Resources & Supports
National Indigenous History Month 2021

Event Resources
The Honorable Murray Sinclair
His Honour Murray Sinclair served the justice system in Manitoba for over 40 years. He was the first Aboriginal Judge appointed in Manitoba and Canada’s second. He served as Co-Chair of the Aboriginal Justice Inquiry in Manitoba and as Chief Commissioner of the Truth and Reconciliation Commission (TRC). As head of the TRC, he participated in hundreds of hearings across Canada, culminating in the issuance of the TRC’s report in 2015. He also oversaw an active multi-million dollar fundraising program to support various TRC events and activities, and to allow survivors to travel to attend TRC events. The Honorable Murray Sinclair was appointed to the Senate on April 2, 2016.

The Truth and Reconciliation Commission of Canada
The Indian Residential Schools Settlement Agreement, the largest class-action settlement in Canadian history, began to be implemented in 2007. One of the elements of the agreement was the establishment of the Truth and Reconciliation Commission of Canada (TRC) to facilitate reconciliation among former students, their families, their communities and all Canadians. The official mandate of the TRC is found in Schedule "N" of the Settlement Agreement which includes the principles that guided the commission in its important work. Read the TRC’s 94 calls to action.

Digging Roots
The beating hearts of Digging Roots, founding duo ShoShona Kish and Raven Kanatakta, have built a home for a talented community of players and collaborators including their son, drummer Skye Polson and Hill Kourkoutis. More than a band, Digging Roots have taken their place at the frontline of the fight for equity and representation in the arts, with involvement in industry advocacy and organization, including the International Indigenous Music Summit and Ishkode Records, to empower arts communities worldwide. For over a decade, JUNO Award winners Digging Roots have traveled the world with a joyful message of resistance, celebrating Anishinabe and Onkwehonwe traditions of round dance and interconnectedness interwoven with the bedrock sounds of blues, soul and rock n’ roll.

Resources for Educators
The National Centre for Collaboration in Indigenous Education (NCCIE)
The NCCIE’s Teaching Resource Centre houses educational resources for Indigenous and non-Indigenous educators teaching students and learners of all ages. Here you will find lesson plans developed with an
Indigenous perspective for teaching, adaptable lesson plans for professional development opportunities, videos, and other helpful materials for educators.

**Land-Based Learning & Ojibwe Bitmoji Classrooms**
View this set of Bitmoji virtual classrooms created by Anishinaabemowin – Learning Together. This resource was designed to help families, learners, teachers and students engage in land-based and Anishinaabemowin language learning opportunities.

### Resources for Further Learning

**Indigenous Ally Toolkit**
View this PDF document produced by the Montreal Urban Aboriginal Community Strategy Network to learn how to be an effective ally.

**Indigenous Allyship: An Overview**
Read this document, created for non-Indigenous folx who are seeking to become allies. This document provides guidance for allies to understand the struggle for decolonization and nationhood and what effective allyship for Indigenous peoples looks like.

**Indigenous Quiz Questions and Did You Know? Posts**
Explore Indigenous Quiz Questions and Did You Know? Posts run by the University of Waterloo Indigenous Initiatives Office for the duration of National Indigenous History Month 2021.

**Native Land**
Interact with this resource to explore the territory that you live on, visit, or work on.

**Indigenous Canada**
Explore this free, accessible and open online course offered by the Faculty of Native Studies at the University of Alberta. These courses explore Indigenous histories and contemporary issues in Canada. They are delivered online and are at a beginner level.

**Indigenous Education**
Explore these free course modules offered by the University of Toronto (OISE).

**Canadian Geographic – Indigenous Peoples Atlas of Canada**
Read these open access books titled “Truth and Reconciliation”, “First Nations”, “Inuit”, and “Métis”.

**Results from the 2016 Census: Aboriginal Languages and the Role of Second-Language Acquisition**
Read this study by Thomas Anderson that uses data from the 2016 Census to examine the extent to which Indigenous languages are spoken in Canada.

**Safe Passage**
Safe Passage is a project developed by the Native Women’s Association of Canada (NWAC). Explore this site to learn more about missing and murdered Indigenous women, girls, and 2sLGBTQQIA+ people in Canada.
Inendi

With a pandemic threatening to take our elders, Sarain Fox gathers stories from her auntie and matriarch, Mary Bell. In Fox’s Anishinaabe culture, women lead the family. Her auntie, Mary Bell, is the oldest surviving matriarch, and she holds the family’s history: the stories, the trauma, the truth. Mary is a residential school survivor who worked with the Truth and Reconciliation Commission to document the stories of other survivors. Elders are knowledge keepers, but they are also among the most vulnerable to COVID-19. The pandemic is threatening to cut a line of knowledge that has survived for generations. Fox reckons with this tension and her duty to sit with her auntie to document her stories before they are lost.

Missing Children: What does this mean for Canada?

In this recording of “Missing Children: What does this mean for Canada?,” Dr. Cynthia Wesley-Esquimaux provides an update on the Missing Children and where we are at as a country when it comes to Truth and Reconciliation. Dr. Cynthia Wesley-Esquimaux served as Vice Provost for Indigenous Initiatives at Lakehead University for three years. Effective September 2016, she was appointed as the 1st Indigenous Chair for Truth and Reconciliation in Canada for Lakehead University and she continues to develop pathways forward to reconciliation across Canada.

We Were Children

In this feature film, the profound impact of the Canadian government’s residential school system is conveyed through the eyes of two children who were forced to face hardships beyond their years. As young children, Lyna and Glen were taken from their homes and placed in church-run boarding schools, where they suffered years of physical, sexual and emotional abuse, the effects of which persist in their adult lives. We Were Children gives voice to a national tragedy and demonstrates the incredible resilience of the human spirit.

Suggested Resource List by Dr. Cynthia Wesley-Esquimaux

ADOPTION, FOSTER CARE AND AGING OUT


INDIAN RESIDENTIAL SCHOOLS, RELOCATION AND RESERVES


### INDIGENOUS STUDIES TEXT


### INTERGENERATIONAL STORIES OF CHANGE AND HEALING


• **Robertson**, David A. (2020) *Black Water family, legacy, and blood memory*, HarperCollins Publisher


### LAND AND WATER RIGHTS


### LEGAL AND POLITICAL CHALLENGES


• **Walkem, Ardith and Halie Bruce** (2003) *Box of Treasures or Empty Box? Twenty Years of Section 35*, Theytus Books.


**MENTAL HEALTH, HEALTH CARE, TRAUMA AND WELLNESS**


• **Hollow Water (Video)** (2000) The Story of Hollow Water: When an individual confronts the spectre of abuse, we consider it an act of courage. When an entire community attempts the same thing, we call it a miracle, National Film Board.

• **Hubl, Thomas** (2020) *Healing Collective Trauma: a process for integrating our intergenerational and cultural wounds*

• **Johnson, Harold** (2016) *Firewater: How Alcohol is Killing my People (and yours)*, University of Regina Press.

• **Karr-Morse, Robin and Meredith S. Wiley** (2012) *Scared Sick: The Role of Childhood Trauma in Adult Disease*, Basic Books.

• **Perry, Bruce D. & Oprah Winfrey** (2021) *What Happened to you: Conversations on Trauma, Resilience, and Healing*, Flatiron Books.


• **Perry, Bruce D. & Maia Szalavitz** (2006) *The Boy who was Raised as a Dog: And Other Stories from a Child Psychiatrist*, Basic Books.


• **Waldrum, James B., D. Ann Herring and T. Kue Young** (2006) *Aboriginal Health in Canada: Historical, Cultural, and Epidemiological Perspectives*, University of Toronto Press.


MEDICAL CARE AND INDIAN HOSPITALS


POLITICAL HISTORY AND LEGISLATION

- **Coates**, Ken (2015) #IDLENOMORE: And the Remaking of Canada, University of Regina Press.

• **Widdowson, Frances** and Albert Howard (2008) Disrobing the Aboriginal Industry: The Deception behind Indigenous Cultural Preservation, McGill-Queen’s University Press: Kingston. (Please get this one from the library we are NOT supportive of purchasing this text and endorsing racism).

**RESOURCE EXTRACTION AND ECONOMICS**


**SPIRITUAL PRACTICES**

• **Absolon, Kathleen E. (Minogiizhigokwe)** (2011) Kaandossiwin: How We Come to Know, Fernwood Publishing.


• **Sefa Del, George,** Budd Hall and Dorothy G. Rosenberg (eds.) (2002) Indigenous Knowledges in Global Contexts: Multiple Readings of Our World, University of Toronto.

**TRADITIONAL TEACHINGS AND KNOWLEDGE**


• **Battiste, Marie & James (Sa’ke’) Henderson** (2000) Protecting Indigenous Knowledge and Heritage, Purich Publishing, Saskatchewan

• **Cajete, Gregory** (2000) Native Science: Natural Laws of Interdependence, Clear Light Publishers, Sante Fe, New Mexico and any of his other science books!

• **Deloria, Vine Jr.** (1979) The metaphysics of modern existence, Harper & Rowe Publishers and anything by this guy, he has written 24 books!


• **Porter**, Tom (2008) And Grandma Said...Iroquois Teachings, as passed down through the oral tradition, Xlibris Corporation: United States.


**TREATY RELATIONS**


• **Bohaker**, Heidi (2020) Doodem and Council Fire: Anishnaabe Governance through Alliance, University of Toronto Press.

• **Morris**, Alexander (1880-1991) The Treaties of Canada with the Indians of Manitoba and the North-West Territories including the Negotiations on which they were based, Belfords, Clarke & Co, Toronto.

**TRUTH AND RECONCILIATION**


• **Niezen**, Ronald (2013) Truth & Indignation: Canada’s Truth and Reconciliation Commission on Indian Residential Schools, University of Toronto Press.


• **Wesley-Esquimaux**, Cynthia, Ronan MacParland and David Berkal (2009) “Shielded Minds” a video documentary of an eight-day journey across the Canadian Shield with twenty Aboriginal and non-Aboriginal youth to explore identity, truth and reconciliation, and to discover the Aboriginal truth and reality that Canadian have been shielded from in their education.

[www.canadianroots.ca](http://www.canadianroots.ca)
• Wesley-Esquimaux, Cynthia, Ronan MacParland and David Berkal (2010) “Journey to Oz” a video documentary of a nine-day visit to the Mishkeegogamang First Nation in Northern Ontario, Nishnaabe-Aski Nation Territory, with 12 Aboriginal and non-Aboriginal youth to explore “what is right about this community” in the face of negative media representation. www.canadianroots.ca

Supports for First Nations, Inuit and Métis Peoples

The Hope for Wellness Help Line
Indigenous peoples across Canada can access The Hope for Wellness Help Line 24 hours a day, 7 days a week for counselling and crisis intervention. Call the toll-free Help Line at 1-855-242-3310 or connect to the online chat at hopeforwellness.ca.

The Residential School Crisis Line
Please call the Crisis Line at 1-866-925-4419. This line is open 24 hours to provide emotional and crisis referral services.

Mental Health Supports

Campus Wellness – Counselling Services (UW)
Offers appointments for emergencies, currently providing services by phone and video. Call 519-888-4567 ext. 32655

Crisis Services Canada
Available to all Canadians seeking support. Visit Crisis Services Canada for the distress centres and crisis organizations nearest you. If you or someone you know is thinking about suicide, call the Canada Suicide Prevention Service at 1-833-456-4566 (24/7) or text 45645 (4 pm to 12 am ET).

Employee Assistance Program (for UW staff)
As part of the Employee Assistance Program (Policy 67), University of Waterloo employees and their dependent family members have a range of health and wellness services under the Employee and Family Assistance Program (EFAP), provided by Homewood Health Inc.™. Please be assured that the program is confidential. Find out more about Homewood Health’s services.

Empower Me, Mental Health Resources (for UW Undergraduate and Graduate students)
Call 1-833-628-5589 (toll-free), available 24/7 from anywhere in Canada or the US. See the FAQ for additional helpline numbers for international access. Please note that you must provide your name and school/student association when you contact Empower Me for immediate crisis services or other issues.

Kids Help Phone
Call 1-800-668-6868 (toll-free) or text CONNECT to 686868. Available 24 hours a day to Canadians aged 5 to 29 who want confidential and anonymous care from professional counsellors. Download the Always There app for additional support or access the Kids Help Phone website.
Wellness Together Canada
Through Wellness Together Canada, individuals of all ages in Canada or Canadians abroad can access supports ranging from self-assessment and peer support, to free and confidential sessions with social workers, psychologists and other professionals.

Supports are provided online in both official languages as well as by phone and text for those without internet access. Phone-counselling sessions are available in 200 languages and dialects, through instantaneous interpretation.

Connect to Wellness Together Canada, by visiting Wellness Together Canada or text the word WELLNESS to the following numbers for immediate assistance: 686868 for youth, 741741 for adults, Front Line Workers, text the word FRONTLINE to 741741.

Call 1-866-585-0445 (Adults) or 1-888-668-6810 (Youth).