

TEACHABLE BOOKS

Indigenous Voices: Violence Against Indigenous Women

By Melanie Mulcaster

GRADE LEVEL: Secondary (11-12)

THEME: Indigenous Voices

SUB-THEMES:

Violence Against Indigenous Women, Families, Identity/Self-Esteem/Confidence, Heritage and Culture, Social Justice, Human Rights

LEARNING FOCUS

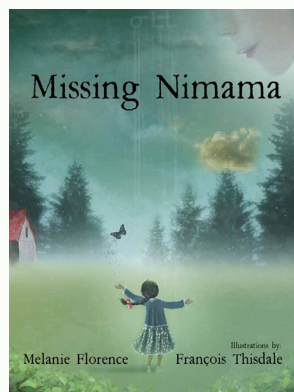
In this learning experience students will:

- Gain knowledge reading texts from diverse cultures
- Learn how to understand texts, by connecting the ideas in them to our own knowledge, experience, insights, other familiar texts, and to the world around us
- Explore how to generate calls to action for specific purposes and audiences through the creation of multi-modal media texts

FEATURED BOOKS



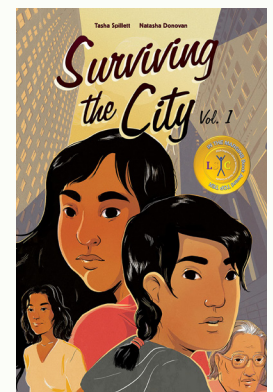
If I Go Missing by Brianna Jonnie and Nahanni Shingoose, illustrated by Neal Shannacappo (James Lorimer and Company, 2019)



Missing Nimama by Melanie Florence, illustrated by François Thisdale (Clockwise Press, 2015)



Will I See? by David A. Robertson, illustrated by GMB Chomichuk (HighWater Press, 2016)



Surviving the City by Tasha Spillett, illustrated by Natasha Donovan (HighWater Press, 2018)



LEARNING EXPERIENCE

MINDS ON PROVOCATION

Choose two photos to display to the class from the Red Dress Project [collection](#).

Ask students to choose the photo that resonates the most with them. If they were to caption this photo for a news story or artistic display, what might the caption be?

Have students explore the Red Dress [choice grid](#) to help build knowledge.

READ, PLAN, AND PRACTICE

Before Reading:

- Before reading the main text, ask students to watch this [video](#). Is Canada living up to this promise or ideal? Are our Indigenous peoples treated equally?
- Have students fill out an anticipation guide to direct their thinking. An example of an anticipation guide that could be used and/or modified is linked [here](#). (Statements retrieved from the Native Women's Association of Canada [Violence Against Aboriginal Women](#) fact sheet.)

During Reading:

- As the text is being shared or read out loud, have students sketch, take voice notes or jot down points that resonate with them.
- Pose the question: How does the use of colour impact the message being sent?
- The text “Will I See?” by David A. Robertson is a companion text that could be used for further inquiry and provocation.

After Reading:

- Have students re-visit their anticipation guides. Has their thinking changed? Is Canada living up to its promise or ideal? Are our Indigenous peoples treated equally?
- What is the call to action that needs to be made?

MAKE, TINKER, AND MODIFY

Using the [work](#) of Angela Stockman (slide 30) as a guide, how might we encourage learners to create/build a learning artifact that reveals:

- The need for readers to take action
- The purpose for calling readers to action
- A strategy for calling readers to action

Options could include: sketchnote or infographic sculpture, painting or drawing, photo essay, poem or dramatic presentation, loose parts creation or virtual loose parts creation ([example](#)).



Encourage students to use white, black and red materials to correspond with colours of the text Audio podcast/song or recording. Here are some [Creative Tools for Making and Sharing](#).

REFLECT AND CONNECT

What resonated with you in this learning?

What questions or connections might you still have?

What is the strongest or most compelling aspect of your learning artifact that you want people to notice or know?

Who else needs to hear this message? Where and how might this call to action be amplified and shared next?

ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THIS SUB-THEME

- [Missing and Murdered Indigenous Women and Girls \(MMIWG\)](#) (UBC Library)

ADAPTATIONS FOR THIS LESSON

This learning experience could be adapted for use in online learning environments. Use virtual collaborative tools to curate and collate thinking (i.e. Jamboard, Google Docs and Slides). The choice grid was created using Google Slides. For more information on how to create choice grids, please see the linked YouTube [playlist](#) (credit: Tina Zita, Teacher Librarian, Aylesbury Public School).

MORE RESOURCES

- [The United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Turtle Island Reads](#) (Curio)
- Their Voices Will Guide Us [educational kit](#) (School District 57, Prince George)
- [Indigenous Perspectives Education Guide](#) (Historica Canada)
- [Fact Sheet: Violence Against Aboriginal Women](#) (Native Women's Association of Canada)
- Moose Hide Campaign [resources](#) (Moose Hide Foundation)
- [Truth and Reconciliation of Canada: Calls to Action](#) (Truth and Reconciliation Commission of Canada)
- Brianna Jonnie [news story](#) (APTN National News)
- [Reading Strategies](#) (Think Literacy)

