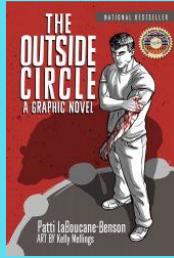


Secondary English Language Arts Cycle One and Two

Truth and Reconciliation

The Outside Circle
 🇨🇦 Patti
 LaBoucane-Benson



The graphic novel is a tale of trauma and hope. It gives a face to the countless stories of violence and devastation caused by the Canadian government, including the 1867 *Indian Act* and the Sixties Scoop.

Looks Like Daylight: Voices of Indigenous Youth
 🇨🇦 Deborah Ellis



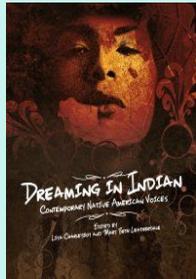
More than 40 Indigenous young people from all across North America discuss their life history, hopes and advice based on their own experiences.

The Marrow Thieves
 🇨🇦 Cherie Dimaline



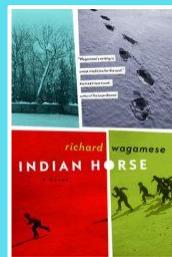
A plague is affecting all but the Indigenous, who are hunted and 'harvested' in an attempt to find a cure. In order to survive, 16-year-old Frenchie joins a small band of fugitives, determined to find a new life in the northern woods.

Purpose for Reading:
Truth and Reconciliation Call to Action No. 62 - Education for Reconciliation
 Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a...requirement for...(all) students...



Dreaming in Indian: Contemporary Native American Voices
 🇨🇦 Lisa Charleyboy & Mary Beth Leatherdale

This collection of contemporary Indigenous voices features autobiographical poetry, prose, photo essays and visual art on topics such as music, fashion, food, identity, racism, poverty and ancestral cultures.



Indian Horse
 🇨🇦 Richard Wagamese

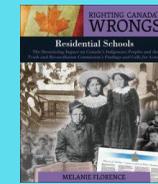
The story of one Anishinabeg (Ojibway) child's forced march toward manhood via residential schooling—and his own healing road back to his people.

Fire Starters
 🇨🇦 Jen Storm



Ron and Ben find themselves in trouble when the local gas bar on Agamiing Reserve goes up in flames, and they are wrongly accused of arson. As the investigation goes forward, community attitudes are revealed, and the truth slowly comes to light.

Anchor Text



Residential Schools: Righting Canada's Wrongs
 Melanie Florence

Sample Questions to Guide Discussion:

Richard Wagamese writes: "If we want to live at peace with ourselves, we need to tell our stories." In small groups, discuss how this idea is explored through one or more of the texts.

In small groups, discuss what they have learned about the issues related to Canada's colonial past and its treatment of Indigenous people.

Sample Activities to Complement Discussion:

Use the texts for literature circle discussion groups. Have students select a book to read and meet regularly to discuss it.

Create a multimedia presentation that explores an issue discussed in the text. Choose a narrow topic for the presentation and share it with an audience of peers and adults.

Suggested Keywords: 1960's, assimilation, Canadian history, decolonization, discrimination, healing, Indigenous peoples, interconnectedness, oppression, prejudice, residential schools, self-determination, Truth and Reconciliation Commission



Literature hand-picked for today's students by Québec educators