

Jonah Hector <i>This Book is Anti-Racist</i> by Tiffany Jewell https://www.amazon.com/This-Book-Anti-Racist-Wake-Up-Take-Action/dp/0711245215	Topic: Not Being Racist vs. Being Anti-Racist Description: This book provides an accessible and interactive guide to understanding racism, privilege and social justice. It includes reflection questions and exercises to help students actively engage in anti-racism work	Grade: 6-9 Big Idea: “Canada’s policies and treatment of minority peoples have negative legacies.” FPPL: “Learning requires exploration of one’s identity.” CC’s: “Assess the significance of people, places, events, or developments at particular times and places”	What is the difference between being “non racist” and being “anti-racist”?	Activity: Students create a personal action plan detailing how they can challenge racism in their daily lives. Assessment: Students present their action plan through a reflection piece or group discussion. Holistic Understanding: Connect with the Circle of Courage by emphasizing Belonging and Generosity Interdisciplinary Connection: Connects with ELA through reflective writing and identity exploration
Jonah Hector <i>Powwow</i> by Karen Pheasant-Neganigwane https://www.amazon.ca/Powwow-Celebration-through-Song-	Topic: Pow-wows Description: This book explores the cultural and historical significance of powwows,	Grade: 4-10 Content: Cultural expressions convey the richness, diversity, and resilience of Indigenous peoples CC’s:	How do powwows contribute to Indigenous identity, cultural preservation, and	Activity: Invite an Indigenous Knowledge Keeper or community member to speak about powwows. Students can create artwork inspired by powwow regalia or music. Assessment: Students write a reflection on what they learned and how it connects to their understanding of Indigenous cultures.

Dance/dp/1459812344	highlighting their role in Indigenous identity and community building	Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place Big Idea: Indigenous societies throughout the world value oral history and tradition as a way to pass on knowledge FPPL: Learning involves generational roles and responsibilities	community healing?	Holistic Understanding: Supports the Circle of Courage's Belonging and Independence Interdisciplinary Connection: Ties into fine arts such as music, dance, and visual arts
Jonah Hector <i>Unsettling Canada: A National Wake-Up Call</i> By Arthur Manuel and Grand Chief Ronald Derrickson https://www.amazon.ca/s?k=unsettling+canada&hvadid=229994924873&hvdev=c&hvlocphy=9001473&hvnetw=g&hvqmt=e&hvrnd=2189287063050265323&hvtargid=kwd-3096396	Topic: Indigenous Land Claims Description: This book details Indigenous land rights struggles in Canada, focusing on legal battles, activism, and the continuing impact of colonialism.	Grade: 10-12 Content: The continuing impact of colonialism and Indigenous resistance to dispossession CC: Compare and contrast continuities and changes for different groups at the same time period Big Idea: Disparities in power alter the balance of relationships between individuals and societies FPPL:	Why are Indigenous land claims important, and how do they impact Canadian society today?	Activity: Students analyze a recent Indigenous land claim case (ie. Wet'suwet'en or Tsilhqot'in) and present their findings in a debate or discussion format. Assessment: Students write a position paper or create a podcast episode reflecting their stance. Holistic Understanding: Emphasizes Master and Independence Interdisciplinary Connection: Ties into Law, Geography, and Environmental Science

82028&hyda dcr=2243110105301&mcid=194c1c163c8b3e0bb13dceb08ba430e4&tag=googcana-20&ref=psl_6xk6epc35n_e Jonah Hector <i>The 1619 Project: Born on the Water</i> by Nikole Hannah-Jones & Renée Watson https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwj9zp2ljpWMAxUrDa0GHeBYBUYABABGgJwdg&co=1&gclid=Cj0KCQjws-S-BhD2ARIsALssG0ZK7sxPaPd30gGt-VKvjwfIhCfI9LdEoJ6WDW0YUk128lxDg2VUxEaAjsmEALw_wcB&host=www.google.com&cid=CAESVuD2rWZ79VtmIAUN0-luQmoTlpt_YqpIHqY4m9of	Topic: Social Justice Description: This beautifully illustrated book tells the story of a young girl tracing her African ancestry and understanding the impact of slavery, resilience, and cultural strengths. It introduces themes of identity, systemic racism, and the importance of reclaiming history	Learning is embedded in memory, history, and story Grades: 6-12 Content: Systems of government vary in their respect for human rights and freedoms CC's: Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence Big Idea: Understanding different perspectives helps us make sense of the past and present FPPL: Learning involves recognizing the consequences of one's actions	How does historical injustice continue to shape social justice movements today?	Activity: Students create a timeline comparing key moments in Black and Indigenous history in Canada and the U.S., examining systems of oppression and resistance. Use poetry or art to express personal reflections on themes of resilience and justice Assessment: Students engage in a Socratic seminar discussion about the book's themes, citing historical examples. A reflective journal entry asking how we can work toward justice in our own communities. Holistic Understanding: Circle of Courage Connections: Belonging, Independence and generosity. Interdisciplinary Connection: Connects to ELA through narrative storytelling, critical analysis as well as Civics/Law through human rights, and legal frameworks.
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