engage in the rich and diverse histories and experiences of the Mi'kmaq and other Indigenous people, and African Nova Scotians and other Black Canadians. As learners consider how Mi'kmaw and other Indigenous people have taken action to bring awareness to the impacts of residential schools, explore how Black Nova Scotian and Canadians have created changes for their communities, and examine methods Canadians have used to address inequitable conditions, they begin to make connections between the past, present, and future of Canada. The resource also includes a learning experience to support learners as they consider the impacts of environmental racism on the health of communities across Nova Scotia and Canada.

Through these learning experiences, learners will explore contemporary issues and consider how those issues are connected to our shared experiences as Nova Scotians and Canadians. Acknowledging the challenges of the past, examining the related impacts on the present, and focusing on the strength and resilience of Mi'kmaw and African Nova Scotian individuals and communities will allow learners to develop authentic understandings of contemporary issues. By learning about the actions taken to address these challenges, learners will examine various ways that community members can make changes that improve the lives of Nova Scotians and Canadians.

## Inquiry-Based Learning in Social Studies

The learning experience described below is designed to support inquiry-based learning (IBL) in Social Studies. The learning experience is organized into three parts:

- **Inquiring** The focus of the lesson is an inquiry introduced by the teacher or developed by the learners. The teacher provides explicit instruction and modelling to support learners with concepts, skills and strategies being developed.
- **Finding Evidence** Learners use evidence from various primary and secondary sources to respond to the inquiry question. They practice skills and strategies that have been modelled with feedback from the teacher.
- **Communicating** Learners choose and develop a communication form appropriate to the learning experience with support from the teacher. Learners share their findings.

## Outcomes

### Unit 7: Justice

- J4 demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities
- J5 analyze the evolution of the struggle to achieve rights and freedoms

## Black Change Makers Learning Experience

### Outcome

**Demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities**

### Indicator

Analyze the evolution of the struggle to achieve rights and freedoms

### Guiding Question

*How have Black Nova Scotians and Canadians advocated for rights in Canada?*

### Introduction to the learning experience

Black history in Canada spans over 400 years. In Nova Scotia, Black Nova Scotians founded fifty-two unique, diverse communities across the province. The resilience and innovation found in Black communities across Canada is the legacy of individuals, families, and organizations who have worked to create equitable, safe, and culturally responsive communities. Across Canada, Black individuals and organizations continue to work to effect changes that promote the growth and sustainability of their communities by centering decisions around first voice and priorities identified by the community. Black Nova Scotians and Canadians have faced, and continue to face, systemic barriers that create opportunity gaps in education, employment, healthcare, and other key areas. It is important that all Canadians understand and acknowledge the impacts that racism and other forms of discrimination have had on Black individuals and communities and honour the continuing work being done by the Black community to make positive changes. Difficult history is defined as historical content that evokes strong emotional reactions; it often includes oppression, violence and trauma. Difficult history can force both teachers and learners to confront their own worldviews and privileges, which can be challenging. Before beginning the learning experience, it is important that teachers create a safe and trusting space to foster respectful, reflective classroom discussions. Teachers can co-construct a classroom contract or agreement with learners that provides expectations to support them in engaging in respectful dialogue. Teachers should select resources that foster opportunities for responsible citizenship, respect for human rights, social justice, and building healthy, inclusive relationships. Teachers can provide context for historical figures and language that learners may encounter in their research and prepare them for the lesson. “Tips for Teaching Difficult History”, a teacher resource developed by the Canadian Museum of history, can be found [here](#).

In this learning experience, learners will explore the ways Black individuals and organizations have led change from 1945 to the present. They compare the types of challenges individuals and organizations faced and the methods that were used to address those challenges. Learners have the opportunity to share their findings with the class or a larger audience to celebrate Black excellence and resilience.

Before beginning this learning experience, learners can examine the diversity of Black communities in Nova Scotia and Canada and explore the significance of first voice and community-based consultation in government decision-making.

## Inquiring

The teacher can begin by introducing a question such as: “How have Black Nova Scotians and Canadians advocated for rights in Canada?” The teacher can then share a preselected source that explores work that has been done by an individual or organization from the local community. The teacher may wish to share where they found the source and the strategies they used to determine the reliability of the source. The teacher can then think aloud some supporting questions they might use to locate evidence from the source in response to the question. For example, the teacher could ask:

- From what community is the individual/organization from?
- What barrier(s) is the individual/group working to address?
- How has the individual/group advocated for changes?
- What has been the result of the advocacy?

Learners can also be invited to pose some other supporting questions. The teacher can then model some strategies for finding accurate and valid information in the source. The teacher can model various ways to record the information for the class.

Using another source that features a different individual or organization, the teacher can then invite learners to find accurate, valid information in relation to the questions posed. As learners are locating information, the teacher can circulate and provide feedback on the strategies learners are using. Once learners have had the opportunity to find accurate information to support their responses, the teacher can invite learners to share the information they found during their research. The teacher can record the learners' findings.

Using a graphic organizer such as a Venn diagram, the teacher can model identifying a similarity or a difference between the two examples the class explored. The teacher can then invite students to share similarities and differences they identified.

## Finding Evidence

The teacher can choose to provide pre-selected sources for learners to use, or model strategies for locating reliable sources. Learners can choose an individual or organization to research, using the questions and strategies modeled in “Inquiring”. The teacher can circulate and provide feedback to learners on the reliability of their sources or the accuracy and validity of their information.

After learners have completed their research, they can break off into small groups to share and discuss the individuals or organizations they chose. In their discussions, learners should address the questions posed in “Inquiring”.

Once learners have had a chance to share their findings, they can pair off with another learner from their group to identify similarities and differences between their chosen individuals/organizations.



## Communicating

Learners can work with their partner to develop biographical profiles that highlight the similarities and differences they found between their chosen individuals and organizations that have advocated for equity for Black Canadians. With the support of the teacher, learners can identify subtopics that can be used to organize their information by returning to the questions posed in “Inquiring”. The teacher can model various ways the information can be communicated including:

- A print and visual text
- A Google slides presentation
- A Google site
- Short video
- Other communication form

Before learners begin working on their profiles, the teacher and learners can co-construct criteria to guide the development of their communication forms. For example, the class could co-construct a rubric where the teacher provides the assessment criteria and learners would help to describe the performance levels.

In their partners or small groups, learners can be given time in class to develop their communication forms in relation to the individuals/organizations they have researched. As learners are working, the teacher can circulate to provide feedback based on the assessment criteria.

Once learners have completed their communication forms, each group can be invited to communicate their findings with the whole class. Learners may also be invited to consider various ways to share their findings with the school or community such as through a hallway gallery, a link on the school website, or a presentation to another class.

### Assessment

Based on their discussions and biographical profiles, teachers can look for evidence that learners can identify similarities and differences between the individuals and organizations they chose.

## Additional Resources

### News Reports:

- [Halifax-based learning institute creating change for Black students | CTV News](#)
- [Rocky and Joan: A history of sacrifice | City | Halifax, Nova Scotia | THE COAST](#)
- [In a time of protest, Black LGBTQ voices rise | CBC News](#)
- [How 902 ManUp is facing down street violence in Halifax | CBC News](#)
- [Quentrel Provo nominated for Canada’s Top 40 Under 40 award](#)
- [“Yarmouth sisters create T-shirt to celebrate notable African-Nova Scotians”](#)
- [The fight for equality: A conversation with Don Oliver, the 1st Black man appointed to Senate](#)

### Websites:

- [Noteworthy historical figures - Canada.ca](#)
- [Carrie Best | The Canadian Encyclopedia](#)
- [Black United Front - MemoryNS](#)
- [Calvin Ruck | The Canadian Encyclopedia](#)
- [One Woman's Resistance | Viola Desmond's Story](#)
- [Mayann Elizabeth Francis](#)
- [Flying Officer Allan Bundy: The RCAF's first Black pilot](#)
- [Black Athletes Who Made Olympic Sport History in Canada](#)

### Print Resources:

- *Amazing Black Atlantic Canadians*, Lindsay Ruck, James Bentley ([NSSBB# 2002592](#))

## Environmental Justice Learning Experience

### Outcome

**Demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities**

### Indicator

Analyze the evolution of the struggle to achieve rights and freedoms

### Guiding Question

*How does environmental racism affect the physical and mental health of communities?*

### Introduction to the learning experience

In Canada, Mi'kmaw, African Nova Scotian, and other racialized communities are disproportionately affected by exposure to contamination and pollution through environmentally hazardous activities. Before beginning this learning experience, it may be helpful to have learners investigate the factors that influence decisions around land use to provide context for the practices and policies that contribute to environmental racism. As learners evaluate Canadian responses to environmental justice issues, they can investigate the effects of environmental racism on communities in local and national contexts.

In this learning experience, learners ask questions about how environmental racism has affected the physical and mental health of Mi'kmaw, African Nova Scotian, and other communities. Using dependable sources, they locate relevant details about how the community's health is being affected by environmental racism before choosing a communication form to share their findings with the class.

### Inquiring

The teacher can introduce one community affected by environmental racism in Nova Scotia using a resource such as a news article, video clip, photo montage, maps, or other. The teacher could share:

- Where the community is located
- Who lives in the community
- What is causing environmental degradation
- When the degradation began
- Why the community facing this issue

When the teacher introduces the resource, they can model posing a question they may have about how the community's health is being impacted. As the learners explore the resource, they can note down questions that they have. After the learners have recorded their questions, they can be invited to share and the teacher can record the responses.

The teacher can choose one question and use it to model how to find relevant and dependable information about the effects of environmental racism on physical and mental health in the community. The teacher can share one pre-selected source and model strategies to find relevant information. For example, the teacher can answer the question by thinking aloud as they highlight, annotate or add notes to identify relevant information. The teacher may also wish to explain how they know the source is dependable.

Before moving on to "Finding Evidence", the teacher may wish to choose another source featuring a different community and work collaboratively with learners to identify relevant information. This will help to ensure that learners understand the strategies that were modelled.

## Finding Evidence

Learners can work in partners or small groups to investigate another community from Nova Scotia or elsewhere in Canada that is affected by environmental racism. The teacher can provide curated, dependable resources for learners to use. Using the strategies previously modeled by the teacher in “Inquiring”, the learners can locate several relevant details to answer:

- Where the community is located
- Who lives in the community
- What is causing environmental degradation
- When the degradation began
- Why the community facing this issue
- How the community's physical and/or mental health has been affected by environmental racism

As learners are locating information, the teacher can circulate and provide specific feedback to each group on the relevance of the details. Depending on their observations and conversations, the teacher may wish to provide further instruction on the strategies modelled in “Inquiring”.

## Communicating

The teacher can model various ways that learners can communicate their findings such as:

- Presentation
- Story Map (see Appendix: ArcGIS)
- Short Video
- News report
- Other communication form

The teacher and learners can co-construct criteria to guide the development of their communication forms. For example, the class could co-construct a rubric where the teacher provides the assessment criteria and learners would help to describe the performance levels.

In their partners or small groups, learners can be given time in class to develop their communication forms in relation to the community they researched. As learners are working, the teacher can circulate to provide feedback based on the assessment criteria.

Once learners have completed their communication forms, each group can be invited to share their findings with the whole class. Either through class discussion or note-taking, learners can compare details to identify similarities and differences in how the communities' physical and mental health are affected by environmental racism.

### Assessment

Based on their chosen communication forms, teachers can look for evidence that learners can identify relevant information in relation to the questions. Based on the class discussion or notes, teachers can look for evidence that learners can identify similarities and differences in how the communities' physical and mental health are affected by environmental racism.

## Additional Resources

### Web-based Resources:

[ArcGIS](#) is free to all teachers and learners in Nova Scotia. The program can be accessed through the [GNSPES landing page](#) by selecting the ArcGIS icon. Here teachers can select the 'Create a Story Map' button in order to find related step-by-step instructions and video tutorials. *Please note, teachers will need to request ArcGIS accounts for themselves and their learners, which can be done after selecting the ArcGIS icon.*

- [Africville Story Map](#)
- [In Whose Backyard?](#) (documentary film)
- [Environmental Racism in Canada Prepared for the Canadian Commission for UNESCO](#)

### News Reports:

- [Canada votes to collect data to document 'environmental racism'](#)
- ['A community of widows': How African-Nova Scotians are confronting a history of environmental racism](#)
- [The movement to address environmental racism is growing](#)

### Websites:

- [Environmental Racism in Canada](#)
- [Canadian Institute for Climate Choices](#)
- [Learning from Practice: Advocacy for Health Equity-Environmental racism](#)
- [It's time for Canada to address environmental racism](#)

### Print Resources:

- *There's Something in the Water*, Ingrid Waldron ([NSSBB# 2002702](#))

## Place Name Learning Experience

### Outcome

**Demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities**

### Indicator

Analyze the evolution of the struggle to achieve rights and freedoms

### Guiding Question

*How have Canadians worked to raise awareness about inequitable conditions?*

### Introduction to the learning experience

As Canada moves towards greater equity in Canadian society, many individuals and communities are challenging colonialist place names and landmarks that represent derogatory language and the difficult histories of communities which have been negatively impacted by colonialism. Difficult history is defined as historical content that evokes strong emotional reactions; it often includes oppression, violence, and trauma. Difficult history can force both teachers and learners to confront their own worldviews and privileges, which can be challenging. Before beginning the learning experience, it is important that teachers create a safe and trusting space to foster respectful and reflective classroom discussions. Teachers and learners can co-construct a classroom agreement that provides expectations to support them in engaging in respectful dialogue. Teachers should select resources that foster opportunities for responsible citizenship, respect for human rights, social justice, and building healthy, inclusive relationships. Teachers can provide context for historical figures and language learners may encounter in their research and prepare them for the lesson. “Tips for Teaching Difficult History”, a teacher resource developed by the Canadian Museum of history, can be found [here](#).

Across Canada, communities, streets, buildings, and other sites have been named after or created to commemorate historical figures whose legacies represent historical harms done to vulnerable communities. In recent years, this has led to community actions to rename sites such as communities, streets, and schools, and to remove statues and other forms of recognition for colonialist figures. In Nova Scotia, these community initiatives are seen by many as important steps in decolonization. In this learning experience, learners begin to consider how changing place names can create a more equitable society. They compare methods used by community members to change the names of controversial landmarks or places. They explore how governments have responded to proposed name changes. Based on their findings, learners develop a proposal to support changing the name of a community or landmark in Canada.

### Inquiring

The teacher can begin the class by posing the question, “What’s in a name?” and then sharing news articles or reports that feature two community initiatives that are working to change the names of a landmark or place. For example, the teacher may choose to begin by comparing initiatives to rename Nova Scotian landmarks or places such as those named after Edward Cornwallis, derogatory community names in Shelburne County, or other sites with controversial names. Using information from the news articles or other sources, the class can consider various questions with the support of the teacher. For example, learners may consider:

- How can changing place names support greater equity and decolonization in Nova Scotia and Canada?
- Who chose the original name? How might their perspective on this choice differ from our own?

- Why was the community advocating for the name change?
- What method(s) did the communities use to advocate for the change?

The teacher can provide explicit instruction and model strategies to support learners in identifying similarities and differences in the methods chosen by community members in each example.

Depending on the example selected, the teacher can introduce the municipal, provincial, or federal procedures community members must engage with to effect a name change. Based on information from the article, learners can discuss:

- Did the community encounter any barriers to changing the name?
- What methods did the community use to address the barriers they identified?
- How did government procedures affect the methods community members chose?
- What steps did the government take to engage in meaningful community consultations before coming to a decision?

During the discussion, the learners can record the similarities and differences the class identifies in a graphic organizer such as a Venn diagram.

Before moving on to “Finding Evidence”, the teacher may wish to choose another source featuring a different community and work collaboratively with learners to identify relevant information. This will help to ensure that learners understand the strategies that were modelled. If possible, this could be an opportunity to invite a member of the affected community to talk about their experiences.

## Finding Evidence

Before beginning “Finding Evidence”, the teacher may wish to introduce the collaborative learning strategy think-pair-share to frame the learning experience. Learners can then choose another community that wants to change the name of a landmark or place. In response to learners’ needs, the teacher may wish to provide pre-selected sources for learners to use, or to provide explicit instruction on how to locate dependable sources. Using the questions and strategies modeled in “Inquiring”, learners can research their selected communities and identify the methods used to effect change. Learners can highlight or annotate their texts to mark relevant information that they find.

Learners can then get into pairs with a classmate who chose the same community. Learners can share their information with their partners, Learners can expand their graphic organizers to include their community and record their findings. As learners are comparing methods, the teacher can circulate and provide specific feedback to each group on their findings. Depending on their observations and conversations, the teacher may wish to provide further instruction on the strategies modeled in “Inquiring.”

Partners can share their findings with the class, identifying similarities and differences in the experiences of various communities. The teacher can then lead a class discussion about how methods varied in response to the specific situation in each community. Learners can be invited to share their thoughts on which methods were most effective and why.

## Communicating

Working with their partners, learners can select a landmark or place that they feel requires a name change. Using methods they or their classmates identified in “Finding Evidence”, learners can develop a proposal to have the name changed. Before beginning their proposals, learners can reach out to various individuals or organizations to ensure that their findings are informed by those affected. In their proposals, learners can include:

- a rationale behind changing the name that includes why the existing name is controversial and how changing name creates greater equity for the community
- methods that community members can use to advocate for the name change. Methods can include ways of engaging in community consultations, approaches to raising awareness around the issues, opportunities for political participation, etc.
- explanation for the selection of specific methods in relation to the learners’ chosen landmark or place

The teacher and learners can co-construct criteria to guide the development of their communication forms. For example, the class could co-construct a rubric where the teacher provides the assessment criteria and learners could help to describe the performance levels.

In their partners, learners can be given time in class to develop their communication forms in relation to the community they researched. As learners are working, the teacher can circulate to provide feedback based on the assessment criteria.

Once learners have completed their communication forms, each group can be invited to share their proposals with the whole class or the community.

### Assessment

Based on their think-pair-share conversations, teachers can look for evidence that learners can identify similarities and differences between methods chosen by various communities. Based on learners’ proposals, teachers can look for evidence that learners can identify relationships between the methods they chose and the specific landmark or place name while offering an interpretation to support their choices?



## Additional Resources

### News Reports:

- [Process to change racist Nova Scotia place names nears completion](#)
- [N.S. municipality looking to change controversial place names](#)
- [Replacements proposed for four derogatory place names in Shelburne County](#)
- [Halifax starts process to rename Cornwallis Street](#)
- [Former Cornwallis Park officially renamed Peace and Friendship Park](#)
- [Statues and streets named after controversial figures in Canada](#)
- [‘Shift in perspective’: Indigenous place names moving Canada from colonialist past](#)
- [Some of Windsor’s streets are named after slave owners. Let’s talk about them, says Black historian](#)

### Websites:

- [Tips for Teaching Difficult History](#)
- [Nova Scotia Place Names](#) - GeoNOVA
- [Renaming places: how Canada is reexamining the map](#)

## Residential Schools Learning Experience

### Outcome

**Demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities**

### Indicator

Analyze the evolution of the struggle to achieve rights and freedoms

### Guiding Question

*How have Indigenous individuals and communities taken action to bring awareness to the legacies of residential schools?*

### Introduction to the learning experience

Education about the history and legacy of the residential school system is an important step towards reconciliation with Indigenous peoples in Canada. Sharing and honouring the experiences of former students and their families provides Canadians with the opportunity to contemplate the impacts of the residential school system and the resilience of survivors, their families, and their communities. Difficult history is defined as historical content that evokes strong emotional reactions; it often includes oppression, violence and trauma. Difficult history can force both teachers and learners to confront their own worldviews and privileges, which can be challenging. Before beginning the learning experience, it is important that teachers create a safe and trusting space to foster respectful, reflective classroom discussions. Teachers and learners can co-construct a classroom agreement that provides expectations to support them in engaging in respectful dialogue. Teachers should select resources that foster opportunities for responsible citizenship, respect for human rights, social justice, and building healthy, inclusive relationships. Teachers can provide context for historical figures and language that learners may encounter in their research to prepare them for the lesson. “Tips for Teaching Difficult History”, a teacher resource developed by the Canadian Museum of history, can be found [here](#).

Through various art forms, Mi'kmaw and other Indigenous people in Canada are raising awareness about the impacts of residential schools. The residential school system was created by the Canadian government and run by churches with the purpose of assimilating Indigenous children into “mainstream” Canadian society through education. The system forcibly separated children from their homes and forbade Indigenous languages and cultures. The artwork being created in response to those experiences are acts of resilience and advocacy. Indigenous cultures are thriving and many Mi'kmaw and other Indigenous artists are expressing their languages, heritage, and cultures through their work. In this learning experience, learners begin to consider how artwork can be used to respond to the history of residential schools. They gather information from various forms of art and supporting sources about the impacts of residential schools to explore how artists are using their work to raise awareness.

Before beginning this learning experience, learners can explore the intentions behind the establishment of the residential school system.

## Inquiring

The teacher can begin by posing the question, “how can art teach us about history”? The teacher can then share a piece of art by a Mi'kmaw or other Indigenous artist to engage the learners, such as a song, poem, picture book, or piece of visual art. The teacher can model posing some questions about the artwork and invite learners to pose questions of their own. The teacher can record the questions for the class. For example:

- Who is the artist?
- From which community or nation is the artist?
- How is the artwork addressing the residential school experience?
- Why was the artwork created?
- How does the artwork help to raise awareness about the impacts of residential schools?

The teacher can model how to find details from the artwork to respond to the questions, and explicitly teach strategies for finding reliable information about the artist and their work. The learners can be invited to share their observations and findings.

Before moving on to “Finding Evidence”, the teacher may wish to choose another artwork featuring a different artist and work collaboratively with learners to identify appropriate information. This will help to ensure that learners understand the strategies that were modelled. (Examples can be found in Additional Resources.)

## Finding Evidence

The teacher can curate 4-5 artworks by Indigenous artists and supporting resources before beginning this part of the learning experience. Learners are divided into small jigsaw groups and each learner is assigned one artwork to explore. Learners can use the questions and strategies modeled in “Inquiring” to gather and select appropriate, relevant information. The teacher can circulate to provide feedback to individual learners.

Once learners have completed their research, they can get into an “expert” group with other learners who have studied the same artwork. Each member can share their findings with the group. Learners consider the implications of how Indigenous artists are using their work to raise awareness about the impacts of residential schools, and share their perspectives. Learners can change or add to their original notes. The teacher can circulate between groups to provide feedback or further instruction.

## Communicating

Learners can return to their jigsaw group to communicate their findings. Each learner can share their artwork and findings with the group. The teacher can then invite learners to engage in a whole class discussion about how the artworks have raised their awareness about the impacts of residential schools.

## Assessment

Based on their jigsaw and expert group conversations, teachers can look for evidence that learners can select appropriate, relevant information and consider the implications of the information from multiple perspectives.

## Additional Resources

### News Reports:

- [Rite Joe: Turning a painful past into poetry](#)
- [Ceremony remembers Indigenous children who died at residential schools](#)
- [“Mi’kmaq \(sic\) couple use their international attention and traditional art to create awareness of residential school system”](#)

### Websites:

- [The Survivors’ Flag](#)
- [Picking Up the Pieces: The Making of the Witness Blanket](#)

### Print Resources:

- *I Lost My Talk*, Rite Joe ([NSSBB# 1005286](#))
- *The Secret Path*, Gord Downey, Jeff Lemire ([NSSBB# 2001769](#))
- *Out of the Depths*, Isabelle Knockwood ([NSSBB# 22383](#))

### Videos:

- [“Gentle Warrior”](#) - Kalolin Johnson (feat. Devon Paul and Thunder Henry)