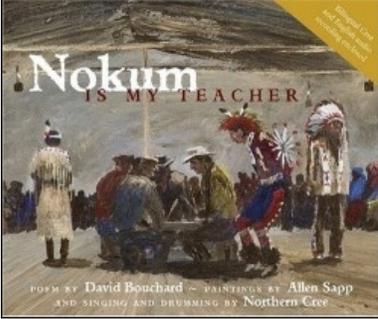
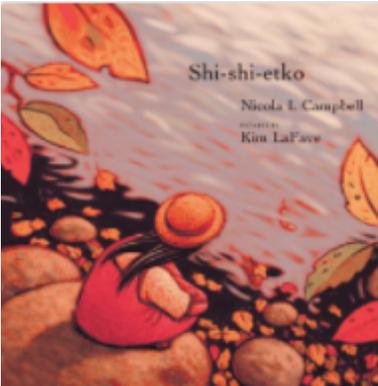
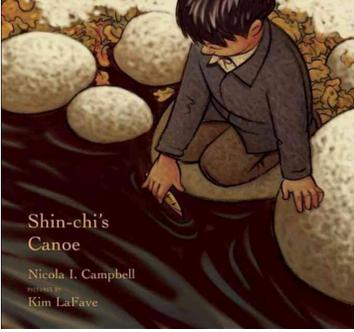
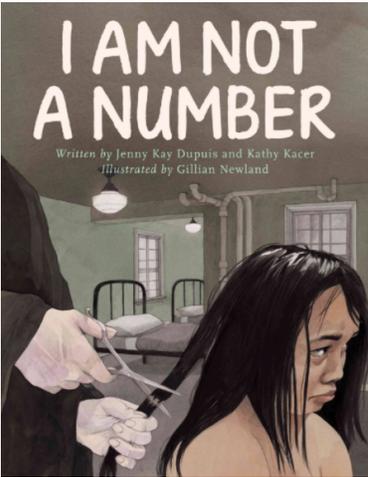
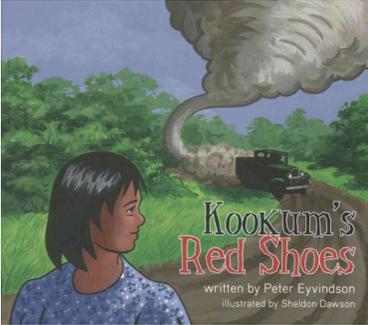
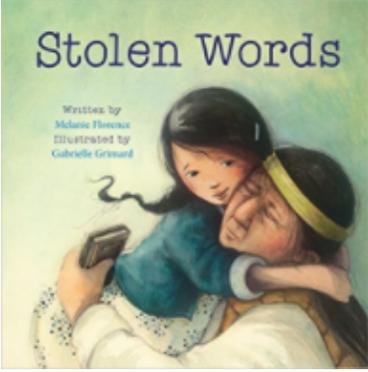
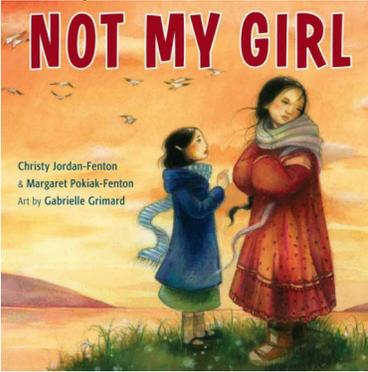


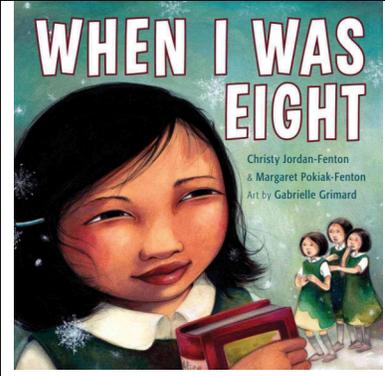
Annotated Bibliography by Danielle Desjardins

Residential Schools

Author, Title	Description	Grade Level
<p>Bouchard, D. (2006) <i>Nokum is my Teacher</i></p> 	<p>This book is a poetic dialogue between the author and his Nokum (grandmother), where the author is questioning why he has to go to school and read when he would rather be outside exploring nature, or listening to traditional drummers drum and sing. He wonders if knowledge outside the reserve has any value to his way of life. His Nokum explains how reading opens up so many possibilities, even though she never learned to read. She skillfully questions him and guides him to understand the importance of learning about the world around him, while maintaining and respecting his own culture on the reserve. In the end the author is determined to learn as much as he can, through reading.</p>	<p>PreK – Grade 3</p> <p>This book is in both English and Cree, and comes with an audio recording of David Bouchard reading the story accompanied by the drumming group Northern Cree.</p>
<p>Campbell, N. (2005) <i>Shi-shi-etko</i></p> 	<p>Shi-shi-etko is a little Aboriginal girl who is counting down the days until she will go to residential school. She is excited to go to school however her mother is worried that she will forget her home and the songs and dances of her people. She memorized everything she could, including the way the grass moved in the wind. Her relatives all came to visit and say good-bye before she left for school. Her Yayah (Grandmother) gave her a small leather bag to keep all her memories in. When the truck arrived to take the children away to school, Shi-shi-etko buried her small bag of memories under an old tree.</p>	<p>PreK – Grade 3</p> <p>Nicola Campbell does not introduce Shi-shi-etko's residential school experience, and instead explains in the introduction about the history of residential schools.</p>
<p>Campbell, N. (2008) <i>Shin-chi's Canoe</i></p>	<p>This book is the sequel to Shi-shi-etko. Shi-shi-etko is on her way back to residential school with her younger brother Shin-chi. We learn that Shi-shi-etko had been punished at school for not understanding English and the teacher cut her</p>	<p>PreK – Grade 3</p> <p>Discussions can center around Shi-sh-etko's experiences, as well as Shin-chi's longing for home. The story provides</p>

 <p>Shin-chi's Canoe by Nicola I. Campbell illustrated by Kim LaFave</p>	<p>beautiful braids.</p> <p>This story goes into detail about what residential schools were like for Aboriginal children. From leaving their parents, to getting their haircut short and not being allowed to speak their own language or to speak with their own family members, there are many opportunities to discuss feelings with children of all ages. At the beginning of the book is another description of the history of residential schools, going into more detail about the hard work and difficulties Aboriginal children experienced at these schools.</p>	<p>children with insight into these Aboriginal children's loving family and cultural traditions, as well as the hardships they encountered once taken to the residential school.</p>
<p>Dupuis, J.K., & Kacer, K. (2016) <i>I Am Not A Number</i></p>  <p>I AM NOT A NUMBER Written by Jenny Kay Dupuis and Kathy Kacer Illustrated by Gillian Newland</p>	<p>Based on a true story. Irene and her family live on the reserve. One day the Indian Agent came to take all the children to a residential school far from the reserve. Irene's parents did not want to let Irene and her two brothers go, however, they had no choice. At the residential school the nuns separated the boys and girls, and each were given a number for a name. Irene's name at the residential school was 759. Her hair is cut short, and she was punished for speaking her Aboriginal language.</p> <p>This book gives a detailed account of some of the abuse that children experienced at residential school.</p>	<p>PreK – Grade 3 This book elicits discussions about how it feels to leave your family, and what it would be like to be at school with teachers who hurt children. Children can also discuss how to talk about difficult situations with parents, and how Irene's parents felt once they knew what was happening to their children. This book explores some harsh realities of residential schools and might need to be simplified for younger children.</p>
<p>Eyvindson, P. (2011) <i>Kookum's Red Shoes</i></p>  <p>Kookum's Red Shoes written by Peter Eyvindson illustrated by Sheldon Dawson</p>	<p>Peter Eyvindson tells the story of a Kookum's (grandmother) experience of leaving her family for the residential school and how it changed her relationship with her when she returned. The story centers on a pair of special red shoes that her parents bought for her, which she never wore outside and kept safely in a box. When she returned from residential school, two years later, the shoes no longer fit. Like her shoes that no longer fit, she no longer fit in with her family or community. *Neither the author or</p>	<p>PreK – Grade 3 This book references the story "The Wizard of Oz" and explores what it is like to love something only to have to leave it behind. Children can discuss how it felt to have to leave for residential school, and leave your family and belongings. Children can also consider how the parents in the story felt when their little girl was taken away to school, and how their own parents might feel if they were</p>

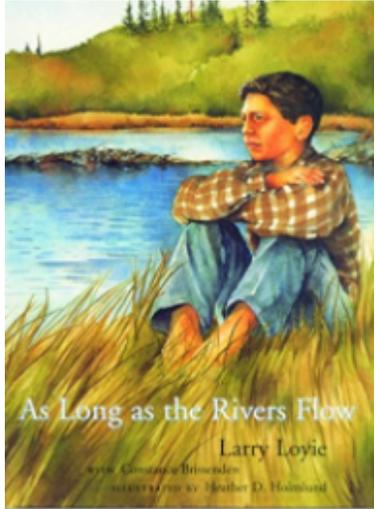
	<p>the illustrator appear to be Aboriginal</p>	<p>ever taken from them. This book also allows for discussions about change, and/or instances when children might feel out of place, or do not belong.</p>
<p>Florence, M. (2017) <i>Stolen Words</i></p> 	<p>A little girl asks her grandfather to say something in his language – Cree- he tells her that his language was stolen from him as a boy at residential school. The little girl sets out to help her grandfather find his language again.</p>	<p>PreK – Grade 3 This story creates opportunities to discuss with children the pain of those whose culture and language were taken from them, how that pain is passed down, and how healing can also be shared. Children can also be asked how they would feel if this happened to them at school.</p>
<p>Jordan-Fenton, C. & Pokiak-Fenton, M. (2014) <i>Not My Girl</i></p> 	<p>Based on a true story. A ten year old girl named Margaret excitedly returns home by boat after being at a residential school for two long years. On the shore her family is waiting for her. She runs to them, only to find that her mother does not recognize her and says in what little English she knew “Not my girl”. Her siblings also do not respond to her. Margaret is saddened, however, her father embraces her tightly and calls her by her Inuit name, Olemaun, and then her mother also joins the embrace. Her cultural food is now unfamiliar to her and she no longer feels a part of her family or culture. Her first few weeks home were difficult, as she tried to relearn her language and hunting skills. Even her old friends she used to play with were not allowed to play with her anymore, because she was considered an “outsider”. She must relearn her language and culture to find her place in her community again.</p>	<p>PreK – Grade 3 This story describes elements of Inuit culture, including food and traditional ways of hunting and fishing. This story evokes feelings of sadness as the little girl struggles to become a part of her family and community again. Children can discuss what it would feel like to have to leave home for a long period of time, learn a new language and not be able to speak their own language. *may need to be simplified for younger children.</p>
<p>Jordan-Fenton, C. & Pokiak-Fenton, M. (2013) <i>When I was Eight</i></p>	<p>An eight-year old Inuit girl describes how she knew many things about her culture, however she did not know how to read books. Her older sister knew how to read, and she longed to</p>	<p>PreK – Grade 3 This story introduces children to Inuit culture and traditions. It also exposes them to some of</p>



learn to read books by herself. Her father would not let her go to residential school, however she insisted, and he eventually gave in. He took her to residential school and left her there. A nun cut her hair and took her parka and clothes. She was given a smock and socks that were too big for her. She was given an English name, Margaret and was made to do many chores. She longed to learn to read, however instead of learning to read, the nun just gave her chores to do and punished her for not knowing how to read.

the hardships experienced by Aboriginal children when they attended residential school and how difficult it could be. Children can discuss and reflect on what it feels like to be at a school with a teacher who does not like them, and how it would feel to do chores all day long.

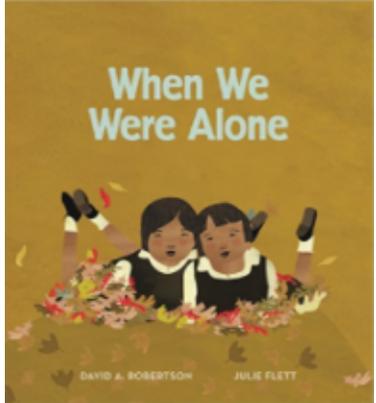
Loyie, L. (2003)
As Long As the Rivers Flow



Starting in the 1800s and continuing into the 20th century, First Nations children were forcibly taken to government-sponsored residential schools to erase their traditional languages and cultures. This moving book tells of one such child, author Larry Loyie, and his last summer with his Cree tribe. It is a time of learning and adventure. He cares for an abandoned baby owl, watches his grandmother make winter moccasins, and sees her kill a huge grizzly with one shot.

PreK – Grade 3

Robertson, D. (2017)
When We Were Alone



When a young girl helps her grandmother in the garden, she notices things about her grandmother that make her curious. Why does she have long, braided hair? Why does she speak another language? She asks her grandmother these questions, her grandmother tells her about her life in a residential school.

PreK – Grade 3