



# INTRODUCING INDIGENOUS CONTRIBUTIONS AND ISSUES

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LESSON PACKAGE FOR GRADES 4 TO 6

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THEME: RECONCILIATION | SUBJECT: SOCIAL STUDIES



Canada

# WE Are Canada

## INTRODUCING INDIGENOUS CONTRIBUTIONS AND ISSUES

### WE LEARNING FRAMEWORK SKILLS LEGEND:



ARGUMENT  
FORMATION



INFORMATION  
LITERACY



LEADERSHIP  
SKILLS



ORGANIZATION



ACTION  
PLANNING



RESEARCH AND  
WRITING



CRITICAL  
THINKING



REFLECTION

**THEME:** Reconciliation

**SUBJECT:** Social Studies

**GRADE LEVEL:** Grades 4 to 6

### LESSON PACKAGE OVERVIEW:

By understanding the history, cultures and geography of Indigenous Peoples (First Nations, Métis and Inuit) and the contributions they have made to wider Canadian society, students will develop cultural awareness and raise awareness about current issues and why they occur within our communities.

### ESSENTIAL QUESTION:

- How does learning about Indigenous Peoples and celebrating their contributions raise awareness about the issues faced by communities?

### STUDENT LEARNING GOALS:

Students will:

- Learn about the history, cultures and geography of Indigenous Peoples by studying and analyzing texts about the diverse aspects of their geography, history and cultures across Canada
- Develop a stronger understanding of Indigenous Peoples identity and how cultures and groups can work together
- Take action and raise awareness about a current issue occurring within Indigenous communities through research and understanding

### WORD BANK

**Aboriginal**—inhabiting or existing in a land from the earliest time or from before the arrival of colonists.

**Allies**—a state formally cooperating with another for a military or other purpose, typically by treaty.

**First Nations**—people from one of Canada's culturally diverse Indigenous groups who are not Métis or Inuit.

**Indigenous**—originating or occurring naturally in a particular place.

**Reconciliation**—the restoration of friendly relations.

**Treaties**—a formally concluded and ratified agreement between countries.

### MATERIALS AND RESOURCES

- Computer with Internet connection
- Projector
- Blackline Master 1: Umbrella Issues in First Nations, Métis and Inuit Communities
- Blackline Master 2: Advocacy Letter Research Planner
- Blackline Master 3: Advocacy Letter Template
- Blackline Master 4: Research Links

### Recommended Assessment as Learning:

You know your students best—their learning styles and preferences, skill levels, and knowledge. You are also best positioned to anticipate the habits of mind that will make this lesson package successful.

In this lesson package, teaching strategies include collaborative group work and discussion and individual reflection, and suggestions for demonstration of learning include reflective letter writing and the deconstruction texts. Please make any accommodations or modifications that serve your students.

## LESSON 1:

# EXAMINING FACTS



### SUGGESTED TIME:

75 minutes

**EDUCATOR'S NOTE:** Post all the questions on the chart so it can be used to guide future research.

## Investigate and Learn

**EDUCATOR'S NOTE:** During the discussion about poverty and living conditions in other countries, students may need reminding about respectful language and having an open and fact-minded frame of mind.

1. To begin the process of thinking and reflecting in the classroom, write the seven facts below on the front board. Tell students they are about a particular group of people in a country. Read through them as a whole class:

- 40% of young people live in poverty.
- They are 6 times more likely to be killed than anyone else in the country.
- They make up 48% of all children in foster care.
- 39.8% of people have not completed their high school diploma.
- 1 in 4 people report that their homes are in need of major repair.
- 32% of schools have issues with access to clean drinking water.
- 6 out of 10 people aged 12 and older are diagnosed with at least one chronic illness.

Sources: [statcan.gc.ca](http://statcan.gc.ca), [policyalternatives.ca](http://policyalternatives.ca)

2. Ask students: "Which group of people, in which country, do you think these statistics describe?" In groups, discuss their answers and write a short rationale. Teacher will discuss and summarize on the board.

3. Show the video "Eleven facts about the gap between First Nations and the rest of Canada.": [www.theglobeandmail.com/news/news-video/video-rich-country-poor-nations-11-startling-statistics-about-the-disparity-between-indigenous-people-and-the-rest-of-canada/article22852873/](http://www.theglobeandmail.com/news/news-video/video-rich-country-poor-nations-11-startling-statistics-about-the-disparity-between-indigenous-people-and-the-rest-of-canada/article22852873/).

4. Discuss the facts/statistics and the video with the students.
  - Why do you think that these statistics are important?
  - In your mind, when you think about the people living in these areas, what are you picturing?
  - What are some descriptive words to describe the living conditions of people living in these areas?

5. **RECOMMENDED ASSESSMENT OF LEARNING:** Use the questions in step four as a personal reflection. This can be written or drawn as a visual.

## LESSON 2:

# WHO ARE THE FIRST NATIONS, MÉTIS AND INUIT?



## SUGGESTED TIME:

75 minutes

1. Introduce students to the terms *Indigenous*, *Aboriginal*, *First Nations*, *allies* and *treaties*. This will create a basis for the upcoming lessons and bridge students' learning and understanding. Present the definitions as a gallery walk around the classroom. Students must write one word which describes their understanding below each definition.
2. Ask students:
  - a. In their life, do they have an ally? Who is this ally and why are they important?
  - b. Have students previously formed a treaty with another person or individual? What treaties have they used in their lives?
3. Ask students, "What does *Indigenous* mean?" and "Who are Indigenous Canadians?" As a class, create a definition which explains the holistic concept of the word.
4. Tell students that in Canada, there are three distinct groups who identify as Indigenous; First Nations, Métis and Inuit. Each group has their own distinct geographical location, language(s) and cultural differences. As a class, create a Y chart which highlights the basic differences in the three overarching groups. The chart should also highlight the regions in Canada where communities reside, their languages and their cultural contributions.

Below are examples of information that can be included within the chart.

**EDUCATOR'S NOTE:** You may want to conduct research prior to the class to include essential facts for student knowledge.

- a. **First Nations:**
  - i. 617 First Nations communities in Canada
  - ii. 50 reported Indigenous languages
  - iii. 1.4 million people who identify as being an Aboriginal person who represent 4% of Canada's population.
- b. **Métis:**
  - i. An old French word meaning: "mixed"
  - ii. People of mixed First Nations and European heritage
  - iii. Have a distinct culture and traditions
- c. **Inuit:**
  - i. Original inhabitants of the Arctic region
  - ii. 53 Inuit communities
  - iii. 70% speak Inuktitut

- iv. Reside within Nunatsiavut (Labrador), Nunavik (Northern Quebec), Nunavut and the Inuvialut Settlement Region.

Source: "Indigenous peoples and communities peoples," Indigenous and Northern Affairs Canada: [www.aadnc-aandc.gc.ca/eng/1100100013785/1304467449155](http://www.aadnc-aandc.gc.ca/eng/1100100013785/1304467449155)

5. Show students the map of First Nations communities within Canada to demonstrate the range and variety of communities that reside across Canada. Ask students to think about the area within which they currently reside. What is the name of the First Nations community that lives within the same area?

Source: "First Nations Profiles Interactive Map," Aboriginal Affairs and Northern Development: [fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html](http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.html)

### LESSON 3:

## INDIGENOUS CONTRIBUTIONS TO CANADA



### SUGGESTED TIME:

75 minutes

1. Prepare students to listen to the story of Claire and her grandfather with the class: [www.aadnc-aandc.gc.ca/eng/1303145519542/1303145749835#chp4](http://www.aadnc-aandc.gc.ca/eng/1303145519542/1303145749835#chp4)

**EDUCATOR'S NOTE:** Students have the choice to listen to and follow along with the story or individually read the story.

2. Write the following questions on posters around the room before the reading of the story. After listening or reading the story, ask students to take a few minutes to walk around the room and write down any information they learned from the story.
  - How have Indigenous Peoples contributed to the development of Canada?
  - What contributions did Indigenous Peoples make to colonial settlements?
  - How have Indigenous languages contributed to the names of Canadian places?
3. Share the story of Claire and her grandfather which is about the contributions that Indigenous Peoples made to Canadian society. Use the Y-chart from the previous lesson. As students are reading or listening to the story, ask students to add in information that they have come across in the story.
4. Using the interactive map of First Nation communities across Canada (First Nations Profiles Interactive Map: [fnpim-cipn.aandc-aadnc.gc.ca/index-eng.html](http://fnpim-cipn.aandc-aadnc.gc.ca/index-eng.html)), as a class, reflect on the contributions made by Indigenous Peoples to Canadian society. Tell students that First Nations, Métis and Inuit communities make many contributions to Canada. Ask students to think of some of these contributions and create a mind map on the front board.
5. Highlight two of the contributions made by Indigenous Peoples to Canadian society from the mind map. As a class, conduct a search into the origin of this contribution and which community it specifically originated from. Locate the community on the map, if possible.

For example: **The canoe**

- The canoe was carved out of massive white birch trees on the Pacific Coast.
- It could carry a great load but was also light enough to move quickly. It was the principle source of transportation.
- The word "canoe" comes from the Arawak language "canoa" of the Native Caribbean.
- Algonquin communities used the canoe for travel and trade.



**EXTENSION:** Students may conduct research on the Internet to complete this activity individually and find the origins of more than two contributions.

Prior to the lesson, research the origins of the city/town/suburb name. Tell students about the origins of the place where they live. Ask students to think about the name of the suburb, town, city or province that they live in. Does the name originate from an Indigenous language?

In pairs, ask students to choose one city or province with an Indigenous language origin. Research the origin and present this information to the class.

### REFLECTION:

7. Ask students to think about all of the contributions that were shared in the story "Claire and her Grandfather" and in their research from today's lesson.

**Exit ticket:** Ask students to think about the following questions and write their answer on a sticky note.

Indigenous Peoples have made many contributions to Canadian society, why is more not being done to support communities residing in poverty?

Students have developed an understanding that Indigenous Peoples in Canada are living in conditions which resemble that of the developing world. Why is there such a difference in the education, health and living standards between First Nations, Métis and Inuit communities and Canadian society?

## LESSON 4:

# UNDERSTANDING THE ISSUES



### SUGGESTED TIME:

150 minutes

## Action Plan

**EDUCATOR'S NOTE:** The aim of this activity is to build students' research skills by having them delve even deeper into the facts and figures associated with their issue(s) of choice. Teachers may wish to conduct some prior research to better guide students in selecting a social/economic/environmental/political issue of focus, which affects specific communities or numerous communities across provinces and territories. Seek assistance from your librarian in selecting texts which will enhance student understanding about key issues.

issue that affects a specific community, or communities in general, have them use the form template **Blackline Master 3: Advocacy Letter Template**, to write a letter to a local Member of Parliament (MP) or to the Minister of Indigenous and Northern Affairs. The letters should express the students' concern about the issues they've chosen, the impacts on a community or group of communities (using factual and statistical data where possible), and their hope(s) for what the provincial/territorial/federal government can do to help improve the current state of affairs. Students should use their planner, **Blackline Master 2: Advocacy Letter Research Planner**, to help them complete the requirements for paragraph two.



**ENRICHMENT:** Students who look for or require a challenge can elaborate upon the form template by expanding upon the present and future impacts of these issues on the given community/communities.

1. Ask students to recall some of the facts and data (presented in Lesson 1) on the diverse issues that are negatively affecting First Nations, Métis and Inuit communities across Canada and how this information makes them feel. Students should be able to recall facts and communicate, with justification, how that new knowledge makes them feel—surprised, upset, angry, curious and confused.
2. Now that students have identified some specific issues, provide a general overview of what causes social, economic, environmental and political issues within First Nations, Métis and Inuit communities. Note the interconnections of many of these issues (e.g., living in poverty can affect a child's health as well as their ability to do well in or even graduate from school, which may affect their ability to become employed when they become an adult). Project **Blackline Master 1: Umbrella Issues in First Nations, Métis and Inuit Communities** for a visual snapshot of some of the umbrella issues affecting many communities across the country, as well as some specific issues or statistics that fall under umbrella issue categories.
3. Take time to discuss the umbrella issues with students. What surprises them? What upsets them? What confuses them? What connections can they make between the issues and/or statistics? Then, ask students to generate two to three short and long-term impacts that these issues could have on individuals, families and communities.
4. Have students pick an issue that they are passionate about and conduct research using books, any of the above provided web links (found on **Blackline Master 4: Research Links**) or more current resources. Using **Blackline Master 2: Advocacy Letter Research Planner**, have students take notes on their issue, identifying the source(s) of information and three to five key points of information about their issue of choice.

## Take Action

5. Now that students have taken time to further research an

## LESSON 5:

# SHARE YOUR LEARNING



## SUGGESTED TIME:

60 minutes

## Report and Celebrate

1. Share the learning process and the action students took with the student body and school staff.

Challenge them to speak to their school and local community about the issues in First Nations, Métis and Inuit communities in Canada and raise awareness.

2. Through the research completed, the actions implemented by students and the process of reflection, students should understand the importance of taking action when they identify problems.
3. Encourage students to think about how they, as an individual are able to create change in their communities. As a young member of society, what other issues are they passionate about and how can they make small changes in their actions to make an impact? How can they become involved in raising awareness about issues that affect Indigenous Canadians?
4. Ask students to reflect further to understand the consequences of the Take Action section:
  - Do schools have a responsibility to teach Indigenous studies and actively seek ways to integrate Indigenous perspectives? Explain your response.
  - Should teachers/schools have the right to "opt out" of teaching Indigenous studies or is it a school's/school board's responsibility to teach/mandate these studies? Explain your response.
5. As a Canadian and a global thinker, what have you learned about the importance of identifying problems and making change? How can you share these lessons you've learned with others now and in the future?



**EXTENSION AND ENRICHMENT:** Students have had the opportunity to learn about current issues occurring in First Nations, Métis and Inuit communities. Encourage students to reflect on how these issues affect their personal lives. Allow the opportunity for students to either write a journal, create a song or poem or artwork for these reflections and realizations.

# Blackline Master 1:

## Umbrella Issues in First Nations, Métis and Inuit Communities

### UMBRELLA ISSUES

EDUCATION	ENVIRONMENT	HEALTH	HOUSING	POVERTY	UNEMPLOYMENT
<ul style="list-style-type: none"> <li>• A K-12 completion rate of only 49%</li> <li>• No or limited access to schools on many Reserves across Canada</li> <li>• Students needing to travel away from their families and friends for high school</li> <li>• High turnover of teachers within schools, as well as teachers who sometimes lack deep knowledge and understanding of Indigenous cultures and history</li> <li>• Low graduation rates, leading to issues with unemployment and low income</li> <li>• Low literacy levels, making future academic and career success a greater challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Boil water advisories</li> <li>• Pressures placed on governments by large industries (mining, oil, forestry, coal, fracking, etc.) to extract and use natural resources from Indigenous land</li> <li>• Extraction of natural resources and abuse of Indigenous land leading to air, soil and water contamination, which can also lead to food source contamination</li> <li>• Communities living far North experiencing difficult conditions to grow self-sustaining and nutrient-rich crops</li> </ul>	<ul style="list-style-type: none"> <li>• Disproportionate burden of nutrition-related illness, including nutritional deficiencies, childhood obesity and Type 2 diabetes</li> <li>• Boil water advisories</li> <li>• Limited access to fresh produce, protein and dairy products</li> <li>• Limited access to medical professionals (doctors, nurses, dentists, specialists, rehabilitation therapists, etc.)</li> <li>• Limited access to medical and nursing clinics as well as hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• Poor and/or unsafe housing conditions, especially due to mould</li> <li>• Cramped living conditions</li> <li>• Housing shortages in certain communities</li> <li>• Poor insulation making winters extremely cold and summers quite hot</li> <li>• Long wait lists to receive government housing</li> <li>• Most Indigenous Peoples living on Reserves technically do not own their homes. (The properties are held "in trust" by the government)</li> <li>• This can affect an individual's ability to build credit and/or equity, making it even more difficult to exit the cycle of poverty</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of Indigenous children live in poverty</li> <li>• Although Canada's Indigenous population makes up only 4% of the national population, in 2014, 13.6% of food bank users were Indigenous</li> <li>• Food insecurity for Indigenous children (and adults) living on and off Reserve ranges from 21% to 83%, compared to 3% to 9% for non-Indigenous Canadians</li> <li>• High costs for most goods (food, supplies, etc.) since many First Nations, Métis and Inuit communities come far from urban hubs</li> </ul>	<ul style="list-style-type: none"> <li>• Unemployment rate of 25%, which is three times higher than the Canadian average</li> <li>• Low incomes can lead to poverty</li> <li>• Frequent barriers to employment including: limited literacy skills and education completion; cultural differences; racism, discrimination and stereotypes; low self-esteem; poverty and poor housing; lack of driver's license; lack of transportation; lack of child care</li> </ul>

**SOME SPECIFIC ISSUES AND FACTS TO FURTHER INVESTIGATE**



# Blackline Master 2:

## Advocacy Letter Research Planner

<b>ISSUE:</b> I have chosen to focus on the issue(s) of _____ in Indigenous communities in _____.	
<b>RESEARCH SOURCES:</b>	<b>INTERESTING AND IMPORTANT FACTS AND STATISTICS</b>
Title: _____ _____  <input type="checkbox"/> Print <input type="checkbox"/> Web <input type="checkbox"/> Other	
Title: _____ _____  <input type="checkbox"/> Print <input type="checkbox"/> Web <input type="checkbox"/> Other	
Title: _____ _____  <input type="checkbox"/> Print <input type="checkbox"/> Web <input type="checkbox"/> Other	
How does this issue affect Indigenous Peoples, families and communities across the country?	_____ _____ _____
Why should the government address this issue?	_____ _____ _____
<b>EXTENSION:</b> How can/should the government address this issue?	_____ _____ _____

# Blackline Master 3:

## Advocacy Letter Template

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Your Name (First and Last)  
Your School Street Address  
City, Province/Territory  
Postal Code

Date

The Honourable \_\_\_\_\_ Minister of Indigenous and Northern Affairs  
House of Commons  
Ottawa, Ontario  
K1A 0A6

Dear Minister Bennett,

As one of your youngest and most socially engaged citizens, I am writing to express my concern about the impact of **(insert issue here; example: lack of access to clean drinking water)** on Indigenous citizens living in **(insert name of specific community or “many communities across Canada”)**.

In doing some research, I have learned that **(insert three to five sentences about facts you have discovered and how they affect the people/culture/land; then, indicate how this makes you feel as a young citizen of Canada, remembering to use credible sources in your research)**

**(EXTENSION:** if you have brainstormed a potential solution, suggest it to the Minister.)

I am writing to you, Minister of Indigenous and Northern Affairs, because I want our federal government in Ottawa to show leadership in prioritizing solutions to address the issues that are negatively affecting our First Nations, Métis and Inuit communities.

Your willingness to take action now will demonstrate your commitment to supporting Indigenous Peoples and communities in Canada. The sooner we all begin to tackle these issues, the sooner we will begin to see improvements for Indigenous Canadians.

Thank you for your commitment to creating a better future for Canada. I look forward to receiving a response from you.

Yours sincerely,

**(Your First and Last Name)**

# Blackline Master 4:

## Research Links

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### Education

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- First Nation education underfunded, advocate testifies [www.thestar.com/news/canada/2016/03/30/first-nation-education-underfunded-advocate-testifies.html](http://www.thestar.com/news/canada/2016/03/30/first-nation-education-underfunded-advocate-testifies.html)
- Failing Canada's First Nations children [www.globalnews.ca/news/2552557/failing-canadas-first-nations-children/](http://www.globalnews.ca/news/2552557/failing-canadas-first-nations-children/)
- Canada's failing reserve schools jeopardize aboriginal students: study [www.thestar.com/news/canada/2016/01/28/canadas-failing-reserve-schools-jeopardize-aboriginal-students-study.html](http://www.thestar.com/news/canada/2016/01/28/canadas-failing-reserve-schools-jeopardize-aboriginal-students-study.html)
- Aboriginal students: An education underclass [www.macleans.ca/news/canada/an-education-underclass/](http://www.macleans.ca/news/canada/an-education-underclass/)
- Reserve teens want school building [www.thestar.com/life/parent/2008/11/27/reserve\\_teens\\_want\\_school\\_building.html](http://www.thestar.com/life/parent/2008/11/27/reserve_teens_want_school_building.html)
- Native children ask United Nations to probe education problems [www.thestar.com/life/parent/2011/06/08/native\\_children\\_ask\\_united\\_nations\\_to\\_probe\\_education\\_problems.html](http://www.thestar.com/life/parent/2011/06/08/native_children_ask_united_nations_to_probe_education_problems.html)
- Making Education a Priority [www.nationnews.ca/making-education-priority/](http://www.nationnews.ca/making-education-priority/)

### Health

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- First Nations health crisis is a Canadian problem [www.thestar.com/opinion/commentary/2015/10/08/first-nations-health-crisis-is-a-canadian-problem.html](http://www.thestar.com/opinion/commentary/2015/10/08/first-nations-health-crisis-is-a-canadian-problem.html)
- Bad water in First Nations leads to high rate of invasive infection, doctor says [www.cbc.ca/news/canada/thunder-bay/bad-water-in-first-nations-leads-to-high-rate-of-invasive-infection-doctor-says-1.3286337](http://www.cbc.ca/news/canada/thunder-bay/bad-water-in-first-nations-leads-to-high-rate-of-invasive-infection-doctor-says-1.3286337)
- CBC Radio episode with accompanying article: First Nations, Second-Class Care [www.cbc.ca/radio/whitecoat/first-nations-second-class-care-1.2794277](http://www.cbc.ca/radio/whitecoat/first-nations-second-class-care-1.2794277) (27:30)
- CBC Video with accompanying article: First Nations children still face delays in accessing health care: report [www.cbc.ca/news/canada/manitoba/first-nations-children-still-face-delays-in-accessing-health-care-report-1.2951750](http://www.cbc.ca/news/canada/manitoba/first-nations-children-still-face-delays-in-accessing-health-care-report-1.2951750) (1:59)
- Video accompanying article: Kids in Northern Ontario First Nation evacuated due to rashes, open sores [www.theglobeandmail.com/news/national/kids-in-northern-ontario-first-nation-evacuated-due-to-rashes-open-sores/article29318825/](http://www.theglobeandmail.com/news/national/kids-in-northern-ontario-first-nation-evacuated-due-to-rashes-open-sores/article29318825/) (1:47)

### Environment

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- Canada violates human right to safe water, says report by international watchdog [www.cbc.ca/news/canada/thunder-bay/human-rights-water-first-nations-1.3619218](http://www.cbc.ca/news/canada/thunder-bay/human-rights-water-first-nations-1.3619218)
- Batchawana First Nation's Teala Nadjiwon appeals to UN for clean water help [www.cbc.ca/news/canada/sudbury/first-nations-water-batchawana-1.3464362](http://www.cbc.ca/news/canada/sudbury/first-nations-water-batchawana-1.3464362)
- Audio clip in addition to short article: Woman from Shoal Lake 40 First Nation speaks to UN about human rights [www.cbc.ca/news/canada/thunder-bay/redsky-shoal-lake-united-nations-1.3459150](http://www.cbc.ca/news/canada/thunder-bay/redsky-shoal-lake-united-nations-1.3459150) (7:23)
- Bad water: Innovative solution for remote northern Ontario First Nations [www.cbc.ca/news/aboriginal/bad-water-innovative-solution-ontario-first-nations-1.3278480](http://www.cbc.ca/news/aboriginal/bad-water-innovative-solution-ontario-first-nations-1.3278480)

- Video clip in addition to article: Neskantaga First Nation: 5 people whose daily life revolves around getting clean water [www.cbc.ca/news/indigenous/neskantaga-first-nation-5-people-clean-water-1.3271165](http://www.cbc.ca/news/indigenous/neskantaga-first-nation-5-people-clean-water-1.3271165) (2:06)
- Video clip in addition to article: Bad water: 'Third World' conditions on First Nations in Canada [www.cbc.ca/news/canada/manitoba/bad-water-third-world-conditions-on-first-nations-in-canada-1.3269500](http://www.cbc.ca/news/canada/manitoba/bad-water-third-world-conditions-on-first-nations-in-canada-1.3269500) (3:49)
- Canada violates human rights, northern Ontario First Nations tell UN [www.cbc.ca/news/canada/thunder-bay/first-nations-water-woes-un-1.3458140](http://www.cbc.ca/news/canada/thunder-bay/first-nations-water-woes-un-1.3458140)
- Video clip in addition to article: Mercury contamination at Grassy Narrows First Nation will get worse with logging, deputy chief says [www.cbc.ca/news/canada/thunder-bay/mercury-contamination-at-grassy-narrows-first-nation-will-get-worse-with-logging-deputy-chief-says-1.3115932](http://www.cbc.ca/news/canada/thunder-bay/mercury-contamination-at-grassy-narrows-first-nation-will-get-worse-with-logging-deputy-chief-says-1.3115932) (6:05)
- Energy Wars: First Nations group says process to expand oilsands 'like an environmental horror story' [www.thestar.com/news/canada/2014/06/02/energy\\_wars\\_first\\_nations\\_group\\_says\\_process\\_to\\_expand\\_oilsands\\_like\\_an\\_environmental\\_horror\\_story.html](http://www.thestar.com/news/canada/2014/06/02/energy_wars_first_nations_group_says_process_to_expand_oilsands_like_an_environmental_horror_story.html)

## Socio-Political

- Taking food for granted [www.nationnews.ca/taking-food-for-granted/](http://www.nationnews.ca/taking-food-for-granted/)
- 60% of First Nation children on reserve live in poverty, institute says [www.cbc.ca/news/aboriginal/institute-says-60-percent-fn-children-on-reserve-live-in-poverty-1.3585105](http://www.cbc.ca/news/aboriginal/institute-says-60-percent-fn-children-on-reserve-live-in-poverty-1.3585105)
- Audio clip in addition to short article: 163,000 reasons why Cindy Blackstock keeps fighting for kids [www.cbc.ca/radio/unreserved/unreserved-honours-the-strength-of-indigenous-women-1.3472826/163-000-reasons-why-cindy-blackstock-keeps-fighting-for-kids-1.3476574](http://www.cbc.ca/radio/unreserved/unreserved-honours-the-strength-of-indigenous-women-1.3472826/163-000-reasons-why-cindy-blackstock-keeps-fighting-for-kids-1.3476574)
- 51% of First Nations kids in poverty: study [www.metronews.ca/news/vancouver/2016/05/19/first-nations-child-poverty-study.html](http://www.metronews.ca/news/vancouver/2016/05/19/first-nations-child-poverty-study.html)
- Two-thirds of Saskatchewan's First Nations children live in poverty, advocate says [www.thestar.com/news/canada/2016/04/27/two-thirds-of-saskatchewan-first-nations-children-live-in-poverty-advocate-says.html](http://www.thestar.com/news/canada/2016/04/27/two-thirds-of-saskatchewan-first-nations-children-live-in-poverty-advocate-says.html)
- Study: 60 per cent of indigenous children on reserve live in poverty [www.ctvnews.ca/canada/study-60-per-cent-of-indigenous-children-on-reserve-live-in-poverty-1.2905062](http://www.ctvnews.ca/canada/study-60-per-cent-of-indigenous-children-on-reserve-live-in-poverty-1.2905062)
- Video with accompanying article: Attawapiskat shacks put First Nations housing crisis into perspective [www.thestar.com/news/canada/2016/04/21/attawapiskat-shacks-put-first-nations-housing-crisis-into-perspective.html](http://www.thestar.com/news/canada/2016/04/21/attawapiskat-shacks-put-first-nations-housing-crisis-into-perspective.html) (1:10)
- 'Inadequate' homes put lives in danger on Manitoba First Nations, leaders say [www.cbc.ca/news/canada/manitoba/first-nation-housing-concerns-manitoba-1.3716177](http://www.cbc.ca/news/canada/manitoba/first-nation-housing-concerns-manitoba-1.3716177)
- Half of First Nations children live in poverty [www.cbc.ca/news/canada/half-of-first-nations-children-live-in-poverty-1.1324232](http://www.cbc.ca/news/canada/half-of-first-nations-children-live-in-poverty-1.1324232)