



FROM SEA TO SEA TO SEA



Celebrating **Indigenous** Picture Books
EDUCATORS' RESOURCE AND CHILDREN'S ACTIVITY KIT



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TO SEA
 TO SEA

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Photograph by Toonasa Jordana Luggi [Wet'suwet'en/Dakelh]. McKellar & Martin Publishing Group, 2022.

The names and spellings of the Indigenous authors, illustrators and translators' Nations reflect
how they identify themselves in their books and related materials at the time of production.

IBBY Canada strives to make the world and more inclusive, equitable,
and connected place through the power of children's books.

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“All learners must hear and read and see. Indigenous storybooks are the way to learn.”

Elder Reta Sands-Clement
Walpole First Nation

INTRODUCTION

by Linda Lou Classens

The 2023 selection of books—published between 2020 and 2022—in the third edition of *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* are a marvel of wisdom and knowledge and showcase a worldview which honours all creation.

The voices of Elders share Traditional Knowledge in beautiful form, often in their Indigenous languages. Children of all ages will be thrilled to learn the heritage of First Peoples from across Turtle Island. Educators will appreciate the wealth of prime Indigenous literature increasingly available to fill gaps in ministry of education curricula while stirring excitement within their classrooms.

The 2023 selections capture the essence of the inter-relationships of life on Turtle Island—human, animal, land, sea and sky. Grandmothers and Grandfathers of different species share their stories, their knowledge of how they once lived and the lessons learned while answering children’s questions lovingly and honestly. Change, inevitable with new technology, population growth, loss of natural resources, and climate change, must reflect and honour what once was and make resolutions to do better. Many of these picture books are appropriate for days of learning, as the topics, themes and the philosophy presented deserve this attention.

Who can use these books? Teachers of all grades! Simplify the texts for younger grades and explain unknown words, be excited about sharing them. Older grades can build upon their knowledge as teachers extend learning across the curriculum. Unsure of how to proceed? See the sample lesson plans, but also invite Elders, storytellers and First Nation librarians into your classrooms to extend learning opportunities.

The generosity of Nature, Land and Sea, has provided sustenance and balance for all creatures on Turtle Island. Animal stories, both fiction and fact, shed light on their inherent strengths and relationships within their environments.

Finally, there are the cultural and traditional teachings from Indigenous Elders—Mi'kmaw, Anishinaabe, Cree, Gitksan, Dene, Métis, and the Inuit to name a few. Be prepared to learn about Inuit sewing, Mi'kmaw days of the week, halibut fishing on the West Coast, picking chokecherries and sweetgrass, and Treaties among other offerings. The illustrations are captivating and, more importantly, Indigenous languages take centre stage along with the English language.

The words of Shawna Davis, taken from her book, *Majagalee: Language of the Seasons*, in the poem “Winter” embrace the wonder of Indigenous appreciation, thankfulness, and responsibility for life:

“... Woven into the land,
the names of our ancestors
pass down,
and rest on our shoulders...”

“Thank you land and water
for your gifts,
your love,
and for this beautiful, rich life.”



The Move. Heritage House Publishing, 2022.

“If we wonder often, the gift of knowledge will come.” Arapaho

TEACHER TO TEACHER: HINTS AND STRATEGIES

- It is very important for students to realize the First Peoples lived everywhere across Turtle Island. Use a large map or globe to reference the location of a story (e.g., is it close to one of the seas that make up *From Sea to Sea to Sea*?)
- Engage with guest speakers such as Elders and storytellers: their experiences will make knowledge come alive.
- Storytelling is an art. Know your book and practice reading the story.
- Remember that a story is more than one reading. Retell the story so the students are familiar with the characters and storyline.
- Share the story with expression. Your voice is your instrument. You know your audience is enthralled when they watch you instead of the book.
- Consider creating a StoryWalk®, especially for younger grades. There are some StoryWalk® tips later in this guide.
- Talk about the illustrations. How do they carry the story?
- Note new vocabulary. Does the book have Indigenous languages, a glossary of terms and a pronunciation guide?
- Is there rhyme and repetition in the language?
- Discuss the story. What did the reader like and dislike—and why? Did the story make them wonder about anything or remind them of something? It’s all about making connections.
- These books are rich with possibilities and can be extended across the curriculum. Language Arts, Art, Science, Geography, Math, Music and Phys Ed are easily connected to make learning both fun and child-centred.

INCLUSIVE LESSON PLAN

FOR SHARING FROM SEA TO SEA TO SEA: CELEBRATING INDIGENOUS PICTURE BOOKS

Determine object or goal for lesson. Examples include:

- To appreciate and learn new Indigenous words.
- To learn about Indigenous authors and illustrators and their art.
- To learn about the Indigenous worldview and importance of Indigenous knowledge.
- To share that Indigenous Peoples are still here.
- To learn new vocabulary.
- To share a story for enjoyment and to extend student knowledge.

Choose your storybook:

- Know it, be familiar with it.
- What do you want to teach? Share? Connect with?
- How do you want to share the story?

Activities:

- What activities connect to the story?
- Examples include an oral retelling, puppet making, dioramas, journal writing, nature walks, music, etc.
- How can these activities extend across the curriculum? Is it Science, Art, Geography, Language Arts (including drama, journal reflections, poems, letters to authors/illustrators, public speaking) or Math (in the form of surveys and graphs). Choices are endless and inspiring.
- Can be group projects or individual projects.

NOTE: Teachers will know what they want students to learn. It may be just simple enjoyment and appreciation for culture, learning that other children are like them in many ways. For example, we all play, we have families, we like animals, nature, food and so on. We also have special holidays, seasons and clothing, culture and languages.



THE THIRD EDITION OF FROM SEA TO SEA TO SEA COLLECTION: LISTING OF TITLES

CONTEMPORARY STORIES

- **Amik.** Sharon King [Potawatami]. Kegedonce Press, 2021.
- **Animals Illustrated: Wolverine.** Allen Niptanatiak [Inuk]. Illustrated by Patricia Ann Lewis-MacDougall. Inhabit Media, 2021.
- **Berry Picking at Four Mile Bay.** Barbara Adjun [Inuk]. Illustrated by Kagan McLeod. Inhabit Education Books, 2021.
- **The Dancing Trees.** Masiana Kelly [Inuk/Dene]. Illustrated by Michelle Simpson. Inhabit Media, 2021.
- **Jigging for Halibut with Tsinii.** Sara Florence Davidson (Sgaan Jaadgu San Glans) [Haida/ Settler] and Robert Davidson [Haida]. Illustrated by Janine Gibbons [Haida]. HighWater Press, 2021.
- **Majagalee: The Language of Seasons.** Shawna Davis [Gitksan/Nisga'a]. Photographs by Toonasa Jordana Luggi [Wet'suwet'en/Dakelh]. McKellar & Martin Publishing Group, 2022.
- **Mii maanda ezhi-gkendmaan / This Is How I Know.** Brittany Luby [Anishinaabe descent, paternal ancestors from Niisaachewan Anishinaabe Nation in Treaty #3]. Illustrated by Joshua Mangeshig Pawis-Steckley [Anishinaabe]. Anishinaabeowin translation by Alvin Ted Corbiere [Anishinaabe] and Alan Corbiere [Anishinaabe]. Groundwood Books, 2021.
- **Nimosôm Okiskisiwin / nimihšômiš ta-minciwēnciman / Grandfather's Reminder.** Alberta-Rose Bear [Cree] and Kathleen O'Reilly. Illustrated by Lindsay Bear [Cree]. Plains Cree translation by Solomon Ratt [Stanley Mission]. Saulteaux translation by Lorena Cote [Saulteaux] and Margaret Cote [Saulteaux]. Your Nickel's Worth Publishing, 2022.
- **Stand Like a Cedar.** Nicola I. Campbell [Nle7kepmx/Syilx and Métis]. Illustrated by Carrielynn Victor [Coast Salish/European]. HighWater Press, 2021.
- **Still This Love Goes On.** Buffy Sainte-Marie. Illustrated by Julie Flett [Cree/Métis]. Greystone Kids, 2022.
- **Sweetgrass.** Theresa Meuse [Bear River First Nation]. Illustrated by Jessica Jerome [Listugui]. Nimbus Publishing, 2022.
- **Treaty Words: For As Long As the Rivers Flow.** Aimée Craft [Anishinaabe/Métis]. Illustrated by Luke Swinson [Anishinaabe]. Annick Press, 2021.
- **Thunder and the Noise Storms.** Jeffrey Ansloos [Cree] and Shezza Ansloos [Cree]. Illustrated by Joshua Mangeshig Pawis-Steckley [Anishinaabe]. Annick Press, 2021.
- **We All Play / kimêtawânaw.** Julie Flett [Cree/Métis]. Greystone Kids, 2021.



Thunder and the Noise Storms. Annick Press, 2021.

CULTURAL AND TRADITIONAL STORIES

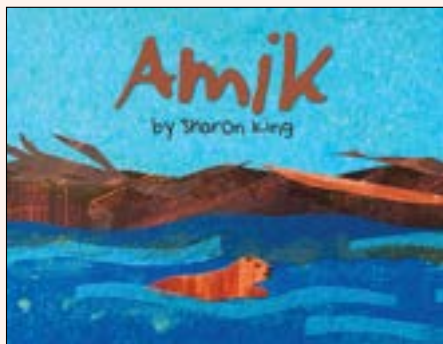
- **A is for Anemone: A First West Coast Alphabet.** Roy Vickers [Tsimshian, Haida and Heiltsuk] and Robert Budd. Harbour Publishing, 2021.
- **Be a Good Ancestor.** Leona Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Tsa Mis Yu (Beaver) Clan] and Gabrielle Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Tsa Mis Yu (Beaver) Clan]. Illustrated by Carla Joseph [Cree]. Orca Book Publishers, 2022.
- **Grandfather Bowhead, Tell Me a Story.** Aviaq Johnston [Inuk]. Illustrated by Tamara Campeau. Inhabit Media, 2021.
- **I Sang You Down from the Stars.** Tasha Spillett-Sumner [Cree/Trinidadian]. Illustrated by Michaela Goade [Tlingit]. Owlkids Books, 2021.
- **Mi'kmaw Daily Drum: Mi'kmaw Culture for Every Day of the Week.** Alan Syliboy [Mi'kmaq]. Nimbus Publishing, 2020.
- **This Is What I've Been Told / Mii Yi Gaa-Bi-Wiindmaagooyaan.** Juliana Armstrong [Nipissing First Nation]. Medicine Wheel Publishing, 2021.
- **kā-āciwīkicik / The Move.** Doris George [Cree] and Don K. Philpot. Illustrated by Alyssa Koski [Kainai Nation]. Swampy Cree translation by Doris George and Don K. Philpot. Heritage House Publishing, 2022.
- **On the Trapline.** David A. Robertson [Swampy Cree]. Illustrated by Julie Flett [Cree/Métis]. Tundra Books, 2021.
- **Runs With the Stars.** Darcy Whitecrow [Ojibwe/Dakota] and Heather M. O'Connor. Illustrated by Lenny Lishchenko. Second Story Press, 2022.
- **Una Huna? Ukpik Learns to Sew.** Susan Aglukark [Inuk]. Illustrated by Amiel Sandland and Rebecca Brook. Inhabit Media, 2022.
- **We Dream Medicine Dreams.** Lisa Boivin [Deninu K'ue First Nation]. HighWater Press, 2021.

The following materials may be helpful to have on-hand for all the activities:

- Map or globe
- Art supplies: markers, paints, clay, popsicle sticks
- Finds in nature: greenery, sticks, stones, bark, leaves, flowers
- Fur and feathers: real or synthetic
- Shoe boxes
- Chart paper
- Journals
- Stickers
- Puppets
- Props such as miniature animals

DISCUSSION AND ACTIVITIES:

CONTEMPORARY STORIES



Sharon King [Potawatami]

Amik

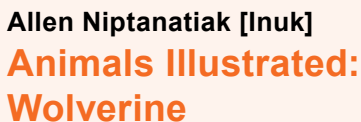
Kegeonce Press, 2021
ISBN: 9781928120285
Kindergarten-Grade 3

Setting the stage:

- Talk about furry animals and invite children to name some.
 - > Write animal names on chart paper.
- Show children the book cover.
 - > Who could beaver be friends with? List the animals.
- Read the story aloud; emphasize the sound of 'B' and the rhythm and repetition.
 - > Reread the story and have the children clap and move to the rhythm of the repetition.
 - > Children can use small sticks [popsicle sticks] to beat the rhythm of the words.
 - > Alliterations provide a great rhythm; fun to accent alliterations (e.g., 'beaver busy building.')
- Link the text to the alphabet.
 - > A and B: Amik [Anishinaabemowin] and Beaver [English], for example. Also, Bear [English] and Mkwaa/mkwah [Anishinaabemowin].
- Provide arts supplies for children to illustrate the story and discuss their art pieces.
- Do a StoryWalk® to immerse the students in the story.

Language learning:

- Dual-language book: Anishinaabemowin, English

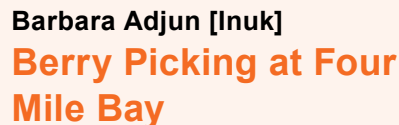


Inhabit Media, 2021
ISBN: 9781772272987
Kindergarten-Grade 6

• This non-fiction picture book is excellent for learning across the curriculum over an extended period of time. Curriculum links include Science and the Environment, Geography, Language Arts, Art, and Math.

- ### Language learning:

- Also available in Inuinnaqtun Roman orthography. *Huradjat Titiraujaqhimajut: Qalvik*. Inuinnaqtun translation by Rosemarie Meyok [Inuk]. Inhabit Media, 2021. Also available in Inuktitut syllabics. ᐃᓴᑦᑐᓴᐅᓴᑦ ᓴᐅᕙᕗᑦ. Inuktitut translation by Jaypeetee Arnakak [Inuk]. Inhabit Media, 2022.



Setting the stage:

- Discuss families. How many people are in your family?
 - > What kinds of things does your family do together? List them.
- Do your parents and grandparents tell you stories of when they were young?
 - > Share one of your stories to demonstrate things your parents/grandparents told you.
 - > Share your favourite memory and what you learned.
- Name feelings associated with good family times.
 - > There are emotions in the story that can be discussed. For example, the young girl, when **afraid** relied on her mother and others to protect her and calm her fears. She was **proud** of her grandmother, she **felt** hunger and cold, but the fire and food and company **soothed** her. Home was where the bright lights glowed.
- Show the cover of the book and locate where the story takes place on a map or globe.
- Talk about berries. What is your favourite berry? List them.
 - > Discuss a different kind of northern berry—akpik.
 - > Google the berry and find its other names.
- Students can do retellings verbally or using illustrations they create.

Language learning:

- Includes an Inuinnaqtun glossary of words featured in the book with a pronunciation guide.
- Also available in Inuktitut syllabics. ᐃᓂᑦᑲᓄᓐᓴᓐ ᔨᓕᓴᓐᓴᓐᓴᓐᓴᓐ. Inuktitut translation by Louise Flaherty [Inuk]. Inhabit Education Books, 2021.



Masiana Kelly [Inuk/Dene]

The Dancing Trees

Illustrated by Michelle Simpson

Inhabit Media, 2021

ISBN: 9781772273694

Grades 1-6

Setting the stage:

- Locate where the story takes place on a map or globe.
- Introduce the story. This is about a boy who 'bragged.' Do students know what this means?
- Show the book cover and ask questions. What do you think the story is about? Why is it titled as such? Note some predictions.
- Talk about litter. Did you see litter on your way to school? What do you think about that? Is it nice to toss garbage just anywhere?
- While reading the story, use drama in your voice and actions, and toss bits of scrap paper.
- Students can make a play, act it out and present it.
- Use the greenery to show the trees moving and dancing.
- Students can do a retelling in pairs or groups.
- Students can make posters showing the importance of being kind to the Earth, to listen to Elders and to speak the truth.
- A good read for International Day of Forests (March) and Earth Day (April)

Language learning:

- Also available in Inuinnaqtun Roman orthography. *Numiqtut Napaaqtut*. Innuinnaqtun translation by Rosemarie Meyok [Inuk], Gwen Angulalik [Inuk] and Julia Ogina [Inuk]. Inhabit Media, 2021. Also available in Inuktitut syllabics. ᓄᓕᓕᓕᓕ ᓄᓕᓕᓕᓕ. Inuktitut translation by Jeela Palluq-Cloutier [Inuk].



The Dancing Trees. Inhabit Media, 2021.



Sara Florence Davidson
(Sgaan Jaadgu San Glans)
[Haida/Settler] and
Robert Davidson [Haida]

Jigging for Halibut with Tsinii

Illustrated by Janine Gibbons [Haida]
HighWater Press, 2021
ISBN: 9781553799818
Grades 1-6

Setting the stage:

- Author David A. Robertson said concerning this book: "... a love letter to Elders, who are our doorway to the past."
- Discuss families and ask students about their grandparents.
 - > What do you call them? For example, Nana, Nookmis, Oma? Mishoo, Opa, Grandpa?
- What are some of the things you do with your family (including uncles, fathers, etc., if there are no grandparents)?
- Show the book cover. Write Tsinii on a chart and continue with "this story is about a boy and his Grandfather."
 - > Ask students to listen carefully. What does the boy learn from his grandfather? Discuss the lessons the boy learns.
- Using puppets, show Tsinii as he speaks to his grandson. Use the boat to demonstrate how the boat moves in the currents.
- Students can illustrate the story, noting one thing the boy learned.
- Students can do retellings and also make connections to their families and the activities they do with their families (e.g., fishing, etc.)



Jigging for Halibut with Tsinii. HighWater Press, 2021.



Shawna Davis [Gitksan/Nisga'a]

Majagalee: The Language of Seasons

**Photographs by Toonasa Jordana
Luggi [Wet'suwet'en/Dakelh]**

McKellar & Martin Publishing Group,
2022

ISBN: 9781990458002

Kindergarten-Grade 6

Special Resources:

- Beadwork piece (if available)

Setting the Stage:

- This is a book that can span the curriculum—Language Arts, Science, Art, Geography, Social Studies—and provide learning for days.
- Majagalee seasons showcase the traditional way of life in this location while using new, descriptive language.
- Locate where the story originates on a map or globe.
- Discuss seasons and what one might see throughout the year in students' locations: spring, summer, fall, winter. What do you see, hear, smell, taste, touch?
- Note Indigenous words: majagalee (flower), oolichan (a small greasy fish).
- Extended learning: watch [Fish Transform from Animal to Candle](#). YouTube, July 15, 2015. This video shows terrain, environment, the traditional way of life and how Indigenous people on the West Coast learned to use fish a different way.]
- Choral reading: students pair up and read their assigned page(s) together, group by group and practice public speaking.
- Students can make a poster depicting their speech and present to another class or grade.

Language learning:

- Sim Algyax vocabulary and pronunciation tips included



Majagalee: The Language of Seasons.

McKellar & Martin Publishing Group, 2022.



Brittany Luby [Anishinaabe descent, paternal ancestors from Niisaachewan Anishinaabe Nation in Treaty #3]

Mii maanda ezhi-gkendmaanh / This Is How I Know

Illustrated by Joshua Mangeshig Pawis-Steckley [Anishinaabe]
Anishinaabeowin Translation by Alvin Ted Corbiere [Anishinaabe] and Alan Corbiere [Anishinaabe]
 Groundwood Books, 2021
 ISBN: 9781773063263
 Kindergarten-Grade 3

Setting the stage:

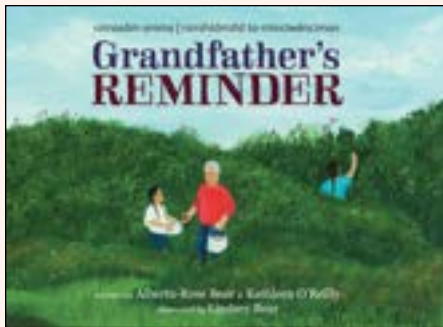
- Where does the story take place? On a map, show students Treaty #3.
- Share with students that Brittany Luby's ancestor signed Treaty #3.
 - > Discuss the author's connection to her ancestor and the importance of land, nature and wildlife through the seasons.
- Ask students what they know about and what they like about the seasons.
 - > How do they really know the seasons? What do they see, hear, sense, smell?
- Using the phrase "This is How I Know," students can make booklets to share what they know; it does not need to be seasonal, but seasons work well.
- Make connections to National Bird Day (January), International Bird Day (April), World Migratory Bird Day (May), and any of the equinoxes to discuss seasonal changes.

Language learning:

- Dual-language book: Anishinaabemowin, English



Mii maanda ezhi-gkendmaanh / This Is How I Know. Groundwood Books, 2021.



**Alberta-Rose Bear [Cree] and
Kathleen O'Reilly**

**Nimosôm Okiskisiwin /
nimihsômihs ta-
minciwēnciman /
Grandfather's Reminder**

**Illustrated by Lindsay Bear [Cree]
Plains Cree translation by Solomon
Ratt [Stanley Mission]**

**Saulteaux translation by Lorena
Cote [Saulteaux] and Margaret Cote
[Saulteaux]**

Your Nickel's Worth Publishing, 2022
ISBN: 9781988783826
Kindergarten-Grade 3

Special Resources:

- Pictures of foxtails

Setting the stage:

- Take a puppet and place it beside you. Identify it as Grandfather or Mishoo, Nimosom, etc. who will help you tell the story.
 - > After reading the book, guide the class in a retelling.
- Discuss plants such as foxtails and how, when their seeds harden, they are dangerous to pets if they become embedded in their body.
- Discuss your family. What does your family do together? Do you ever pick fruit at an orchard or in the wild?
- This is a good story to make into a diorama.
 - > Students can use modeling clay and assorted crafts to create their diorama, by themselves or with a partner.
 - > They can take turns sharing this mini project with the class.
- Invite Elders to the classroom to share memories.
- Make connections with special days: International Day of Forests (March), Grandparents Day (September) and Family Day (February).

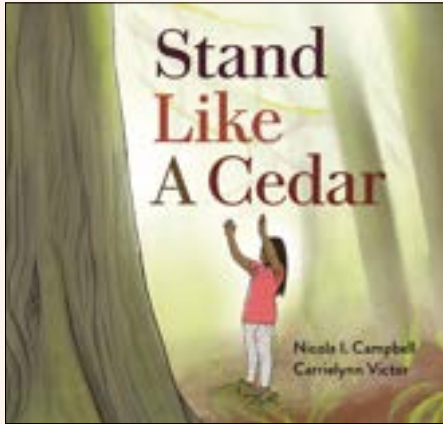
Language learning:

- Multi-language book: Paskwâwinîmowin (Plains Cree), Anihšînāpēmowin (Saulteaux), English



Nimosôm Okiskisiwin / nimihsômihs ta-minciwēnciman / Grandfather's Reminder.

Your Nickel's Worth Publishing, 2022.



Nicola I. Campbell [Nl̓eʔkepmx̌/Syilx and Métis]

Stand Like a Cedar

Illustrated by Carrielynn Victor
[Coast Salish/European]
 HighWater Press, 2021
 ISBN: 9781553799214
 Grades 3-6

Special Resources:

- Bag
- Objects that make sounds like a whistle, stones, bells, sticks, etc.

Setting the Stage:

- Locate where the story takes place on a map or globe.
- Ask children to close their eyes and listen. With the objects that are in your bag, ask the students to guess what they hear?
- Discuss the seasons. What does your family do during each season?
- Make connections to your family. Read the story, explaining what new words mean (e.g., alpine, travois, resilience).
- Many animals are mentioned. What are they? What animal did you like the best and why?
- Why is the book titled, *Stand Like a Cedar*?
 - > *Stand Like a Cedar* shows the interconnectedness of Indigenous life with the land, nature, animals, and the gratitude for all we have.
- This is an excellent book for further study in the areas of science, habitat, wildlife and life cycles.
- Make connections with World Wildlife Day (March), International Day of Forests (March), World Maritime Day (September) and World Habitat Day (October).
- Watch YouTube videos showcasing Indigenous perspectives and the historical ways that they caught salmon:
 - > [Common Loons Calling](#). Harry Collins Photography, August 25, 2023.
 - > PBS, [The Lost Salmon](#), the first 5 minutes are sufficient for younger grades, the entire 58 minutes for older grades. (Note: this video is available to buy or rent.)

Language learning:

- Book includes a glossary with Nl̓eʔkepmxčin, Stó:lō Halq'eméylem and Syilx (Okanagan) nsyilxcen phrases and words, their phonetic pronunciations, the English translations and a translation guide.



Buffy Sainte-Marie

Still This Love Goes On

Illustrated by Julie Flett [Cree/Métis]

Greystone Kids, 2022

ISBN: 9781771648073

Kindergarten-Grade 6

Special Resources:

- YouTube videos of the song *Still This Love Goes On*
 - > There are many videos of this song first played publicly in 2011 in Denmark

Setting the Stage

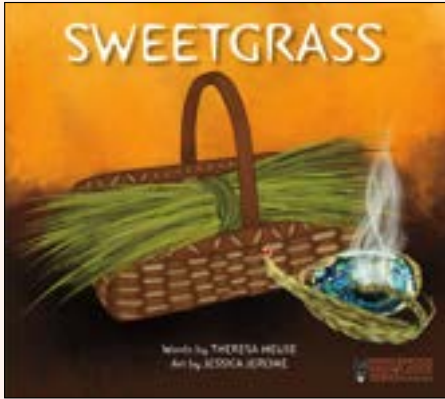
- Locate Treaty 7 and Treaty 6 on a map (Buffy Sainte-Marie's 'home' First Nation and where the song was written).
- Share that Buffy Sainte-Marie was on *Sesame Street* for five years and has written very famous songs.
- Listen to the song *Still This Love Goes On* (approximately 4 minutes).
- Demonstrate moving to music while sitting.
- Ask the students a question. What do you hear? Jot down words the students may not know and explain.
- Ask students if they liked the song and why.
- Read the book and discuss the illustrations.
- Children can draw a picture of what this book/song reminds them of.
 - > Scribe a sentence if children cannot write.
- Do pattern writing. Take lines from the story and use them to write a new story.
 - > "Sat beside a _____ and watched _____."
 - > "Once I saw _____ and [what happened] _____."
 - > "In every dream, I can smell _____ and in my heart, _____."

Language learning:

- Includes Cree words.



Still This Love Goes On. Greystone Kids, 2022.



**Theresa Meuse [Bear River
First Nation]**

Sweetgrass

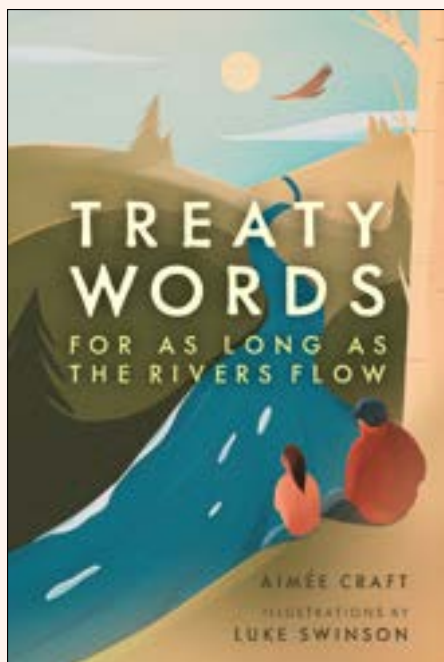
Illustrated by Jessica Jerome [Listugui]
Nimbus Publishing, 2022
ISBN: 9781771089333
Kindergarten-Grade 4

Special Resources:

- Sweetgrass, loose or braided (if available)

Setting the Stage:

- Locate on a map where the Mi'kmaw live.
- Show the sweetgrass and introduce the importance of sweetgrass to Indigenous peoples and land-based learning.
 - > Stress that the story has important lessons. "Everything must be done with a good heart...the most important teaching."
 - > It is important to treat the Land with respect—do not be greedy.
 - > Leave some sweetgrass for others and pick some to share with others such as Elders, and leave some to grow the following year.
- Invite an Elder to share their perspectives.
- Students can make a poster of a teaching they learned.
- Make connections to National Indigenous Day (June), Family Literacy Day (January), Earth Day (April), World Habitat Day (November) and National Kindness Day (November).



Aimée Craft [Anishinaabe/Métis]
Treaty Words: For As Long As the Rivers Flow

Illustrated by Luke Swinson
[Anishinaabe]

Annick Press, 2021
ISBN: 9781773214962
Grades 4-6

Special Resources:

- Wampum belts and a Knowledge Keeper who can speak to these

Setting the Stage:

- A gem of knowledge and learning possibilities. Teachers: devour the book.
- Check students' prior knowledge.
 - > What is a treaty? What do treaties do? Are treaties important?
 - > Treaty: "...we work together," therefore, "we must understand our worldview of sharing and respecting the land."
- WEEK 1: Begin this activity in September. Go on a nature walk with your students in the schoolyard, or park if nearby. Instruct students to sit quietly, close their eyes for one minute. Have them share what they heard, smelled, sensed. Do the exercise again. Return to class and journal their reflections on this exercise.
- WEEK 2: Go outside again and repeat the exercise from Week 1. What did the students notice this time? Discuss. Ask students how they think this land/space looked long ago? What happened to change it? Return to class and have students write reflections and other questions in their journals.
- WEEK 3: Introduce Treaty. What is it? What does it mean? Discuss promises. Are they important? What happens or how do you feel when a promise is broken? Hold a classroom discussion. Can we make promises in class on behaviours and respect? List suggestions on a chart. Do students agree? If not, why not? What can students agree to? This becomes the basis of classroom rules. Are there consequences for breaking the rules/promises? How can this relate to treaty? Have students journal their thoughts.
- WEEK 4: Introduce the book title. Ask students what this means? Will there always be rivers flowing? Why do you think that? What happens if rivers stop flowing? List the possibilities on a chart. Is water important? Why is flowing water important? Have students journal their reflections.
- WEEK 5: Return outside. Instruct students to close their eye, breathe and listen. What are students aware of? Repeat and listen deeply. What would students like to hear? Do students see pictures in their imagination? Share. Return to the classroom and have students' journal.
- WEEK 6: Write "Treaty is for as long as the sun shines, the grass grows, and the rivers flow." Stress the importance of pages 31, 33, 35, 37 and 43. Discuss what this could mean and then take students outside on a sunny day. Ask them how the sun feels on their face and their hands? What if the sun became dark and did not shine? What are the consequences? Ask them if they appreciate the light and warmth of the sun? If the sun continues shining and the grass keeps growing and the rivers flowing, what does this mean with respect to Treaty? [A promise that lives and renews every day.]

Return to the classroom for students to journal their reflections, questions and hopes. Make connections to Earth Day (April), National Indigenous Day (June), National Day for Truth and Reconciliation Day (September), Treaties Recognition Week (November) and National Kindness Day (November).

- Themes: Treaty, natural law, intergenerational teachings, reciprocity, renewal, relationships

Activities: Treaties Recognition Week (November)

- Standing Bear's words: Man's heart away from Nature becomes hard.
- Read the story several times this week. Discuss teachings/learning [pages 31-37, 43-46, 50, 55-57].
 - > How does the Indigenous worldview differ from the western worldview and the consequences that arise? Students continue journaling this week and have them make posters.
- Extended Activities: Each month, as appropriate, have students go outside—eyes closed, listening and observing the seasonal changes. What do their senses tell them?
 - > Continue this process all year—this is not a one-week activity. This is meant to not only show a different worldview, but to show the importance of respect for the land or Treaty.
- Write a poem or a story to illustrate what is our promise? What is Treaty and what is it meant to do? Put to music and add nature sounds to students' writing.
- What is Natural Law? Discuss, journal and illustrate.

Language learning:

- Includes Anishinaabeowin words



**Jeffrey Ansloos [Cree] and
Shezza Ansloos [Cree]**

Thunder and the Noise Storms

**Illustrated by Joshua Mangeshig
Pawis-Steckley [Anishinaabe]**

Annick Press, 2021

ISBN: 9781773215587

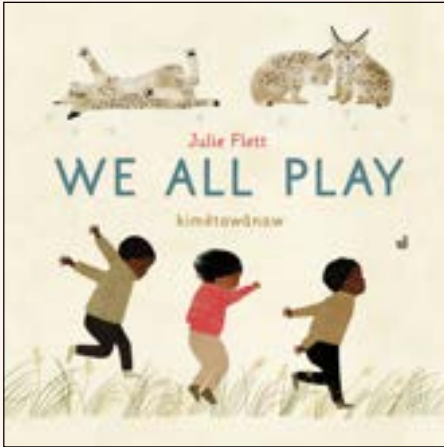
Kindergarten-Grade 3

Special Resources:

- Recording device

Setting the Stage:

- Locate on a map where the story comes from (Winnipeg).
- Record and play various sounds and noises, both loud and soft, musical and harsh, from nature and from the city.
 - > What do the children like? Make a chart of their responses.
- Show the book cover, but hide the title and ask the children to predict what the story is about. Then reveal the word “Thunder” and ask them to make a prediction now about what the story is about. Validate their responses. Finally, reveal the entire title and ask what they think “noise storms” are. Again, validate their responses.
 - > Lesson: Everybody is different. But that is ok! It is wonderful. Why? Because everybody has different gifts and strengths. We all need each other.
- Introduce the story as a boy who did not like loud noises and how his grandfather or Mosom helped him.
- Discuss grandparents. Do your grandparents tell you stories and help you learn things?
- Read the book and question what the children thought? What did they learn? Did you ever feel like Thunder?
- Encourage children to share aloud. The goal is to “listen with wonder” or “mamaskasitawew.”
- Now ask students to sit quietly with eyes closed and just listen. Can you hear your heart beat?
- Go on a nature walk in the schoolyard and listen.
 - > Pose the question: what do you hear? Do you like those sounds or dislike them? Why?
 - > Children can illustrate what they learned from this story or draw ‘noise storms and post pictures for sharing.
- Make connections to Grandparents Day (September).



Julie Flett [Cree/Métis]

We All Play / kimêtawânaw

Illustrated by Julie Flett [Cree/Métis]

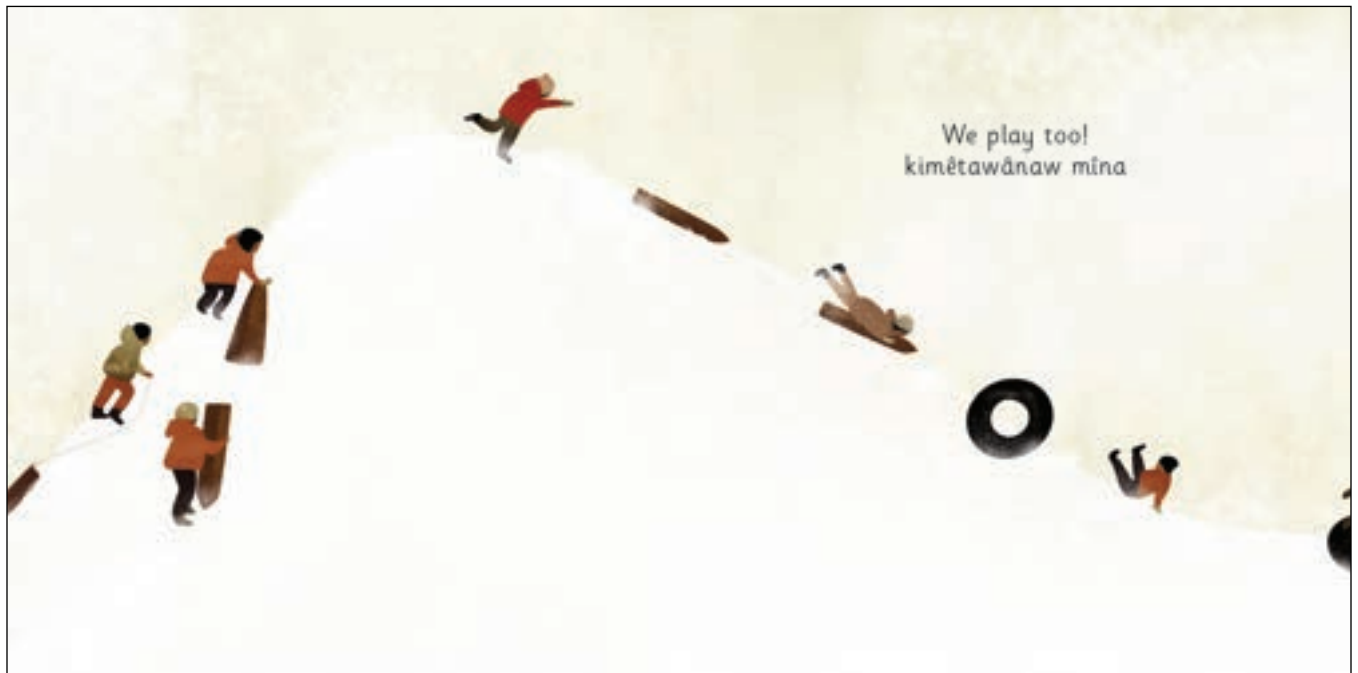
Greystone Kids, 2021
ISBN: 9781771646079
Kindergarten-Grade 2

Setting the Stage:

- This is a story about play. Discuss what play is. Do only children play? Who else plays? What are some ways you play?
- Use a puppet to help you tell the story of how animals play.
- When reading the story, stress the first sounds on each page (e.g., “Animals hide and hop, sniff and sneak.”)
- Act out the meaning of these verbs with corresponding actions.
- These words can be placed on a Word Wall as students learn their meaning. Throughout the year, teachers can say, “Show me chirp or wobble,” for example, and these words can also be introduced into students’ writing.

Language learning:

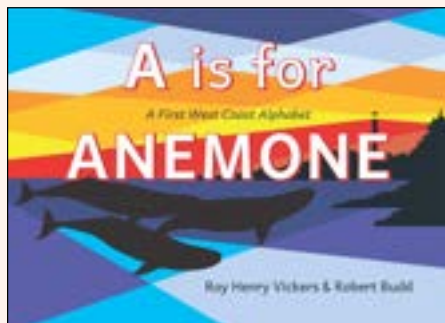
- Plains Cree, Y Dialect; Plains Cree glossary of animal names is included.



We All Play. Greystone Kids, 2021.

DISCUSSION AND ACTIVITIES:

CULTURAL AND TRADITIONAL STORIES



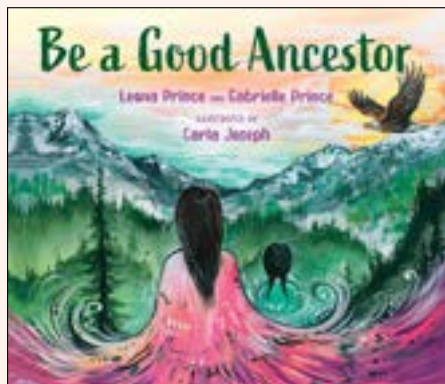
Roy Vickers [Tsimshian, Haida and Heiltsuk] and Robert Budd

A is for Anemone: A First West Coast Alphabet

Harbour Publishing, 2021
ISBN: 9781550179477
Kindergarten-Grade 6

Setting the Stage:

- Locate on a map or globe where the story originates.
- Question what animals might live on the West Coast? Why do you think that?
 - > Talk about how beautiful it is on the West Coast and the beautiful pictures the author/illustrator creates. [Note that his style showcases embossed animals which stand out when the light hits them and he paints in a style specific to the West Coast.]
- Read the book. Write the word 'snacks' on the chart and ask for words that rhyme. Do the same with 'row, play, snow' or other words from the book. Do not prolong exercise if the children are antsy.
- Say the word 'anemone' and clap once/each syllable. Ask students to clap and say the word with you.
- Discuss landforms and terrain, explain terms, and then ask what do you see? (mountains, valleys, ocean, beach, rocks, etc.)
 - > Students can make crafts using found items or recycled items—consider plants, sea critters, jellyfish. Pinterest has great examples.



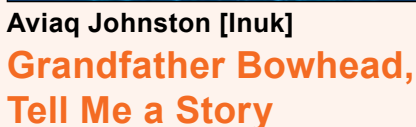
Leona Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Ts'a Mis Yu (Beaver) Clan] and Gabrielle Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Ts'a Mis Yu (Beaver) Clan]

Be a Good Ancestor

Illustrated by Carla Joseph [Cree]
Orca Book Publishers, 2022
ISBN: 9781459831407
Grades 2-6

Setting the Stage:

- An impressive book, easily extended across the curriculum, stressing the importance of respect for the land and growing into maturity as one who will one day become an Ancestor.
- The Indigenous worldview is shared in simplicity and should not be rushed.
- Consider reading and discussing one page a day. Students can reflect in a journal or poster what each reading meant to them.
- Introduce the book, locate on a map or globe where this story takes place.
- Write 'Ancestor' on a chart. What does it mean?
- After reading the book, talk about the animals that inhabit this region. (Stress that all creatures have their place.)
- Ask students if they are living respectfully with their environment.
- Think about when you become an Ancestor. What do you want your 'young self' to learn and do? Have students write their reflections in their journals.
- Older grades can take roles and act the part of Ancestors sharing what they learned as others ask them questions.
- Make connections to National Indigenous Day (June) and National Day for Truth and Reconciliation (September).

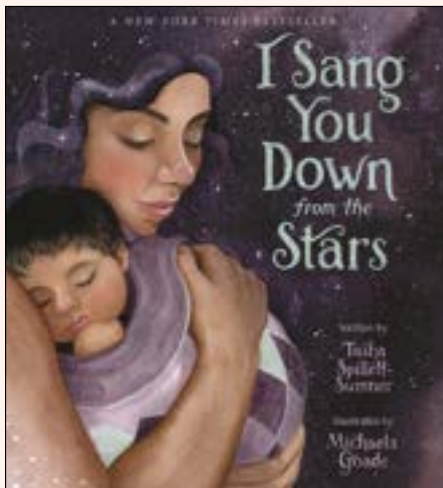


Illustrated by Tamara Campeau
Inhabit Media, 2021
ISBN: 9781772272970
Kindergarten-Grade 6

- Locate on a map or globe the setting for the story (Iglookit and Iqaluit).
- This book spans the curriculum—Science, Environment, Habitat, Geography, Language Arts, Art—and the Inuktituk language can easily mesh to create an optimal learning experience.
- Introduce the book by discussing grandparents. List names for them in your language.
- Show the book cover, but cover the title. Ask the students to predict what the story is about.
 - > Read the story. Discuss what students learned. What was their favourite part?
- Invite grandparents to share a story and take pictures. These grandparent stories will become a class book.
- Choral reading: students read together.
 - > Continue with one group of students reading the part of Little Arvaq while other groups choral read Grandfather Bowhead's words.
- Students can make diorama and poster displays and discuss their projects—a wonderful retelling.
- Make connections to World Storytelling Day (March), Grandparents Day (September) and World Maritime Day (September).

- Also available as a board book in Inuktitut syllabics. ᐱᑦᑕᑦᐅᑦᐸᓂᑦ
ᐱᑦᐃᓂᑦ, ᐅᓂᓂᑦᐅᑦᐸᓂᑦ. Inuktitut translation by Monica Ittusardjuat [Inuk]. Inhabit Media, 2021.





Tasha Spillett-Sumner
[Cree/Trinidadian]

I Sang You Down from the Stars

Illustrated by Michaela Goade [Tlinglit]

Owlkids Books, 2021

ISBN: 9781771474085

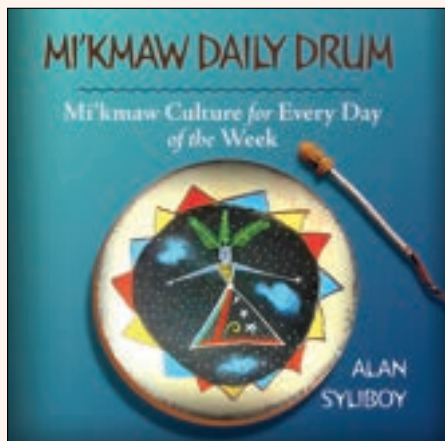
Kindergarten-Grade 6

Setting the Stage:

- A beautiful book celebrating love, and intermingled are connections to place and the land.
- Show the cover illustration, ask for predictions.
- Read the story and ask students if they like the story.
- Discuss families. When little, did you or do you have a favourite place to walk to or visit? Who did you go with? Did you have a favourite toy, blanket, song?
- Chart a 'Celebrate You' poster using phrases:
 - > She sang me here because _____.
 - > She sang me here because I _____.
- Art activities include stone art: paint them, or use stickers.
 - > Make a 'stone family.'
 - > Students can share what their art represents.
- Make connections with Family Literacy Day (January), Have a Heart Day (February), International Children's Book Day (April) and Universal Children's Day (November).



I Sang You Down from the Stars. Owlkids Books, 2021.



Alan Syliboy [Mi'kmaq]
Mi'kmaw Daily Drum:
Mi'kmaw Culture for
Every Day of the Week

Nimbus Publishing, 2020
 ISBN: 9781771088893
 Kindergarten-Grade 4

Special Resources:

- Drum music (Google)
- Drum template

Setting the Stage:

- Locate on a map or globe where Mi'kmaw people live.
- Simple book, rich in meaning. Much culture to be shared by Knowledge Keepers.
- Use one drum template daily to share learning activities and research legends, for example, to enrich the story behind each of the drums. The legend of the Big Bear/Big Dipper who moves across the sky as the seasons pass is an excellent way to explain constellation movements. The Wednesday drum is the creation story of Turtle Island.
- Teachers are encouraged to delve deeper into extended learning for each day.
- Invite a singer/drummer to come in and share a story and a song.
- Make connections to National Day for Truth and Reconciliation (September) and World Turtle Day (May).

Language learning:

- Features Mi'kmaw vocabulary and names of the days of the week in Mi'kmaw and English



Juliana Armstrong
[Nipissing First Nation]
This Is What I've Been
Told / Mii Yi Gaa-Bi-
Wiindmaagooyaan

Medicine Wheel Publishing, 2021
 ISBN: 9781989122693
 Kindergarten-Grade 4

Setting the Stage

- A book that should be read and discussed over several days, one page at a time.
- Teachers are encouraged to carefully read the book beforehand and decide how to address each teaching outlined in the story.
- Read and then discuss each teaching with the students.
- Students can draw and colour something to represent each Anishinaabemowin word.
 - > For example, with grandmother or Gookmis/Nookmis, after a discussion about grandmothers, students can write the title and illustrate something they do with their grandmother.
- Students can share what their grandmother is called in their language.
- Make connections to National Indigenous Day (June), Grandparents Day (September), National Day for Truth and Reconciliation (September).

Language learning:

- Dual-language book: Anishnaabemowin, English



**Doris George [Cree] and
Don K. Philpot**

kā-āciwīkicik / The Move

**Illustrated by Alyssa Koski [Kainai Nation]
Swampy Cree translation by Doris George
and Don K. Philpot**

Heritage House Publishing, 2022

ISBN: 9781772034097

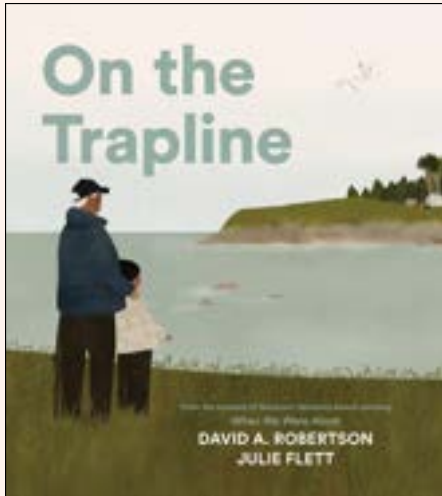
Grades 1-4

Setting the Stage

- Use imagination to craft the story to any of the special dates while remembering the words of Standing Bear: “Man’s heart away from Nature becomes hard.”
- Also, from the Hopi Nation: “All dreams spin out from the same web.” The mystical elements of this story show the power of memory and imagination and the relationship with the land. This book is an excellent resource for Cree language.
- Zoom in on the map, showing where this story takes place—Grand Rapids, MB—where the Manitoba government built a dam forcing the relocation of the Cree people to a different place (Easterville), a place of bleakness compared to their homeland which provided abundantly for them.
- Stress the difference this change forced upon them. Ask students some questions. Have you ever moved? How did it make you feel? (Be careful as some situations can evoke very negative memories). After reading the story, invite discussion on what the students liked or did not like about the story. Journal or illustrate a poster with explanatory sentences (or more writing for older grades).
- Students can create dioramas, showing the difference between traditional lands and the new location, demonstrating what a forced move does, but how vision can change ugliness.
- Make connections to International Mother Languages Day (February), World Storytelling Day (March), International Day of Forests (March), International Children’s Book Day (April), Earth Day (April), National Indigenous Day (June), International Day of Indigenous People (August), International Literacy Day (September), Grandparents Day (September), Universal Children’s Day (November), World Habitat Day (October) and National Truth and Reconciliation Day (September).

Language learning:

- Dual-language book: Swampy Cree, English



David A. Robertson [Swampy Cree]

On the Trapline

Illustrated by Julie Flett [Cree/Métis]

Tundra Books, 2021

ISBN: 9780735266681

Kindergarten-Grade 4

Setting the Stage:

- Sharing this book is a wonderful introduction to basic Cree words.
- Discuss the author and illustrator; show some other books these gifted folks have created, both of whom are seeking their own roots.
- Give a background of a father and son on a trip back to their roots, a small trapline in northern Manitoba. Explain what a trapline is.
- Many possible activities exist: journal writing, science, environment, geography, wildlife, art, residential schools, music and the outdoors.
- Students can do oral retellings or combine with art to create a diorama with school-wide displays; write letters to authors and illustrator; journal reflections.
- An outdoor sharing of the story is a wonderful way to connect with nature, as is a nature walk.
- Make connections to Family Literacy Day (January), International Children's Book Day (April), Grandparents Day (September), International Literacy Day (September), National Kindness Day (November) and Universal Children's Day (November).

Language learning:

- Includes a glossary of the Swampy Cree words used throughout and a pronunciation guide.



On the Trapline. Tundra Books, 2021.



**Darcy Whitecrow [Ojibwe/Dakota]
and Heather M. O'Connor**

Runs With the Stars

Illustrated by Lenny Lishchenko

Second Story Press, 2022

ISBN: 9781772602388

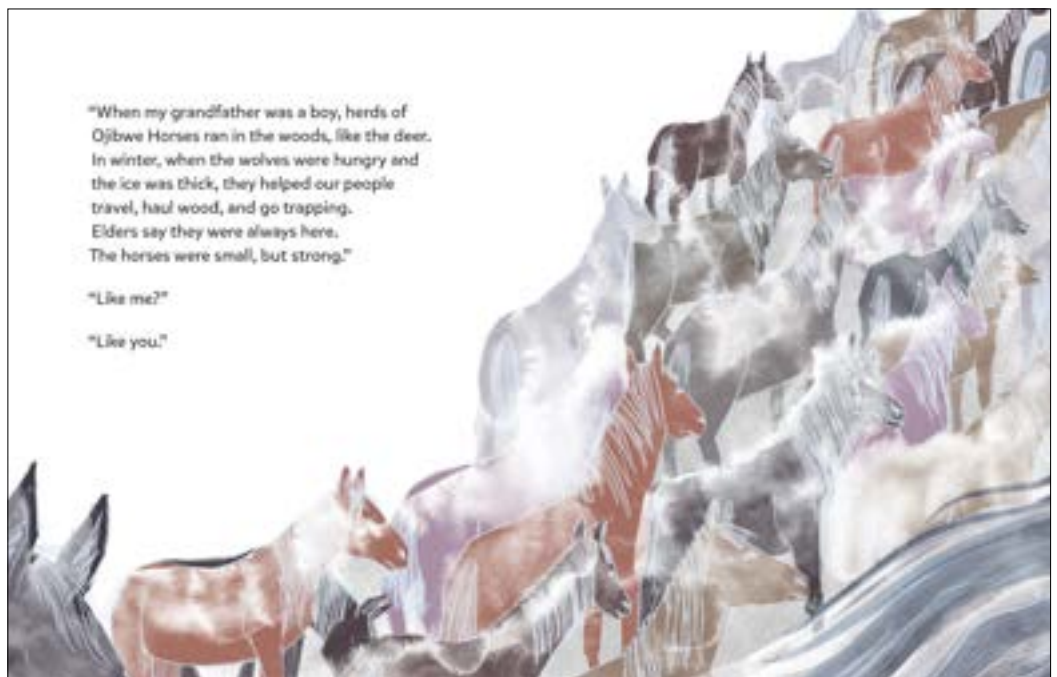
Kindergarten-Grade 4

Setting the Stage:

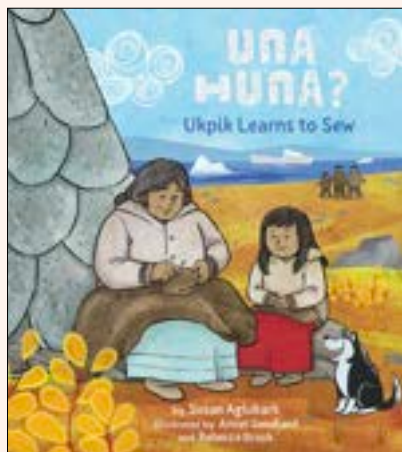
- Ask students to think about horses. What do you like about them? Can you imagine the sounds of horses running? What would that sound like?
- What if there were no horses? Talk about the decline of the Ojibway horses and where they once roamed. Share how someone cared enough to make a difference.
- After reading the story, have students share what they liked and why. What did the story remind them of?
- This book provides a wonderful activity for students to make puppets for retelling and acting out the story.
- Create a bin for every child to keep their creations in for dramatic storytelling throughout the year.
- Dioramas and reflections are appropriate
- Make connections to Family Literacy Day (January), World Storytelling Day (March), National Indigenous Day (June) and Grandparents Day (September).

Language learning:

- Includes text in Anishinaabemowin
- Also available in dual-language English/Anishinaamebowin edition. *Wijibibamatoon Anangoonan/Runs With the Stars*. Anishinaabemowin translation by Kelvin Morrison (Kiitaabines) [Nigigoonsiminikaaning First Nation]. Second Story Press, 2022.



Runs With the Stars. Second Story Press, 2022.



Susan Aglukark [Inuk]

Una Huna? Ukpik Learns to Sew

Illustrated by Amiel Sandland and Rebecca Brook

Inhabit Media, 2022

ISBN: 9781772274332

Grades 1-4

Special Resources:

- Beads and string
- Mitten pattern
- Hole-punch
- String/yarn

Setting the Stage:

- Discuss the land in the far north while asking questions. What do you think the weather is like there? Do you like the cold and winter? Do you have favourite things to do in winter?
- Locate on a map or globe where the story takes place, close to the ocean. What animals might you see in the Arctic? Discuss the weather and the traditional clothing Inuk people wear.
- Share that the Inuktituk language is used in the book and share some of the common words like 'ataata and anaana.'
- What do students call their father and mother? Talk about friends and how they like to play? Stress that people adapt to live in their environments. After reading the story, students can use the mitten pattern, colour it, and sew or thread the yarn/string through the mittens, using the beads as decorations. Across the curriculum learning is possible. Listen to Susan Aglukark's music.
- Make connections to Family Literacy Day (January), Family Day (February), International Mother Languages Day (February), World Storytelling Day (March) and Universal Children's Day (November).

Language learning:

- Inuktitut is incorporated throughout the text with a translation and pronunciation guide.



Lisa Boivin [Deninu K'ue First Nation]

We Dream Medicine Dreams

HighWater Press, 2021

ISBN: 9781553799870

Grades 1-4

Setting the Stage:

- Locate on the map or globe where the Dene live.
- Discuss family, pets, special relationships. What do you call your special people? Animals can be our good friends and comfort when feeling sad or scared.
- Talk about good dreams—share one of yours to demonstrate how dreams help us.
- The book can be divided up by animal teachings. What does the bear teach? Do animal art.
- Adult animals teach the little ones love and care by their actions. Talk about the art—do you like it? Does it remind you of something? If so, what did you learn?
- This book can be made into a web, showing relationships to the land, animals, people, language, culture, love and courage—the things that help us make sense of the world. This book can be shared for all grades using discretion.
- Make connections to Family Day (February), Grandparents Day (September), National Day of Truth and Reconciliation (September) and Treaties Recognition Week (November).

RESIDENTIAL SCHOOL SYSTEM:

HISTORICAL BACKGROUNDER

While there are no books directly about the Residential School System in the third edition of *From Sea to Sea to Sea: Celebrating Indigenous Picture Books*, readers are encouraged to look to the previous editions of *From Sea to Sea to Sea* for book recommendations (listed below) and consider this historical backgrounder also shared in the educators' resource for the second edition of *From Sea to Sea to Sea: Celebrating Indigenous Picture Books*.

As Europeans crossed the Atlantic to settle in what is now known as Canada, the lands traditionally occupied by the original inhabitants were greatly desired for the lush, natural resources. Historically, Treaties from an Indigenous perspective benefitted treaty makers securing peace, safe passages between their territories, and sharing of land resources for the benefit of everyone, including all the other beings who belong to the land. However, the Treaties made between Indigenous Peoples and European government negotiators were broken and Indigenous Peoples were forced from their traditional territories and their rights were stripped by the new government laws. Indian agents appointed by government officials gained total control of the lives and livelihoods of the proud and self-sustained Indigenous Peoples of what came to be called Canada. Prime Minister John A. MacDonald in his quest to build a railroad across the country enacted laws to force Indigenous Peoples onto contained reservations where, denied of their livelihood, people suffered famine-like conditions and sickness. He further sought to 'take the Indian' out of children through residential schools since they were being raised by 'savages.' So began the dark history of young children, sometimes as young as three years old, being forcibly taken from their homes to be raised without love, nurturing care, food, or medicines when needed.

They were brutally treated in all ways—physically, mentally, socially, sexually—by the Church-run institutions known as residential schools. Their belongings were taken and destroyed, their hair was chopped off, and to speak their own language resulted in severe punishment. Many children ran away, many died through sickness, usually tuberculosis, and many did not return home. Most who returned had lost their language, culture and home ties. Those who survived the horrors of residential school are called Residential School Survivors. Today we honour their strength and we honour the memory of those who never returned. Today news of residential schools, the victims, and the Survivors is very much on peoples' minds.

Parents may find that their children come home and ask about the residential school system. They may be confused or fearful or just want answers about why children were taken from their homes to go to residential schools. Could this happen to me? Will teachers be mean to me? Children can relate to these topics since they are children. The books about residential school at the early years level are a gentler version for this reason.

Many question: How come I never knew this? The reply: It was never taught in school. The titles in the 2018 and 2021 editions of the *From Sea to Sea to Sea* collection can help guide educators through this sensitive topic. The stories reflect the joy and resilience of the children and offer insight into their territories, teachings, language and culture. Taken from loving homes to harsh residential schools often for years at a time resonates with how children and parents' lives have been impacted, a disconnect from identity and worldview. The theme of family and relationships with home, land and language contrasts greatly with the 'savagery' of residential schools; plus the resurgence of Indigenous languages is evident on their pages.

A WORD OF CAUTION

These stories have difficult content. Be sensitive to possible anxiety and fear, especially in young children or those who have suffered loss within their own families. Reach out to the Indigenous Education Department in your board or ministry for support.

RESIDENTIAL SCHOOL SYSTEM

Titles about the Residential School System featured in the 2018 and 2021 editions of *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* include:

- **I Am Not a Number.** Dr. Jenny Kay Dupuis [Nipissing First Nation] and Kathy Kacer. Illustrated by Gillian Newland. Second Story Press, 2016.
- **I Lost My Talk.** Rita Joe. [Mi'kmaq]. Illustrated by Pauline Young [Mi'kmaq]. Nimbus Publishing, 2019.
- **Not My Girl.** Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton [Inuvialuit]. Illustrated by Gabrielle Grimard, Annick Press, 2014.
- **Shi-shi-etko.** Nicola I. Campbell [Interior Salish/Métis]. Illustrated by Kim LaFave. Groundwood Books, 2005.
- **Shin-chi's Canoe.** Nicola I. Campbell [Interior Salish/Métis]. Illustrated by Kim LaFave, Groundwood Books, 2008.
- **This Land is My Land.** George Littlechild [Plains Cree]. Children's Book Press, 1993. Re-issued by Lee & Low Books, 2014.
- **The Train.** Jodie Callaghan [Mi'kmaq]. Illustrated by Georgia Lesley. Second Story Press, 2020.
- **When We Were Alone.** David A. Robertson [Swampy Cree] and Julie Flett [Cree/Métis]. HighWater Press, 2016.
- **When I Was Eight.** Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton [Inuvialuit]. Illustrated by Gabrielle Grimard, Annick Press, 2013.

CULTURAL APPROPRIATION VS. CULTURAL APPRECIATION

In 2023, a CBC *Fifth Estate* exposé on Buffy Sainte-Marie sent shock waves across Turtle Island. Was it possible the singer-songwriter and social activist icon, who championed Indigenous issues from the 1960s onward, was not who she said she was?

People who lived the 1960s—those turbulent and idealistic years—identified with Buffy Sainte-Marie and her musical messages. Her worldwide tours and her five-year stint on *Sesame Street* showcased a positive portrayal of Indigenous Peoples and her claim to Cree heritage from the Piapot First Nation in Saskatchewan was not questioned.

However, there is a movement to call-out 'Pretendians,' those claiming to be Indigenous by virtue of an Indigenous ancestor or self-identifying as Indigenous. Buffy Sainte-Marie's heritage suddenly became the focus of intense media discussion.

Also very harmful is the fact that 'Pretendians' often ended up making crucial decisions within politics, academia and the arts by taking spaces and opportunities meant for Indigenous Peoples.

Cultural Appropriation is harmful. It is taking something from a culture that isn't your own and using it for your own benefit without regard for the significance it is to that particular culture. This often occurs in fashion, for example, very popular are the headdresses or the use of 'costumes' to play dress-up at festivals, Halloween or fashion shows. It happens in the arts when writers claim to be Indigenous and write the stories of Indigenous Peoples.

Cultural Appreciation is positive. It is when a person truly seeks to understand and learn about a culture without speaking on that culture's behalf as the expert. This is the person who becomes an ally to lift up the particular culture of the Indigenous People.

Talk about this. What do you think of Cultural Appropriation vs. Cultural Appreciation?

FROM SEA TO SEA TO SEA BOOKS FOR SPECIAL DAYS

Titles from *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* should be read throughout the year. Here is a calendar of 25 special books for 25 special days:

JANUARY 5 NATIONAL BIRD DAY

Still This Love Goes On. Buffy Sainte-Marie.
Illustrated by Julie Flett [Cree/Métis]. Greystone Kids, 2022.

JANUARY 27 FAMILY LITERACY DAY

Nimosôm Okiskisiwin / nimihšômihs ta-minciwênciman / Grandfather's Reminder. Alberta-Rose Bear [Cree] and Kathleen O'Reilly.
Illustrated by Lindsay Bear [Cree]. Plains Cree translation by Solomon Ratt [Stanley Mission]. Saulteaux translation by Lorena Cote [Saulteaux] and Margaret Cote [Saulteaux]. Your Nickel's Worth Publishing, 2022.

FEBRUARY 2 GROUNDHOG DAY AND WORLD WETLANDS DAY

Amik. Sharon King [Potawatami].
Kegedonce Press, 2021.

THIRD MONDAY IN FEBRUARY FAMILY DAY AND LOUIS RIEL DAY

I Sang You Down from the Stars. Tasha Spillett-Sumner [Cree Trinidadian].
Illustrated by Michaela Goade [Tlinglit]. Owlkids Books, 2021.

FEBRUARY 21 INTERNATIONAL MOTHER LANGUAGES DAY

This Is What I've Been Told / Mii Yi Gaa-Bi-Wiindmaagooyaan.
Juliana Armstrong [Nipissing First Nation]. Medicine Wheel Publishing, 2021.

MARCH 3 WORLD WILDLIFE DAY

Animals Illustrated: Wolverine. Allen Niptanatiak [Inuk].
Illustrated by Patricia Ann Lewis-MacDougall. Inhabit Media, 2021.

MARCH 19, 20 OR 21 SPRING EQUINOX

Stand Like a Cedar. Nicola I. Campbell [Nłe7kepmx/Syilx and Métis].
Illustrated by Carrielynn Victor [Coast Salish/European].
HighWater Press, 2021.

MARCH 20 WORLD STORYTELLING DAY

Be a Good Ancestor. Leona Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Tsa Mis Yu (Beaver) Clan] and Gabrielle Prince [Lake Babine Nation and Nak'azdli Whut'en / Likh Tsa Mis Yu (Beaver) Clan].
Illustrated by Carla Joseph [Cree]. Orca Book Publishers, 2022.

MARCH 21 INTERNATIONAL DAY OF FORESTS

The Dancing Trees. Masiana Kelly [Inuk/Dene].
Illustrated by Michelle Simpson. Inhabit Media, 2021.

MARCH 22 WORLD WATER DAY

Grandfather Bowhead, Tell Me a Story. Aviaq Johnston [Inuk].
Illustrated by Tamara Campeau. Inhabit Media, 2021.

APRIL 2 INTERNATIONAL CHILDREN'S BOOK DAY

Jigging for Halibut with Tsinii. Sara Florence Davidson (Sgaan Jaadgu San Glans) [Haida/Settler] and Robert Davidson [Haida].
Illustrated by Janine Gibbons [Haida]. HighWater Press, 2021.

APRIL 22 EARTH DAY

Sweetgrass. Theresa Meuse [Bear River First Nation].
Illustrated by Jessica Jerome [Listugui]. Nimbus Publishing, 2022.

MAY 23 WORLD TURTLE DAY

A is for Anemone: A First West Coast Alphabet. Roy Vickers [Tsimshian, Haida and Heiltsuk] and Robert Budd. Harbour Publishing, 2021.

JUNE 21 NATIONAL INDIGENOUS PEOPLES DAY

We Dream Medicine Dreams. Lisa Boivin [Deninu K'ue First Nation].
HighWater Press, 2021.

JUNE 20-22 JUNE EQUINOX

Majagalee: The Language of Seasons. Shawna Davis [Gitksan/Nisga'a].
Photographs by Toonasa Jordana Luggi [Wet'suwet'en/Dakelh]. McKellar & Martin Publishing Group, 2022.

AUGUST 9 INTERNATIONAL DAY OF THE WORLD'S INDIGENOUS PEOPLE

Una Huna? Ukpik Learns to Sew. Susan Aglukark [Inuk].
Illustrated by Amiel Sandland and Rebecca Brook. Inhabit Media, 2022.

SEPTEMBER 6

READ A BOOK DAY

Mi'kmaw Daily Drum: Mi'kmaw Culture for Every Day of the Week. Alan Syliboy [Mi'kmaq]. Nimbus Publishing, 2020.

SEPTEMBER 8

INTERNATIONAL LITERACY DAY

Runs With the Stars. Darcy Whitecrow [Ojibwe/Dakota] and Heather M. O'Connor. Illustrated by Lenny Lishchenko. Second Story Press, 2022.

SECOND SUNDAY IN SEPT.

GRANDPARENTS DAY

kā-āciwīkicik / The Move. Doris George [Cree] and Don K. Philpot. Illustrated by Alyssa Koski [Kainai Nation]. Swampy Cree translation by Doris George and Don K. Philpot. Heritage House Publishing, 2022.

SEPTEMBER 22 OR 23

AUTUMN EQUINOX

Mii maanda ezhi-gkendmaanh / This Is How I Know. Brittany Luby [Anishinaabe descent, paternal ancestors from Niisaachewan Anishinaabe Nation in Treaty #3]. Illustrated by Joshua Mangeshig Pawis-Steckley [Anishinaabe]. Anishinaabeowin translation by Alvin Ted Corbiere [Anishinaabe] and Alan Corbiere [Anishinaabe]. Groundwood Books, 2021.

SEPTEMBER 30

NATIONAL DAY FOR TRUTH AND RECONCILIATION / ORANGE SHIRT DAY

On the Trapline. David A. Robertson [Swampy Cree]. Illustrated by Julie Flett [Cree/Métis]. Tundra Books, 2021.

FIRST MONDAY IN OCTOBER

WORLD HABITAT DAY

Berry Picking at Four Mile Bay. Barbara Adjun [Inuk]. Illustrated by Kagan McLeod. Inhabit Education Books, 2021.

FIRST WEEK OF NOVEMBER

TREATIES RECOGNITION WEEK

Treaty Words: For As Long As the Rivers Flow, Aimée Craft [Anishinaabe/Métis]. Illustrated by Luke Swinson [Anishinaabe]. Annick Press, 2021.

NOVEMBER 13

NATIONAL KINDNESS DAY

Thunder and the Noise Storms. Jeffrey Ansloos [Cree] and Shezza Ansloos [Cree]. Illustrated by Joshua Mangeshig Pawis-Steckley [Anishinaabe]. Annick Press, 2021.

NOVEMBER 20

UNIVERSAL CHILDREN'S DAY

We All Play / kimêtawânaw. Julie Flett [Cree/Métis]. Greystone Kids, 2021.

HOST A FROM SEA TO SEA TO SEA STORYWALK®

A StoryWalk® is a great way to bring *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* to the outdoors. Here are some guidelines to help:

1. Choose a book *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* and contact the publisher to request permission. Publisher information is available in the *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* catalogue. Your local library may also have StoryWalk® kits available.
2. Determine a location where you can post the StoryWalk® pages. This can be a park, a schoolyard fence, along a trail or anywhere that has the space to display the pages.
3. Once agreed upon, the publisher will provide a high-resolution, print-ready PDF in spreads, or ask that you buy copies of the book to deconstruct for the StoryWalk®.
4. Your group will be responsible for the cost of printing the StoryWalk®. You will need to find an appropriate printer to print the PDF pages and laminate them (if so desired, but we recommend it).
5. Depending on the publisher, you may be able to add your own message at the beginning or end of the StoryWalk®. They may have other terms or specifications you'll need to abide by or may charge a small fee for the PDF and/or permission to use it.

IMPORTANT: A book's StoryWalk® pages cannot be altered in any way.

FAQ

What is a StoryWalk®? A StoryWalk® is a popular way for children, families and communities to experience the joy of reading in a creative way!

How does it work? Laminated page spreads from a picture book are mounted along an outdoor or indoor path. As you stroll down the trail, you're directed to the next page in the story. By the end, you've not only read a book, but enjoyed the outdoors, too!

What books can I use? For best results, we recommend reaching out to a publisher to request to host a StoryWalk®. Many publishers can provide a PDF to allow you to print the StoryWalk® and will advise you of any terms or conditions for use. Another option is to obtain at least two copies of the same book in order to pull apart the pages and display them in the right order.

IMPORTANT: You cannot just take a book, scan and reproduce it. Please contact the publisher for any questions you may have about format and use.

What costs are involved in hosting a StoryWalk®? Costs to take into consideration include:

- Permission fee or file fee from the publisher.
- Cost of printing the StoryWalk® pages. An additional fee may be charged for laminating the pages to help them hold up in all weather conditions.
- Cost of materials required to display StoryWalk® (e.g., posts or stakes, and adhesive to hold the pages in place).
- Any costs related to advertising and promotion of your StoryWalk® or use your organization's social media to spread the word!

What activities can I do on a StoryWalk®?

- Discuss the story before you start walking.
- Have fun with the story. Ask children to act it out or ask some questions.
- Discuss the story in between pages (i.e., What do you think will happen next? Why do you think [character's name] did that? Was there anything you especially liked about this book? Was there anything you disliked about this book? Was there anything that puzzled you?)
- Encourage children to spend time looking at the illustrations. What do the illustrations tell them about the characters or plot?

Can I re-use a StoryWalk® once I've created it?

- In most cases, yes! If you requested permission from a publisher, check your permission letter or reach out to confirm if you can extend or re-use your StoryWalk®

TIPS FOR MAKING A DIORAMA

1. Decide on the scene, location, environment.
2. Research the animals, habitat (e.g., desert, ocean, forest, outer space, etc.), seasonal changes, plant life.
3. Gather your objects and materials.
4. Create a plan on where to place objects: background, foreground, sky, etc.
5. Paint, colour or wallpaper your scene: sky, water, background, foreground.
6. Place your objects.
7. Older grades may add lights or sound effects.
8. Write a retelling and perform it.

ABOUT FROM SEA TO SEA TO SEA: CELEBRATING INDIGENOUS PICTURE BOOKS WITH THANKS

ABOUT THE COLLECTIONS

These are exciting times, with new picture books written by Indigenous authors and/or illustrated by Indigenous artists published more and more frequently.

The third edition of *From Sea to Sea to Sea: Celebrating Indigenous Picture Books* builds on the previous two collections and is a curated collection consisting of 25 of the best Indigenous picture books published in Canada between 2020 and 2022.

In selecting the books, care was taken to ensure that this collection reflects the diversity of First Nations, Métis and Inuit voices from sea to sea to sea, and that the titles are available, and in print, for anyone who wishes to access them.

Visit all three *FROM SEA TO SEA TO SEA: CELEBRATING INDIGENOUS PICTURE BOOK* collections at: ibby-canada.org/indigenous-picture-book-collection/

ABOUT ELDER RETA SANDS-CLEMENT

Raised by her Nookmis and Mishomis who took on this role when her young mother left home to work as a domestic in Detroit, Michigan, Reta shares that with her grandparents, “It was natural to speak our Native language.”

Reta speaks warmly of her Mishomis and Nookmis. “Mishomis was so supportive. Every morning he made a fire and cooked oatmeal before I went to school.” Nookmis taught her how to tie quilts while she recuperated for a month from an ankle injury. This early interest in quilting led to Reta’s 30-year involvement in the annual Remembrance Day Quilt show. Every year, Reta helped Nookmis pick bittersweet, which they would sell in the USA for grocery money. To this day, Reta honours her grandmother Irene, by taking flowers to her gravesite.

Reta currently shares her knowledge five days a week at a Language Nest stating, “it is a thrill to hear children speak our Anishinaabemowin words.” Also, three evenings every week Reta can be found teaching Anishinaabemowin and sharing songs with adult learners.

Each year, Reta attends the annual Anishinaabemowin Native Language Conference in Sault Ste. Marie, Ontario.

About the books, Reta further shares, “The words and beautiful illustrations in Indigenous storybooks appeal to children who love pictures and listeners love the rhythm of the spoken word. Storytelling has always been our means of sharing history and traditions.”

ABOUT THE RESOURCE WRITER, LINDA LOU CLASSENS

Linda Lou Classens is an Ojibway Librarian/CEO at Bkejwanong First Nation Public Library. She holds a Bachelor of Arts, Bachelor of Education, and Master of Education. Linda Lou taught on her 'Rez' Walpole First Nation and at First Nations in Manitoba and British Columbia. Early literacy, creative writing, and developing partnerships to reach more children with the message of literacy and stories are her strong interests.

Thank you to all those who worked on the third edition of
FROM SEA TO SEA TO SEA: CELEBRATING INDIGENOUS PICTURE BOOKS:

Project Chair:
Colette Poitras

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ABOUT IBBY CANADA

IBBY Canada is a not-for-profit organization dedicated to creating a more inclusive and equitable world by connecting children to books that spark the imagination, challenge thinking, and promote friendship and understanding between cultures around the world. We are one of more than 80 national sections of IBBY (the International Board on Books for Young People), founded in 1953 to bring books and children together. IBBY Canada was formed in 1980 to enact positive change through children's literature by supporting, promoting, and honouring creators of Canadian children's literature and encouraging the creation and distribution of quality children's literature.



Présidente d'honneur vice-royale :
Son Excellence la très honorable Mary Simon Gouverneure générale du Canada

Viceregal Patron:
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www.ibby-canada.org

ABOUT BIBLIOVIDEO

BIBLIOVIDEO is the YouTube channel all about Canadian books for kids and teens brought to you by the Canadian Children's Book Centre. It is the place to be for librarians, teachers, families, authors, illustrators, researchers, and anyone who wants to discover great Canadian books for young people.

New entries are posted to the channel weekly. Look for the [Indigenous/Autochtone playlist](#) which includes videos in English, French, and some Indigenous languages, including coverage of the launch of this and the previous edition of the educators' resource for *From Sea to Sea to Sea: Celebrating Indigenous Picture Books*.

Subscribe to [Bibliovideo](#) and help promote the work of Canadian authors, illustrators and publishers.

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