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By Building Understanding Through Current Events

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This theme-based resource examines Canada's colonial history and its impact on Indigenous Peoples through the lens of current events. Articles paired with background information build the understanding that is a key step on the road to reconciliation, while lesson plans that reflect the First Peoples Principles of Learning encourage students to adopt a respectful, reflective, empathetic, and inquiring frame of mind.

I enjoy the Building Bridges publications because they provide me with relevant, reliable and authentic information I can share with my students.

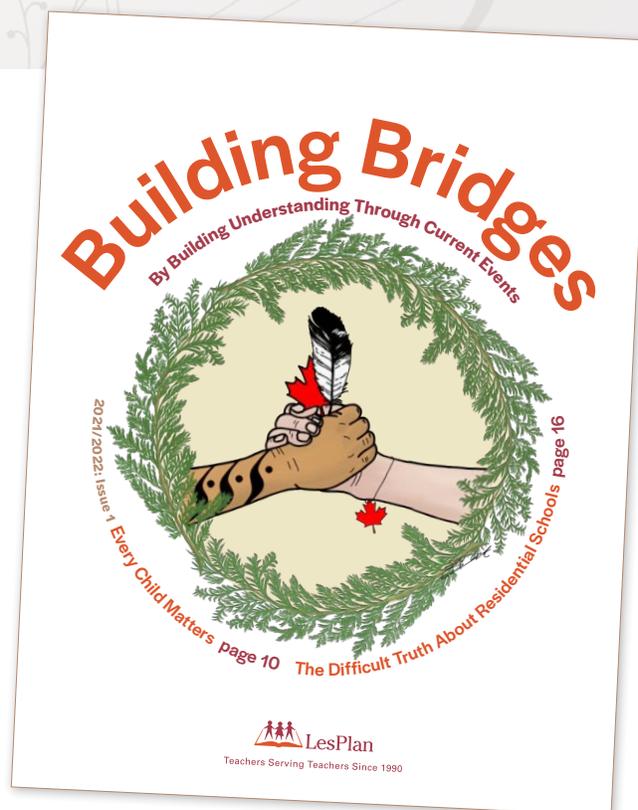
C. Ryan, Calgary, AB

"Best teaching practice" is incorporated into the thoughtful lessons and content of this excellent resource, which focuses on exploring Indigenous issues. Extremely useful!

L. Ikeda, Coquitlam, B.C.

I love using Les Plan Building Bridges curriculum. The guide for conducting a listening/speaking circle is invaluable - my students were drawn in to the class community effortlessly. The lessons are thorough and easy to follow. The stories are touching and provide a conduit into the lives of Indigenous Peoples and their true history. Thank you for this amazing resource provided in both French and English.

L. Blouin, Gr. 6 French immersion, Victoria, B.C.



See next page for samples and ordering details!

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Autumn Peltier: Water Warrior

When Autumn Peltier is asked what is the hardest thing she has ever had to do, she says it was the first time she spoke in front of a crowd. It was at a 2015 Children's Climate Conference in Sweden. She was 11 years old, and so nervous, she cried before going on stage.

Today, the 14-year-old Anishinaabe teen from Wikwemikong Unceded Territory on Ontario's Manitoulin Island still gets nervous in front of an audience. But she has become a **veteran** speaker and **advocate** for clean drinking water, particularly for Indigenous communities in Canada.

On March 22, 2018 – World Water Day – she addressed the **United Nations (UN) General Assembly** in New York. She told **delegates** it was time to "warrior up" and protect the world's water. According to UN figures, over two billion people lack access to safe drinking water.

"No one should have to worry if the water is clean or if they will run out of water," she said in her speech. "No child should grow up not knowing what clean water is or never know what running water is."

"We all have a right to this water as we need it – not just rich people, all people."

On that occasion, she wasn't nervous. "I felt like they all wanted to hear what I had to say, and I felt heard," she said. "It's just a great feeling to be speaking in front of world leaders."

"It's definitely not very common to see a 13-year-old girl addressing the 193 member states of the United Nations," said one UN official.

Definitions
advocate: someone who strongly and publicly supports someone or something
delegate: someone who is chosen to represent a group of other people at a meeting
United Nations General Assembly: the main organ of the United Nations (an intergovernmental organization based in New York that 193 countries belong to, created in 1945 to maintain international peace and security, develop friendly relations among nations, achieve international co-operation, and be a centre for harmonizing the actions of nations)
veteran: someone who has a lot of experience doing a particular activity

Building Bridges 2018/2019, Level 2, Issue 3

Orange Shirt Day

The 14-year-old Phyllis Webdale was excited about her first day at a new residential school in Williams Lake, B.C. in 1972. Her grandmother had brought her a new orange shirt for the occasion, and she was proud to wear it. But when she got to school, she was told to take it off and wear a plain white shirt. She was told that the orange shirt was a sign of pride and that she should be proud to wear it. But she was told that she should be ashamed to wear it. She was told that she should be ashamed to wear it because it was a sign of pride and that she should be proud to wear it. She was told that she should be ashamed to wear it because it was a sign of pride and that she should be proud to wear it.

Phyllis' Story

I went to the residential school when I was 14 years old. I was excited to go to school and to see my grandmother. I was told that I should be proud to wear my orange shirt. I was told that I should be proud to wear it because it was a sign of pride and that I should be proud to wear it. I was told that I should be ashamed to wear it because it was a sign of pride and that I should be proud to wear it.

One Indigenous Worldview

Creator

Earth

Water

Plants

Animals

Humans

Community

Building Bridges 2018/2019, Level 2, Issue 3

The Difficult Truth About Residential Schools

Right, closed on days in 1982, in 1984, and in 1985. It was a difficult truth that many people were not ready to hear. It was a difficult truth that many people were not ready to hear. It was a difficult truth that many people were not ready to hear.

Post-Reading Activities

1. Identify the main message of the text and explain how the author uses the text to convey this message.

Building Bridges 2018/2019, Level 2, Issue 3

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