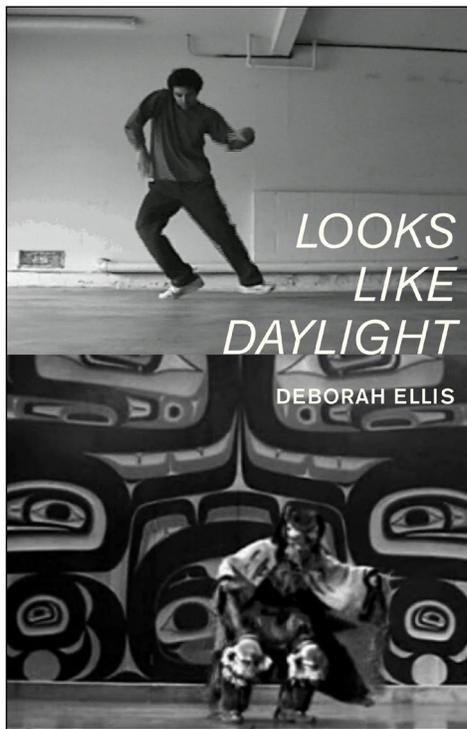




# GROUNDWOOD STUDY GUIDES

## Looks Like Daylight Voices of Indigenous Kids

*Written by Deborah Ellis*



For two years, author and activist Deborah Ellis traveled across the United States and Canada, interviewing more than forty Indigenous kids and inviting them to tell their own stories.

### **CURRICULUM CONNECTIONS**

Ages 12 and up / Grades 7 and up

YA NON-FICTION / People & Places / Canada and the United States / Indigenous

Black-and-white photographs / 5.5 x 8.5 / 256 pages

Paperback / \$12.95 CDN / \$9.95 US / 978-1-55498-121-2

Ebook / 978-1-55498-413-8

[groundwoodbooks.com](http://groundwoodbooks.com)

## BOOK DESCRIPTION

They come from all over the continent — from Iqaluit to Texas, Haida Gwaii to North Carolina. Their stories are sometimes heartbreaking, but more often full of pride and hope.

For two years, writer and activist Deborah Ellis traveled across the United States and Canada, interviewing Indigenous young people. The result is a collection of frank and often surprising interviews with kids aged nine to eighteen, as they talk about their daily lives, about the things that interest them and about how being Indigenous has affected who they are and how they see the world.

This is a non-fiction text that illuminates the challenges and triumphs that Indigenous youth across the United States and Canada face as a result of colonialism, residential schools, cultural violence, government policies, reservations and racism. Through the series of interviews, Ellis highlights many of the systemic issues and the ways in which Indigenous youth are overcoming them. Each interview is prefaced with a brief discussion of the issue or topic addressed in the interview. The book includes a foreword from Loriene Roy.

This book can be read in its entirety or by individual chapters. This guide includes overall activities that are applicable for every chapter, as well as chapter-specific questions to spark discussions, lead to research and prompt writing responses. Curriculum connections are highlighted where applicable.

## THIS BOOK EXPLORES THE FOLLOWING TOPICS AND ISSUES

- Colonialism
- Racism
- Cultural genocide
- Language extinction
- The reservation system
- Residential schools
- Addiction
- Mental health
- Education
- The Indian Act
- The Indian termination policy (Hoover, United States)
- Indigenous environmental rights
- The National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG)

## OVERALL ACTIVITIES FOR EVERY CHAPTER

These activities can be used with every chapter as they are universal in nature.

### COMMUNITY RESEARCH

Have students research the community highlighted in the chapter. They may examine location, population, history, language, culture, industry and governance. Students can present their findings in a multimedia presentation (PowerPoint, Sway, etc.), report format or newscast/news article format.

**Curriculum Connections: English, Geography, Media Literacy, Social Sciences**

### LETTER WRITING

Have students compose a letter to the youth interviewed. Have them conduct further research prior to writing the letter and devise questions and topics of interest to discuss.

**Curriculum Connections: English, Writing (Letters)**

### ISSUE INVESTIGATION

Have students conduct further research into the issue/topic discussed in the interview. This can be completed in small groups, in pairs or by individuals, then the information can be presented to the class. Teachers can host a sharing circle in which all students can share their research, or students can share in a presentation (multimedia, report, etc.).

**Curriculum Connections: English, Media Literacy, Indigenous Studies, Civics and Careers, Government, Canadian History, U.S. History, Social Sciences**

## CHAPTER DISCUSSION QUESTIONS

### TINGO, 14

(Warning: Sensitive topics — fetal alcohol spectrum disorder (FASD))

1. Research Native (Indian/Indigenous) friendship centers in your community. What activities are available? Who can attend functions? What youth opportunities do they provide? How can you become involved?
2. What are fetal alcohol spectrum disorders (FASD)? How can communities and schools support people with FASD?

**Curriculum Connections: Health (Addictions, Mental Health, Well-Being, Healthy Communities), Social Sciences (Communities)**

### MARI, 14

1. Tobacco is described as a sacred crop or medicine by Mari. What are other sacred or medicinal plants in your local Indigenous communities? Research what they are used for and how they must be grown, handled and used.
2. Are there other medicines within your local Indigenous communities that are or have been impacted negatively by legislation?

**Curriculum Connections: Social Sciences (Communities, Celebrations), Science (Plants, Habitats), Indigenous Studies (Worldviews), Civics and Careers, Government**

## JASON, 15

1. Are there schools in your community that serve the Indigenous communities? Are they inclusive of culture and language in their curricula? How are they like provincial or state public schools?
2. Does your local public school system offer Indigenous languages? Is Indigenous culture visible and part of the curriculum in your public school system? Do you feel more should be done in the public school system to be more inclusive? Justify your ideas.

**Curriculum Connections: Literacy, Social Sciences (Communities), Civics and Careers, Government, Character Education, Indigenous Studies**

## XAVIER, 10

1. Research the residential school system in your community. Where were they? Who was required to attend? What were they focused on? How often could students return home?
2. What are ways you believe your school could include more teaching and learnings about Indigenous cultures?
3. Investigate the Truth and Reconciliation Commission's 94 recommendations. Discuss.

**Curriculum Connections: History, Civics and Careers, Government, Social Sciences**

## PEARL, 15

1. What are ice roads? Are there communities in your region that are only accessible this way? How do supplies, food and water get into these communities? What is medical care like? Are there mental health supports?
2. How do you think isolation in remote communities contributes to youth suicide?

**Curriculum Connections: Geography, Social Sciences (Communities), Civics and Careers, Indigenous Studies, Health (Mental Health, Well-Being, Suicide Prevention), Psychology**

## MYLEKA, 13, AND TULANE, 14

1. Research the communities in your area. Are there examples of government policy of assimilation, destruction or cultural and physical genocide in these communities? Describe these. How are they being resolved today?
2. How are resources from Indigenous communities mined or collected in your region? Have they always been fairly traded or compensated for? Are there efforts today to rectify this?
3. How are young people or the communities reclaiming their identities and cultures?

**Curriculum Connections: Social Sciences, Environmental Science, Civics and Careers, Government, History**

## VALENE, 18

(Warning: sensitive topics — abuse, drug and alcohol addiction, sexual abuse)

1. Investigate the child protections systems in your community. Are there separate protection systems for Indigenous and non-Indigenous children? If so, why do you think these exist and what are the differences?
2. Research the Sixties Scoop. What was it? How did it get its name? How many children/adults are believed to have been affected? How is this issue being resolved today?

**Curriculum Connections: Health (Mental Health, Well-Being, Healthy Families, Healthy Relationships), Canadian History, Civics and Careers, Indigenous Studies, Psychology**

## ABIGAIL, 16

1. Research the geographical region that the Inuit traditionally inhabit. What are some of the challenges facing this geographic region today (e.g., resource extraction, climate change, melting polar ice, etc.)? How are these being addressed?

**Curriculum Connections: Geography, Environmental Science, Biology, Indigenous Studies (Worldviews), Social Sciences (Communities), Science (Biology, Habitats)**

## COHEN, 14

1. What is unique about the Indigenous tribes in British Columbia? (They never signed formal treaties with the government. This means they remain in possession and control of their traditional territories.) What does unceded territory mean?
2. What is a treaty? Who were the signatories to the treaties (if they exist) between Indigenous peoples and the government in your region? What did they promise? Have those promises been kept?

**Curriculum Connections: History, Indigenous Studies (Worldviews), Civics and Careers, Government, Law, Geography**

## MIRANDA, 12

1. How have the Indigenous communities in your region been affected by resource extraction and/or industrial pollution? What has been the response of the local, provincial, state and/or federal governments?
2. How are other youth working to bring awareness and activism to this issue?

**Curriculum Connections: Environmental Science, History, Geography, Economics, Political Science, Character Education, Indigenous Studies (Worldviews)**

## JEREMY, 16

(Warning: sensitive topics — FASD, children with special needs)

1. What is FASD? How does it affect development and the brain? What are common supports offered?
2. Why do some prematurely “arrive” at the conclusion that Indigenous children with special needs are “FASD”? How is this assumption racist and harmful?

**Curriculum Connections: Health, Psychology, Character Education**

## LARRY, 18

(Warning: sensitive topics — residential schools, abuse, alcoholism, addiction, suicide)

1. What is the Truth and Reconciliation Commission? How did it arrive at its 94 recommendations? Why is it important in Canada?
2. What types of organizations, activities and policies are promoting healing from residential schools? What is residential school syndrome? How does it affect its victims?

**Curriculum Connections: Canadian History, Indigenous Studies (Worldviews), Law, Civics and Careers, Psychology, Health (Mental Health, Well-Being)**

## DESTINY, 15

1. What is the American Indian Movement uprising and when did it occur? What was the outcome? What other significant conflict between the government and the Sioux occurred in the region?
2. How are Indigenous peoples reclaiming and restoring their communities in your region?

**Curriculum Connections: U.S. History, Government, Indigenous Studies (Worldviews), Social Sciences, Sociology**

## ISABELLA, 14

1. Have students research (using books, magazines and/or the internet) images of “Indians” from movies. What do the images portray? Early days? Current? What has been the overall message from Hollywood about Indigenous people? How has this portrayal contributed to racism?
2. How is this image and portrayal changing?

**Curriculum Connections: Media Literacy, the Arts, Indigenous Studies (Worldviews)**

## DANTON, 14

1. Who are the Métis? What are the criteria for belonging to the Métis Nation? Is it different across provinces?
2. How did the fur trade impact Indigenous communities across Canada and the United States? What are some of the lingering effects?

**Curriculum Connections: History, Economics, Indigenous Studies (Worldviews), Social Sciences (Communities), Science (Habitats)**

## SENECA, 11, AND IAN, 14

1. What is a powwow? What is involved in a traditional powwow? Who may participate?
2. Are there local powwows in your region? Who hosts them?

**Curriculum Connections: Indigenous Studies (Worldviews), Social Sciences (Communities, Celebrations), Music, Dance**

## NENA, 16

1. Research Indigenous contributions to science, medicine and inventions. Share your findings with your class.
2. Besides the Seminole, what other Indigenous nations were separated or split by the Indian removal policies?

**Curriculum Connections: Indigenous Studies (Worldviews), History, Social Sciences, Science (Biology, Engineering)**

## JOSÉ, 18

1. Research the Indian Removal Act in the United States. What were its goals? Why did the U.S. government want all Indigenous peoples removed from the Eastern Woodlands?
2. How are the removal nations reclaiming their cultures and identities?

**Curriculum Connections: U.S. History, Government, Social Sciences, Geography, Indigenous Studies (Worldviews)**

## RACHEL, 15

1. Where is Iqaluit? What are the geographical features of the region? How did the Inuit survive here before contact? What were their important resources? How are they preserving their old ways and culture?

**Curriculum Connections: Geography, Indigenous Studies (Worldviews), History, Social Sciences**

## TA'KAIYA, 11

1. In what ways have Indigenous people in both Canada and the United States contributed to the environmental movement?
2. Research the Northern Gateway Pipeline environmental protest movement. Which Canadian Indigenous peoples are participating in the movement? Why are they advocating for no pipeline? How has the government received their protests?

**Curriculum Connections: Environmental Education, Indigenous Studies (Worldviews), Civics and Careers, Geography**

## CUAY, 12

1. What sports and activities are Indigenous youths active in, and what other groups are you aware of?
2. Research the Ipperwash Crisis. Who was Dudley George? What was the conflict about and how was it resolved?

**Curriculum Connections: Physical Education, Health (Healthy Living), Civics and Careers, Canadian History**

## JEFFREY, 18

1. Research and share with classmates the termination movement. How are Indigenous people across the United States and Canada resisting the effects of residential schools and the termination movement and restoring culture and communities?

**Curriculum Connections: U.S. History, Canadian History, Indigenous Studies (Worldviews), Social Sciences, Sociology**

## MARISSA, 14

1. Research and track the Trail of Tears. Create a map of the trail and highlight points of settlement by the Cherokee. On the map, include information about why the Cherokee were forced from their lands and other stories from your research.

**Curriculum Connections: Geography, U.S. History, Social Sciences, Indigenous Studies (Worldviews), Government**

## LANE, 14

1. Research lacrosse, or the “Creator’s Game.” Teach your fellow students how the game is played (What are the rules? How do you score and win? What are the penalties and strategies?).
2. What other popular sports or games have Indigenous people in the United States and Canada contributed to?

**Curriculum Connections: Physical Education, History, Social Sciences (Cultures, Communities)**

## CASSIE, 17

1. How many Indigenous communities in Canada send their children to boarding schools away from home for high school?
2. Research the Indian Act of Canada. What are the provisions/promises for education? Do you believe they have been met?

**Curriculum Connections: Indigenous Studies (Worldviews), Canadian History, Geography, Civics and Careers, Law**

## JUSTYCE, 9

1. What types of diseases did white settlers bring to the Indigenous people? Why were these so devastating to the communities? What types of modern diseases have become common among Indigenous people in the United States and Canada? What are some of the suspected causes?
2. Where else has the discovery of oil affected local Indigenous communities? What are some of the negative impacts?

**Curriculum Connections: Health (Disease Prevention and Identification, Mental Health, Well-Being, Healthy Eating), History, Science (Biology), Environmental Studies**

## TYRONE, 13

1. Research community organizations in your local region that assist Indigenous families in crisis. Share your findings with the class.

**Curriculum Connections: Social Sciences, Indigenous Studies (Worldviews), Civics and Careers, Government, Health (Mental Health, Well-Being)**

## BRITTANY, 17

1. Discuss why sports teams and mascots using Indigenous names and caricatures are offensive.
2. What is cultural appropriation? Why is it harmful and a form of racism?

**Curriculum Connections: Literacy, Indigenous Studies (Worldviews), Character Education, Media Literacy**

## JAMIE, 16

1. What organizations exist to support Indigenous veterans? In what wars (U.S. or Canadian) did Indigenous people fight in?
2. Investigate the Navajo Code Talkers. Why were they so successful?

**Curriculum Connections: Native Languages, Indigenous Studies (Worldviews), History, Government, Civics and Careers**

## ANGELICA, 11

1. How has the United States government compensated the Shoshone for the taking and contamination of their land? Do they receive any medical care for the exposure of their community to radiation?
2. What other Indigenous lands have been taken for government use in your region? Have they been restored?

**Curriculum Connections: U.S. History, Science (Physics, Biology, Chemistry), Government, Civics and Careers, Geography**

## WUSTO, 15

(Warning: sensitive topics — youth drug and alcohol abuse, residential school syndrome, suicide, alcoholism, abuse)

1. Research residential school syndrome. What supports are in place to assist survivors and their families, if any? How has this impacted Indigenous people in Canada as a whole?
2. What is the government of Canada doing, if anything, to rectify the residential school experience and syndrome?
3. What does Wusto identify as necessary for survival? (Hope.) Why do you think she believes in this?

**Curriculum Connections: Indigenous Studies (Worldviews), History, Psychology, Civics and Careers, Health (Mental Health, Well-Being, Suicide Prevention)**

## BRAD, 17

(Warning: sensitive topics — youth prison, inmate life, violence, drug and alcohol abuse)

1. Research the term restorative justice. Share with classmates: What is it? Where do the ideas come from? How is it being used in Canada? In the United States? How is it different from government judicial systems? Are there other applications for it other than in the courts or justice system?

**Curriculum Connections: Indigenous Studies (Worldviews), Government, Civics and Careers, Law, Health (Mental Health, Well-Being)**

## KRISTIN, 17

1. Research the pueblos of the American Southwest. How are they constructed? What kind of time and engineering would have to have been used? How many families lived in one pueblo?
2. Using clay, modeling clay or plasticine, construct a pueblo in class. This can be done in small groups. Discuss the difficulties, engineering and functionality of the finished pueblos.

**Curriculum Connections: Social Sciences, History, Geography, Construction Tech, the Arts (3-D)**

## DANIELLE, 18

(Warning: sensitive topics — rape, foster care, institutional racism)

1. What supports are there in your region for Indigenous women?
2. Why do you think Indigenous women are not believed when they report violence? What do you believe needs to happen to change this?

**Curriculum Connections: Health (Mental Health, Well-Being, Healthy Relationships), Gender Studies**

## CHEYENNE, 9

1. Research Indigenous groups in North America who had or still have an equestrian culture in some way. Create a map of the region that they inhabit and label the Indigenous communities or nations. Include any interesting notes about the types or breeds of horses each nation kept (e.g., the Nez Perce were the creators of the Appaloosa breed). This can be done in pairs or small groups.
2. How were horses useful to Indigenous people? What advantages did they provide? How did they contribute to Indigenous culture and way of life?

**Curriculum Connections: Social Sciences, History, Indigenous Studies (Worldviews), Geography**

## ROSE, 12

1. What was the Dawes Act? What happened to the Indigenous families that lived on the lands that were confiscated? Have they been able to recover them? Is anything being done to address the wrongs committed during the Dawes Act years?

**Curriculum Connections: U.S. History, Indigenous Studies (Worldviews), Government**

## EAGLESON, 17

(Warning: sensitive topics — institutional racism, alcoholism, youth alcoholism)

1. Research traditional art materials in Indigenous communities. What things were used for carving, painting and drawing? Identify a unique technique or style of visual art, carving or sculpting that was created by an Indigenous group(s). (Some examples include Woodland style, carving, beading, etc.) Choose one to emulate for an art project to display in an art show. The piece of art should include a description of the art style or technique and the Indigenous people who contributed to it.

**Curriculum Connections: History, the Arts, Social Sciences, Indigenous Studies**

## NANCIE, 9, AND BREANNE, 13

1. Nancie and Breanne participate in pageants to celebrate their heritage and culture. Research other ways Indigenous youth practice and celebrate their heritage and culture. Share with the class.

**Curriculum Connections: Indigenous Studies (Worldviews), Social Sciences (Communities, Celebrations), Health (Healthy Relationships, Mental Health, Well-Being)**

## HILLARY, 18

(Warning: sensitive topics — missing and murdered Indigenous women, abuse, murder)

1. What is the MMIWG Inquiry? Where is it headquartered? What is its purpose? How many cases of missing and murdered Indigenous women and girls are still unsolved in Canada? How many have been resolved since the beginning of the Inquiry?

**Curriculum Connections: Indigenous Studies (Worldviews), Civics and Careers, Government, History, Women’s Studies**

## ZACK, 16

(Warning: sensitive topics — suicide, youth suicide, homosexuality, discrimination)

1. How does Zack describe coping with homophobia and racism? How are he and other youth keeping alive their culture, heritage and communities? Are there other examples of Indigenous youth doing the same in your region?

**Curriculum Connections: Health (Healthy Relationships, Human Sexuality, Sexual Identity, Mental Health, Well-Being), Indigenous Studies (Worldviews)**

## MCCAYLA, 12

1. Research the different types of dances and dancers represented in a powwow. As a class, create a chart paper list of all the dances and dance styles that are represented. Have students (in pairs or small groups) choose one and research its origin, the Indigenous people who created it, its story, regalia, purpose and the steps. Have pairs or groups create a presentation about each dance.

**Curriculum Connections: Dance, Music, History, Social Sciences (Communities, Celebrations)**

## WAASEKOM, 17

1. Research and define the Seven Grandfather Teachings of the Ojibwa.  
Where do they come from? How are they taught traditionally?
2. What are the potential applications for the Seven Grandfather Teachings?  
How are they alike or different from values or traditions you may have?

**Curriculum Connections: Social Sciences (Communities), Indigenous Studies (Worldviews), Character Education**

## ADDITIONAL RESOURCES

### RESIDENTIAL SCHOOLS

CBC News. “A history of residential schools in Canada.” CBC, published May 16, 2008; updated March 21, 2016.

<https://www.cbc.ca/news/canada/a-history-of-residential-schools-in-canada-1.702280>

McCracken, Krista. “Bringing the Legacy of Residential Schools into the Classroom.” Activehistory.ca, September 6, 2014.

<http://activehistory.ca/2014/09/14059/>

Miller, J.R. “Residential Schools in Canada.” *The Canadian Encyclopedia*, published October 10, 2012, updated June 14, 2018.

<https://www.thecanadianencyclopedia.ca/en/article/residential-schools>

Residential Schools: Teacher’s Resource Guide — Teacher Kits, Lesson Plans, and Other Resources (University Library, the University of Saskatchewan).

<https://libguides.usask.ca/c.php?g=369189&p=4058775>

### SIXTIES SCOOP

Hanson, Eric. “Sixties Scoop.” Indigenous Foundations (First Nations and Indigenous Studies, the University of British Columbia), 2009.

[http://indigenousfoundations.arts.ubc.ca/sixties\\_scoop/](http://indigenousfoundations.arts.ubc.ca/sixties_scoop/)

Sinclair, James Niigaanwewidam, and Sharon Dainard. “Sixties Scoop.” *The Canadian Encyclopedia*, published June 22, 2016; updated October 6, 2017.

<https://www.thecanadianencyclopedia.ca/en/article/sixties-scoop/>

## ADDITIONAL RESOURCES

### TRUTH AND RECONCILIATION COMMISSION

The Truth and Reconciliation Commission of Canada

<http://www.trc.ca/>

National Centre for Truth and Reconciliation, University of Manitoba

<https://nctr.ca>

“Beyond 94: Truth and Reconciliation in Canada.” CBC/Radio-Canada, published March 19, 2018; last updated November 14, 2018.

<https://newsinteractives.cbc.ca/longform-single/beyond-94?&cta=1>

### INDIAN ACT (CANADA)

Henderson, William B. “Indian Act.” *The Canadian Encyclopedia*, published February 7, 2006; last updated October 23, 2018.

<https://www.thecanadianencyclopedia.ca/en/article/indian-act>

### INDIAN REMOVAL ACT (UNITED STATES)

“Indian Removal Act” *Encyclopaedia Britannica*, published July 20, 1998; last updated December 6, 2016.

<https://www.britannica.com/topic/Indian-Removal-Act>

## ADDITIONAL RESOURCES

### DAWES ACT

“An Act to Provide for the Allotment of Lands in Severalty to Indians on the Various Reservations (General Allotment Act or Dawes Act), Statutes at Large 24, 388–91, NADP Document A1887. [www.ourdocuments.gov](http://www.ourdocuments.gov), accessed November 28, 2018.

The West Film Project and WETA. “Archives of the West — 1887–1914: The Dawes Act, February 8, 1887.” PBS.

<http://www.pbs.org/weta/thewest/resources/archives/eight/dawes.htm>

### INDIAN CITIZENSHIP ACT (UNITED STATES)

History.com editors. “The Indian Citizenship Act.” A&E Networks, published February 9, 2010; last updated August 21, 2018.

<https://www.history.com/this-day-in-history/the-indian-citizenship-act>

### INDIGENOUS FRIENDSHIP CENTERS

National Association of Friendship Centres

<http://nafc.ca/en/friendship-centres/>

Ontario Federation of Indigenous Friendship Centres

[www.ofifc.org](http://www.ofifc.org)

## ADDITIONAL RESOURCES

### FASD

Centers for Disease Control and Prevention (CDC): “Fetal Alcohol Spectrum Disorders (FASD).” U.S. Department of Health and Human Services, last updated September 10, 2018.

<https://www.cdc.gov/ncbddd/fasd/index.html>

“Nicholas Speaks About Living with FASD.” Produced by the National Organization on Fetal Alcohol Syndrome (NOFAS). Video, 4:00, September 25, 2015.

<https://www.youtube.com/watch?v=ERxOgZEnMLk>

### RESIDENTIAL SCHOOL SYNDROME

“The Aftermath of Residential Schools.” Open School BC, 2008.

<http://bit.ly/2TjhBaC>

Brasfield, Charles. “Residential School Syndrome.” *BCMJ* 43, no. 2 (March 2001): 78–81 Clinical Articles.

<https://bcmj.org/articles/residential-school-syndrome>

## ADDITIONAL RESOURCES

### IPPERWASH CRISIS AND DUDLEY GEORGE

The website (archived) of the Ipperwash Inquiry (last updated June 2007)  
<https://www.attorneygeneral.jus.gov.on.ca/inquiries/ipperwash/index.html>

CBC News. “The Ipperwash Inquiry.” CBC, last updated May 31, 2007.  
<http://www.cbc.ca/news2/background/ipperwash/>

“Ipperwash.” Anishinabek Nation: Union of Ontario Indians, accessed November 28, 2018.  
<http://www.anishinabek.ca/ipperwash/>

Marshall, Tabitha. “Ipperwash Inquiry.” *The Canadian Encyclopedia*, published August 14, 2013; last updated April 18, 2016.  
<https://www.thecanadianencyclopedia.ca/en/article/ipperwash-crisis/>

## ADDITIONAL RESOURCES

### NORTHERN GATEWAY PIPELINE

Austen, Ian. “Despite Protests, Canada Approves Northern Gateway Oil Pipeline.” *New York Times*, published June 17, 2014.

<https://nyti.ms/2TzfSx9>

CBC News. “B.C. officially opposes Enbridge Northern Gateway pipeline.” CBC, published May 31, 2013.

<http://bit.ly/2HgEZ1r>

CBC News. “Northern Gateway Pipeline approved: B.C. reacts.” CBC, published June 11, 2014; last updated June 18, 2014.

<http://bit.ly/2Tzfhvp>

“In Pictures: Thousands Protest Northern Gateway Pipeline.” CTV News, October 2012.

<https://www.ctvnews.ca/canada/thousands-protest-northern-gateway-pipeline-1.1005815>

### NATIONAL INQUIRY INTO MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS

MMIWG (website)

<http://www.mmiwg-ffada.ca/>

## AUTHOR BIOGRAPHY



**Deborah Ellis** is a member of the Order of Canada. She has won the University of California's Middle East Book Award, Sweden's Peter Pan Prize, the Governor General's Award and the Jane Addams Children's Book Award. She is best known for her Breadwinner series, which has been published in twenty-five languages, with \$2 million in royalties donated to Canadian Women for Women in Afghanistan and Street Kids International.