



INDIGENOUS INFLUENCERS

Catholic Virtual Learning Resource

Front Lines by Isaac Murdoch, Serpent River First Nation



Ontario Catholic School
Trustees' Association



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RADIATING CHRIST

Dear Jesus, help us to spread Your fragrance everywhere we go.

Flood our souls with Your Spirit and Life.

Penetrate and possess our whole being so utterly,
that our lives may only be a radiance of Yours.

Shine through us, and be so in us, that every soul we come in contact with
may feel Your presence in our soul.

Let them look up and see no longer us but only Jesus!

Stay with us and then we shall begin to shine, as You shine;

So to shine as to be a light to others;

the light, O Jesus, will be all from You, none of it will be ours;

it will be You shining on others through us.

Let us thus praise You in the way You love best, by shining on those around us.

Let us preach You by our words and by our example,

by the catching force, the sympathetic influence of what we do,

the evident fullness of the love our hearts bear to You. Amen.

— Blessed John Henry Newman



“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”
(Matthew 5:14-16)

A SHARED WORLDVIEW

As teachers in Catholic schools, we share a unique worldview grounded in service and community. Through our professional practice, guiding students with our hearts and minds, the broader community, both present and future, also benefits. The learners we empower will eventually contribute to society through their own endeavours, continuing a pattern of flourishing and love.



*“Peace be with you!
For the sake of the Lord,
I will seek your good.”
(Psalms 122)*

A SHARED COMMITMENT

Regardless of the specific role we have in education at any given time, we are all educational leaders. Educating youth unites responsibility with service, a transformative element of our vocation. In fact, teaching is a profession that fosters all others, motivating students to apply learning meaningfully as life-long, engaged and contributing citizens.

Grounded in Gospel values, Catholic education nurtures an inclusive learning culture of high expectations for all learners across all learning environments. Diversity is championed as a strength, so that students with different backgrounds and experiences are collectively inspired to achieve to their unique potential and promote the common good. Created in God’s image, all learners matter.



Ontario Catholic School
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*“The Ontario Catholic School Trustees’ Association is pleased to serve with our Catholic student trustees in building, nurturing and promoting this Indigenous Influencers’ Resource. Together, may we build our understanding of truth and reconciliation through active listening, prayer and right action.”
– Pat Daly, President of OCSTA*



“Be who God meant you to be and you will set the world on fire.”

— St. Catherine of Sienna

Image Credit: Isaac Murdoch

INDIGENOUS INFLUENCERS INTRODUCTION

Indigenous Peoples come from diverse, sophisticated, and magnificent nations that have existed on these lands since time immemorial. Their languages, cultures and complex knowledge systems continue to illuminate their brilliance and beauty.

Through their ongoing resistance and resurgence, Indigenous Peoples continue to share their epistemologies (knowledge systems) and deep understanding of our connection to the natural world, despite centuries of attempts to eradicate them through colonialism. Often recognized in Western terms, some examples include: pharmacology (plant medicine), agronomy (agricultural practices), astrophysics (understanding celestial cycles), engineering mathematics (buoyancy of canoes, structural design of igloos), and geography (navigating over enormous distances). As well, countless innovations and inventions can be attributed to First Nations, Inuit and Metis Peoples such as the kayak, sunglasses, chewing gum, snowshoes, red river cart, unique styles of artworks, and baby carriers, just to name a few.

Numerous Indigenous nations from this land, also referred to as Turtle Island (North America), have advanced governing systems allowing for a peaceful co-existence with each other despite having very different languages and ways of living. One example of this is the Haudenosaunee Confederacy – one of the oldest and longest running democracies in the world. It was so impressive that the founding fathers of the United States utilized aspects of their governance as a model for the creation of the American constitution and government.

This resource will explore some examples of incredible Indigenous influencers who have, and continue to, create positive change, and inspire others through their ongoing contributions. Curriculum connections are provided to highlight possible opportunities for educators to bring these examples into their classroom in order for students to learn about the beauty, joy and brilliance of Indigenous Peoples.

Each influencer featured in this book will include their impact on society, interesting facts about them, awards and achievements as well as how their contributions align with the Catholic Social Teaching and the Ontario Catholic School Graduate Expectations.

An appendix featuring examples of inquiry prompts and connections to related subject and curriculum expectations has been included on page 38.



ARTHUR MANUEL

Secwépemc, from Secwépemc (Shuswap) territory

Researched and prepared by Sahayma Omenye, Northeastern Catholic District School Board.

Best Known For: Leadership and government.

Awards and Achievements:

- Manuel was extremely influential in shaping NAFTA.
- Manuel's book *Unsettling Canada: A National Wake-up Call* became a national bestseller and won the 2016 Canadian Historical Association Aboriginal History Book Prize.

Five Interesting Facts:

1. Manuel was a bestselling author, with his first book titled *Unsettling Canada: A National Wake-up Call*, and his second being *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*.
2. Arthur Manuel was Chief of Neskonlith Indian Band from 1995 to 2003 and chair of the Shuswap Nation Tribal Council from 1997 to 2003.
3. Manuel attended Concordia University located in Montreal.
4. Manuel participated in the United Nations Permanent Forum on Indigenous Issues since its inception in 2002. He actively fought for Indigenous people at an international level with numerous submissions about the human rights violations against Indigenous Peoples by Canada to United Nations human rights bodies.
5. Manuel was a residential school survivor and attended three different residential schools. Kamloops, St. Eugene's and St. Mary's.

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- PATERSON, J. (2017, January 19). B.C. aboriginal leader Arthur Manuel fought tirelessly for rights. The Globe and Mail; The Globe and Mail. B.C. aboriginal leader Arthur Manuel fought tirelessly for rights - The Globe and Mail

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“We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop.”

— Mother Teresa of Calcutta

Connecting with the Ontario Catholic School Graduate Expectations

Arthur Manuel has expressed the Ontario Catholic School Graduate Expectations through his countless years of advocacy for Indigenous peoples. In 1995, Manuel was elected Chief of Neskonlith Indian Band for the first time. He then went on to be elected another four times (Bokyo, 2023). During his time elected, he demonstrated his **effective communicator** qualities. He has dedicated his life to ensuring that Indigenous peoples do not lose their culture and empowered different communities to learn more about and understand Indigenous culture. His dedication and perseverance align him with being an effective communicator. He not only fought for Indigenous peoples rights in Canada, but also rights for their land. In 2003, Manuel continuously argued with the Canadian

government over the logging industry. He submitted reports to the World Trade Organization regarding the protection of forests. Though Canada tried to prove that the industry was not being subsidized, Manuel argued that logging on traditional territory created a form of trade subsidy because the true owners of the land were not being compensated (Ivey, 2021). His environmental stewardship and fight for justice connects him to being a **responsible citizen** and a **caring family member**. While Arthur Manuel has advocated for Indigenous rights, the fight for their rights and land still continues today. Manuel has paved the way for generations to come, allowing them to continue his work and aligning with the Catholic School Graduate Expectations.

Connecting to our Catholic Social Teaching

Arthur Manuel's activism deeply resonates with the Catholic Social Teachings. He has ensured that each Indigenous person understands that their culture isn't going anywhere, and that they should continue to express their spirituality and fight for their rights. This aligns with the teaching **Dignity of the Human Person**. He fought for the land regarding the logging industry which connects to **Stewardship of Creation**. In addition, he constantly worked toward having the owners of the land that the logging industry had taken over be compensated for what has

been done. With this work he has connected to **Economic Justice**. Manuel has served his community for countless years trying to make Canada a better place. He served in leadership positions for over 5 years and constantly advocated for his people. His leadership actions connect to **Subsidiarity** and the **Role of Government, Participation and Rights and Responsibilities**. Arthur Manuel has done countless good deeds, not only for British Columbia, but the entirety of Canada.



ASHLEY CALLINGBULL

Cree, from Enoch Cree First Nation

Researched and prepared by Sahayma Omenye, Northeastern Catholic District School Board.

Best Known For: Actress and model.

Awards and Achievements:

- Mrs. Universe.

Five Interesting Facts:

1. Callingbull is the first Indigenous woman to win the title of Mrs. Universe in 2015.
2. She is a game host for the NHL, Canadian Football League and the National Lacrosse League.
3. Callingbull is most known for her role in the television show Blackstone and has also appeared in the 4th season of The Amazing Race Canada with her stepfather.
4. She is married to Wacey Rabbit, a former NHL player.
5. Callingbull is an ambassador for Nike, RW&Co., Reitmans, and Hillberg & Berk.

Sources:

Ashley Callingbull. (2018, February 7). **Indspire**. Ashley Callingbull | Indspire Official, A. C.-R. (n.d.). **Ashley Callingbull-Rabbit Official**. Ashley Callingbull-Rabbit Official. Retrieved April 22, 2024, from ashley callingbull-rabbit

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Image, page 8



“Let nothing disturb you, Let nothing frighten you, All things are passing away: God never changes. Patience obtains all things Whoever has God lacks nothing; God alone suffices.”

— *St. Teresa of Avila*

Connecting with the Ontario Catholic School Graduate Expectations

Beyond the film and modeling industry, Ashley Callingbull is an activist and has demonstrated the Ontario Catholic School Graduate Expectation of being a **Responsible Citizen**. Through her advocacy and motivational speaking Ashley is also promoting peace and justice. As a sexual violence survivor she shares her story with others to ensure they know they are not alone. This also makes her a **Caring Family Member** as she helps other victims know that they are never fighting their battles alone. Ashley Callingbull is someone who has had countless struggles through her road to success. While social media can have a negative impact, Ashley has found a loving following and uses

her platform to educate others on Indigenous people. She has advocated for issues such as missing and murdered Indigenous women. She widely addressed this issue during the 2015 federal election, which led to it being a largely talked about topic. Callingbull’s advocacy in addressing missing and murdered Indigenous women led her to also being a **Reflective, Creative and Holistic Thinker**. Ashley Callingbull has inspired countless women around the world and continues to make an impact today, demonstrating the Ontario Catholic School Graduate Expectations in action.

Connecting to our Catholic Social Teaching

Ashley Callingbull is an activist and has always been one to advocate for Indigenous people. She has consistently connected with the **Dignity of the Human Person**, specifically as a result of her work bringing awareness to missing and murdered Indigenous women. These women that she is trying to bring light to have not been treated with dignity. Callingbull has been shining a light on the women in an attempt for the government to address the issue. She has also spoken about the impact of colonization

on the environment of Indigenous land. This connects her to **Stewardship of Creation**. Ashley is trying to protect Indigenous land and raise awareness on how the government has attempted to take their land past and present. Ashley Callingbull has advocated for a plethora of issues and still continues to today. In line with Catholic Social Teachings, her actions are slowly changing Canada.



CHERIE DIMALINE

Métis from Georgian Bay Métis Community

Researched and prepared by Elena Lionello, Northeastern Catholic District School Board.

Best Known For: Author, Journalist, Speaker, Columnist.

Awards and Achievements:

- Emerging Artist of the Year at the Ontario Premier's Awards for Excellence in the Arts 2014.
- Governor General's Award for English-language children's literature at the 2017 Governor General's Awards, *The Marrow Thieves*.
- 2017 Kirkus Prize in the young adult literature category.
- Finalist in the CBC's 2018 Canada Reads competition.
- Finalist in the 2018 White Pine Award.
- 2021 recipient of the Writers' Trust Engel/Findley Award.

Five Interesting Facts:

1. Cherie is the author of 6 books, including the well known *The Marrow Thieves*.
2. Cherie was the founding editor of *Muskrat Magazine*.
3. Dimaline's inspiration for becoming a writer was largely influenced from growing up listening to stories shared by her Mere (grandmother).
4. Dimaline is the coordinator of the Indigenous Writers Gathering.
5. Cherie's writing has been published and anthologized internationally.

To find out more about Cherie Dimaline, visit www.cheriedimaline.com

Sources:

Cherie Dimaline Facts for Kids. (2023, December 28). **Kids encyclopedia facts.**

Retrieved April 22, 2024, from https://kids.kiddle.co/Cherie_Dimaline

Findley, E. (n.d.). **Cherie Dimaline.** Writers' Trust of Canada. Retrieved April 22, 2024, from Cherie Dimaline | Writers' Trust of Canada

WHO I AM. (n.d.). **Cherie Dimaline.** Retrieved April 22, 2024, from WHO I AM

Why Cherie Dimaline calls on her Indigenous heritage as a bestselling storyteller and writer. (2020, June 23). **CBC.** Retrieved April 22, 2024, from Why Cherie Dimaline calls on her Indigenous heritage as a bestselling storyteller and writer | CBC Books

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“All the darkness in the world cannot extinguish the light of a single candle.”

— St. Francis of Assisi

Connecting with the Ontario Catholic School Graduate Expectations

Cherie Dimaline promotes **compassion, collaboration, social justice and reflection**, which are all values upheld in the Ontario Catholic School Graduate Expectations. Her novels often explore complex themes, which causes not only the reader to reflect creatively, but also herself while writing these pieces of literature. Cherie demonstrates collaborative measures in her writing through the characters she creates. They often work together to overcome challenges, highlighting the importance of collaboration

and teamwork. Cherie often shines a light on systemic issues affecting Indigenous peoples, promoting justice. She helps readers to become more aware of the injustices and encourages them to take action. Cherie Dimaline's focus on family throughout her novels, specifically *The Marrow Thieves*, speaks a great deal about the positive impact of family. As family bonds are strengthened throughout the novel, it helps the reader realize that compassion and unity can make a great difference.

Connecting to our Catholic Social Teaching

Cherie Dimaline focuses a great deal on the concept of **human dignity, community and justice**. Dimaline, especially in *The Marrow Thieves*, highlights the importance of environmental leadership (connecting the deep belief about the importance of the earth in Indigenous spirituality to how Catholics care for creation). She often speaks about the marginalized Indigenous communities, and her novels bring attention to the injustices that come with them. Solidarity is often a theme in her writing. Dimaline frequently writes about the

strength of community among Indigenous people, and how together, they combat systemic oppression. Overall, her writing style and format very much reflects how we should act and present ourselves as human beings. Cherie utilizes her words to bring to light issues that need to be more frequently and widely spoken. Additionally, she accurately describes relationships between Indigenous peoples and the rest of society as her characters value the common good over commercialized being.



DESTINY MOSER

Ojibway from Rainy River First Nation

Researched and prepared by Amira Zamanifar, York Catholic District School Board.

Best Known For: Chef.

Awards and Achievements:

- Nominated for The Business Excellence Award for Tourism & Hospitality.
- Nominated for The Business Excellence Award for Environment & Sustainability.
- Nominated for KW Oktoberfest Rogers Women of the Year Entrepreneur 40+.

Five Interesting Facts:

1. Chef Destiny Moser started Cedar Spoon Indigenous Catering. The name reflects her Indigenous heritage and resilience, symbolizing healing and strength.
2. Growing up cooking for her large family, Destiny later taught cooking in her community and attended cooking school.
3. Moser's objectives for Cedar Spoon involved promoting Indigenous cuisine to the public, supporting local Indigenous cooks and chefs, and mentoring aspiring Indigenous chefs to help them succeed in the culinary industry.
4. Chef Moser highlights traditional Indigenous ingredients, using things like bison, maple syrup, sumac, and sunflower oil in place of conventional options.
5. Destiny, as a busy mother of three, is the owner and Head Chef at FoodZen, a pre-made meal delivery service created by a personal chef.

Sources:

Meet Chef Destiny Moser, Cedar Spoon Indigenous Catering – Explore Waterloo Region <https://www.foodzen.ca/team>

Cedar Spoon Indigenous Catering

Image Credits:

Image, page 9

Image, page 10



"Love and charity, are service, helping others, serving others. There are many people who spend their lives in this way, in the service of others. ... When you forget yourself and think of others, this is love! And with the washing of the feet the Lord teaches us to be servants, and above all, servants as He was a servant to us, for every one of us."

— *Pope Francis*

Connecting with the Ontario Catholic School Graduate Expectations

Chef Moser is a **reflective, creative and holistic thinker** who is continuously solving problems that she observes within the culinary arts. She is creating a space for Indigenous cooks and chefs, which she previously observed there to be a lack of, and is sharing not only the knowledge but health benefits of Indigenous cuisine. Her work contributes to a greater

lifestyle for many, including those who can not cook for themselves. Chef Moser is a **collaborative contributor** working with a variety of chefs, schools and community partners sharing her knowledge and services wherever she can.

Connecting to our Catholic Social Teaching

Chef Destiny Moser is strongly concerned with the **common good** of others, providing affordable and convenient meals and making her services accessible to more individuals. She exemplifies **solidarity**, understanding the importance of interconnected and interdependence, by sharing her culinary

talents and life experiences with a variety of communities. Chef Moser also puts a great emphasis on using ingredients that are hyper-local and ultra-seasonal. This not only speaks to her concern for the physical well-being of others but her **stewardship of creation**, procuring ingredients in this ecologically beneficial way.



DREW HAYDEN TAYLOR

Anishinaabe, from Curve Lake First Nation

Researched and prepared by Jaden zhang, Ottawa Catholic School Board.

Best Known For: Playwright, columnist, film maker, lecturer and author.

Awards and Achievements:

- Queen Elizabeth Diamond Jubilee Award (2012).
- CBC Bookie for Best Character for Motorcycles and Sweetgrass (2011).
- Ontario Premier's Award for Creative Arts and Design (2010).
- Shortlisted for the Governor General's Award in Fiction, Motorcycles and Sweetgrass (2010).
- Victoria Martyn Lynch-Staunton Award for Outstanding Artistic Achievement in Theatre (2009).
- Nominations for Gemini Awards in several categories, including Best Picture, Best Editing and Best Actor for a MOW for In A World Created By A Drunken God (2009).
- Shortlisted for the Stellar Book Award for 2009 to 2010 in the Teen Readers' Choice Award category for The Night Wanderer (2009).
- For many more, visit his website, www.drewhaydentaylor.com.

Five Interesting Facts:

1. Taylor, who has shown his versatile abilities by doing stand-up comedy at the Kennedy Center, is now a director for Native Earth Performing Arts.
2. Taylor, a script writer, received recognition for the scripts he wrote for the National Aboriginal Achievement Awards in 2011 and 2012.
3. Taylor, in the past, has been a part of Berton House, University of Michigan, University of Western Ontario, University of Lunenburg and Ryerson University along with Wilfrid Laurier where he worked with many theatre companies.
4. Taylor completed a radio and television broadcasting diploma from Seneca College located in Toronto during 1982.
5. Taylor writes about First Nations culture and has written more than 20 plays and they have been produced around 100 times.

Sources:

Drew Hayden Taylor - Issuu

Drew Hayden Taylor

Drew Hayden Taylor | The Canadian Encyclopedia

What Is Indigenous?

Drew Hayden Taylor - The Globe and Mail

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Image, page 14



"I have the strength for everything through him who empowers me."
(Philippians 4:13)

Connecting with the Ontario Catholic School Graduate Expectations

Taylor's work aligns with the expectation of being a **discerning believer**, frequently including spiritual and cultural aspects in his storytelling. Through these subjects, Taylor encourages people to ponder on the sacredness of Indigenous customs and the strength of their spirituality; this helps foster more profound comprehension and admiration among viewers. Taylor is a **good communicator** shown in his skill to create stories that engage people from different cultures. He writes honestly and with care about the life of Indigenous groups, while pushing his readers and watchers to address issues regarding fairness in society and fixing broken relationships. Taylor also uses humour as a primary tool to reach audiences he would have

otherwise never have been able to affect. In addition, Taylor's dedication to participating in community activities and speaking up for others aligns with the requirements of a **collaborative contributor** and a **responsible citizen**. Not just focusing on his art, Taylor is also involved in efforts that try to give power to Indigenous young people. He takes part in projects to maintain Indigenous languages and customs while supporting the rights of Indigenous groups. By leading and advocating for these causes, Taylor shows strong responsibility towards the health of Indigenous communities as well as promoting Catholic social teachings like fairness, harmony, and regard for human worth.

Connecting to our Catholic Social Teaching

Drew Hayden Taylor's **care for the environment** is in harmony with Catholic Social Teaching about looking after creation. Being an Ojibwe writer and journalist, he stresses on the spiritual importance of land and connection between human beings and nature. Taylor highlights the necessity to protect Earth's resources for upcoming times, mirroring Catholic beliefs on stewardship principles and natural environment's fundamental worthiness.

Moreover, Taylor shows his dedication to Catholic social lessons by endorsing the **principle of preferential option** for the poor. In his writings, plays and activism, he brings attention to social and economic inequalities experienced by Indigenous communities in Ontario and throughout Canada. He gives importance to making stronger the voices of marginalized groups, also pushing for policies that aim at dealing with systematic unfairnesses.

For example, in plays such as "AlterNatives" and "God and the Indian," he highlights struggles faced by impoverished Indigenous peoples along with showing how collective action can help solve these problems.

Also, Taylor's work and connection with Indigenous groups, as well as his support for participatory decision-making, show Catholic beliefs in **subsidiarity and participation**. The promotion of cultural reawakening activities among Indigenous people and guidance projects for the youth encourage them to learn about their history and culture more deeply. It also helps them become active participants in influencing positive change within their communities. By promoting inclusion and empowerment, Taylor contributes in shaping the social, cultural, and political environment of Ontario both at home and worldwide.



CHARLOTTE EDITH ANDERSON MONTURE (EDITH MONTURE)

Mohawk from Six Nations of the Grand River in Ohsweken

Researched and prepared by Monica Galstyan, York Catholic District School Board.

Best Known For: Nurse and veteran.

Awards and Achievements:

- First Indigenous woman in Canada to become a registered nurse.
- First Indigenous woman in Canada to gain the right to vote federally.
- An elementary school in Brantford is named after her accomplishments.
- Elected honorary president of the Ohsweken Red Cross in 1939.

Five Interesting Facts:

1. Monture faced barriers as a Mohawk woman pursuing education. She overcame obstacles, attended nursing school in the USA, graduating from New Rochelle Nursing School.
2. Her courage and perseverance allowed Monture to work on the front lines while only 27 years old. She worked at Buffalo Base Hospital 23 in Vittel, France to treat soldiers in fatal condition.
3. Monture recorded her hours of tireless work in her personal diary, noting her helping in other medical centres and traveling through battlegrounds to find hurt soldiers.
4. Post-war, Monture continued her advocacy to improve Indigenous healthcare and worked at a hospital on her reserve until she was 65.
5. Edith married Claybran Monture and raised four children in Six Nations, living peacefully with her family until her death at the age of 105.

Sources:

- Alexander, Kerri Lee. "Biography: Charlotte Edith Anderson Monture." National Women's History Museum, Biography: Charlotte Edith Anderson Monture
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- #VeteranOfTheDay Army Veteran Charlotte Edith Anderson Monture - VA News." VA News, 29 November 2021, #VeteranOfTheDay Army Veteran Charlotte Edith Anderson Monture - VA News

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"Your word is a lamp for my feet, a light for my path."

(Psalm 119:105)

Connecting with the Ontario Catholic School Graduate Expectations

Through her notable courage, determination, and intelligence before, during, and following her service in the First World War, Edith Monture fulfills the Ontario Catholic School Graduate Expectations, particularly as a **collaborative contributor**. Despite the social constraints on Monture's access to education, she adamantly continued her learning journey as a nurse between the United States and Canada. Once she was acknowledged for her strong resolve,

Monture began serving on the front lines, where she worked tirelessly and passionately to treat and save the lives of soldiers in the First World War. Edith Monture's training and volunteering with fourteen others prepared her to assume her front line role along with the quick instincts she possessed to aid those with whom she served, truly highlighting her as a collaborative contributor to her community and cause.

Connecting to our Catholic Social Teaching

Edith Monture draws connections between herself and the Catholic Social Teachings through her dignity of the **human person**. Despite her initial rejection from accessing education, Monture passionately continued searching for the education she deserved in the field of nursing. Her role as a veteran and nurse during the occurrences of the First World War displays the value she assigned to the wellbeing of the human person. Her accounts in her

personal diary during the war retell her tireless work and efforts to support the health and life of soldiers during the battle, and demonstrate her connections with veterans and their families post-war. Moreover, her continued work as a nurse on her reserve even after returning from 14-hour shifts underscores her notable determination and concern for the wellbeing of God's creation and image.



HENRY LOUIS NORWEST

Métis from Fort Saskatchewan, Alberta

Researched and prepared by Amira Zamanifar, York Catholic District School Board.

Best Known For: Veteran and famous sniper WWI.

Awards and Achievements:

- Merited the Military Medal and bar, one of 830 members of the Canadian Expeditionary Force to be awarded this double honour.

Five Interesting Facts:

1. Norwest worked as a Royal Northwest Mounted Police officer for five months as well as a former ranch-hand and rodeo performer.
2. During Private Norwest's time in the 50th Canadian Infantry Battalion, he demonstrated remarkable skill and had a significant impact on Canadian military tactics.
3. He was honoured with the Military Medal and bar, a recognition shared by roughly only 830 Canadian Expeditionary Force members.
4. His patience was extraordinary; in addition to his marksmanship and camouflage skills, he was known to keep perfectly still for very long periods of time.
5. His shyness earned him the nickname 'Ducky' from other soldiers of the 50th Battalion. Despite his reserved personality, when he did speak, he was known to be pleasant and kind-hearted.

Sources:

Henry Norwest | The Canadian Encyclopedia

Sharpshooter: Henry Norwest - Native Soldiers - Foreign Battlefields - Aboriginal-Canadian Veterans

Image Credits:

Image, page 17

Image, page 18



"I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another."

(John 13:34)

Connecting with the Ontario Catholic School Graduate Expectations

Private Norwest is a **collaborative contributor** who found meaning and vocation in his work of fighting for Canada and world peace. In his pursuit of world peace, Private Norwest contributed to the common good of those he was fighting to defend.

Connecting to our Catholic Social Teaching

Private Norwest was highly concerned about the **dignity of the human person**, fighting for the conviction that everyone should be dignified and have freedom. He fought for the political **common good**, fighting for his neighbours locally and globally. Participating on the front lines of war, he greatly contributed to the progress of peace among God's creation.



ISAAC MURDOCH

Ojibway from Serpent River First Nation

Best Known For: Artist, author, musician, storyteller.

Five Interesting Facts:

1. Murdoch has written two books titled *The Trail of Nenaboozhoo* and *Serpents and Other Spiritual Beings* which recount stories in both English and Anishinaabemowin relating to Nenaboozhoo the shapeshifter and stories relating to lessons divulged from serpents and spiritual beings respectively.
2. Isaac has released two albums *You Were Chosen to Be Here* and *Here to Stay*. His songs combine Indigenous stories and knowledge, powerful storytelling, as well as traditional styles of singing.
3. Many of Murdoch's artworks have become recognized worldwide, with his *Thunderbird Woman* and *Water is Life* paintings being the most notable. Isaac dedicates his earnings from his artwork to the Onaman Collective, an initiative that fosters language and culture learning for youth.
4. Isaac has been a key part in building Nimkii Aazhibikoong- a community where Indigenous peoples gather to learn the Anishinaabek language and ways of being. He built this community in collaboration with elders to fight climate change by instilling traditional knowledge and values in young people.
5. Although his artwork is incredibly well recognized, Isaac has never copyrighted his art to allow anyone to use his artwork to fundraise for various causes.

To find more about Isaac Murdoch, visit <https://isaacmurdoch.com>

Sources:

Author Spotlight for June: Bomgiizhik Isaac Murdoch - Kegedonce Press. *Kegedonce Press - w'daub Awae | Speaking True*, 30 May 2023, www.kegedonce.com/author-spotlight-for-june-bomgiizhik-isaac-murdoch.

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Image Credits:

Image, page 20

Image, page 21



“Nothing great is ever achieved without enduring much.”

— St. Catherine of Siena

Connecting with the Ontario Catholic School Graduate Expectations

As an artist and storyteller, Isaac Murdoch fulfills the Ontario Catholic School Graduate Expectations as both an **effective communicator** and a **collaborative contributor**. Through his art, storytelling, and music, Murdoch uses his gifts to speak across the country to thousands of students, adults, government officials, and dignitaries to convey the importance of the

restoration of Indigenous language and culture. His communication over multiple mediums is contributing to action against the climate crisis and is helping individuals across the nation gain more connection to their culture. In addition, he collaborates with other Indigenous peoples such as Christi Belcourt to make his mission of educating young people’s possible.

Connecting to our Catholic Social Teaching

Isaac Murdoch talks often about the power of coming together as Indigenous peoples and working together to learn, create, and collaborate, all of which is reflected in the Catholic Social Teaching of **solidarity**. Solidarity reflects working together with others to strengthen community and collaborate towards solutions. Murdoch has dedicated a large portion of his life with Nimkii Aazhibikoong to

create a physical place where young people can come together and connect with the land. In doing this he is paving the way for future climate warriors, knowledge keepers, and language speakers. His knowledge is incredibly valuable, yet he acknowledges he cannot work alone to fight against climate change and we must collaborate together to make change.



JESSE WENTE

Ojibwe, from Serpent River First Nation

Researched and prepared by Lauren McGuire, Halton Catholic District School Board.

Best Known For: Journalist, author, activist, artist.

Awards and Achievements:

- Current chair of the Canada Council for the Arts.
- Directed film programming at the TIFF Bell Lightbox Theatre.
- Won the Arbor Award from the University of Toronto and was anointed a Massey fellow for his accomplishments in advancing Canadian Indigenous arts.
- Blanketed at a ceremony at the ImagineNative Festival in recognition of his contribution to Indigenous screen storytelling, 2017.
- First recipient of the Reel Activist Award from the Reelworld Film Festival.
- Received the Association of Ontario Health Centres Media Award Media, 2018.

Five Interesting Facts:

1. Wente has served as a journalist at over 20 different CBC stations throughout Canada.
2. He attended the University of Toronto for a degree in Cinema Studies, having membership to Innis College Jesse Wente | University of Toronto Alumni.
3. He is a father to a son and a daughter. Journalist Jesse Wente has spent a lifetime being uncomfortable. Join him, won't you? The Globe and Mail.
4. He was the first director of the Indigenous Screen Office, which worked to help create and promote specifically Indigenous films.
5. He released his first book, an autobiography, *Unreconciled: Family, Truth and Indigenous Resistance* in 2021 to critical acclaim.

Sources:

Jesse Wente Website, www.jessewente.ca/about.html, retrieved April 26, 2024.

Image Credits:

Image, page 22

Image, page 23



"No, we can't essentialize any one community to one experience. Much like in the Indigenous community, we don't want to be reduced to one voice, we should also acknowledge that the immigrant community has this huge diversity of experience."

— *Wab Kinew, Director of Indigenous Inclusion at the University of Winnipeg, CBC broadcaster, Canada Reads panelist, hip-hop artist*

Connecting with the Ontario Catholic School Graduate Expectations

As a journalist and author, Wenthe is an **effective communicator** as he is able to speak about different issues related to Indigenous peoples in a very engaging and impassioned way. Wenthe is also a **reflective, creative and holistic thinker**, as he provides a very well thought out perspective

to all pieces he releases. Wenthe also is a **responsible citizen** as he strives to promote justice for all people, through his work in film highlighting diverse perspectives.

Connecting to our Catholic Social Teaching

Wenthe exemplifies all of the Catholic Social Teachings but specifically the **Dignity of the Human Person**, the **Common Good** and **Solidarity**. Wenthe shows the Dignity of the Human Person through his support for marginalized people, as he amplifies these voices and their oppression through film. He works towards the common good by creating

awareness of issues in society through his journalistic efforts, and encourages us all to be aware and to be actionable citizens. Additionally, he shows solidarity through supporting other marginalized communities and championing their causes.



JOSEPH SHAWANA

Odawa, from Wikwemikong Unceded Indian Reserve located on Manitoulin Island in Ontario

Researched and prepared by Mya Moore, Huron Perth Catholic District School Board.

Best Known For: Chef.

Awards and Achievements:

- His Indigenous cuisine restaurant, Kūkūm Kitchen, won the 'Best World Cuisine' award in 2019.
- Was named one of the top ten chefs in Ontario.

Five Interesting Facts:

1. Joseph Shawana started cooking at the age of thirteen.
2. Chef Shawana is classically trained in French technique and Indigenous cuisine.
3. Chef Shawana is a professor and the Indigenous culinary advisor at Centennial College.
4. Chef Shawana uses traditional ingredients such as sweetgrass, fir tips, and seals in his meals.
5. Kūkūm Kitchen, his restaurant, does not sell any 'post-contact' food, so no beef, pork, chicken, dairy, or gluten.

Sources:

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<https://www.ddcxindigenoukitchen.ca>

<https://indigenoustourism.ca/wp-content/uploads/2019/11/Nations-Magazine-web-EN.pdf>

<https://nac-cna.ca/en/bio/joseph-shawana>

Image Credits:

Image, page 24

Image, page 25



"We become what we love and who we love shapes what we become."

— *Clare of Assisi*

Connecting with the Ontario Catholic School Graduate Expectations

Joseph Shawana connects to the graduate expectations of: Accepting Change (I accept change), Setting Goals (I set goals), and is a **caring family member**.

"I accept change" Joseph Shawana shows he accepts change by incorporating French techniques when creating Indigenous cuisine.

"I set goals" Joseph Shawana sets goals in the form of his goal to share food from all over Turtle Island.

A caring family member, Joseph Shawana shows he is a caring family member through his desire to teach Indigenous youth how to cook their own traditional food.

Connecting to our Catholic Social Teaching

Call to Family, Community and Participation.
Joseph Shawana embodies this Catholic Social Teaching through his desire to teach Indigenous youth how to cook their own traditional food.
Joseph Shawana embodies this Catholic Social Teaching through his goal to share food from all over Turtle Island.



MARY SIMON

Inuk, from Kangiqsualujjuaq in Nunavik, Quebec

Researched and prepared by David Beshai, Toronto Catholic District School Board.

Best Known For: Politics, diplomacy, Indigenous affairs, and environmental advocacy. Canada's first Indigenous Governor General.

Awards and Achievements:

- Governor General's Northern Medal
- Gold Order of Greenland
- National Aboriginal Achievement Award
- Gold Medal of the Canadian Geographical Society
- Symons Medal

Five Interesting Facts:

1. Mary Simon played a pivotal role in the creation of the Arctic Council, an intergovernmental forum promoting cooperation among Arctic states and Indigenous peoples to address environmental protection and sustainable development. She served as Canada's first Ambassador for Circumpolar Affairs and was instrumental in the establishment of the council in 1996.
2. In addition to her diplomatic career, Mary Simon has been an advocate for Inuit culture and language preservation. She co-founded Inuit Tapiriit Kanatami (ITK), a national organization representing Inuit in Canada, and served as its President from 2006 to 2012. Through her leadership, ITK has worked to advance Inuit rights, language revitalization, and cultural preservation.
3. Mary Simon's commitment to environmental conservation extends to her work as a commissioner on the World Commission on Dams, which focused on assessing the environmental, social, and economic impacts of large dams worldwide. Her involvement in this commission reflects her dedication to sustainable development and Indigenous rights in the context of resource development projects.
4. As a prominent Indigenous leader, Mary Simon has been a vocal advocate for the inclusion of Indigenous perspectives in Canada's foreign policy and international relations. She has emphasized the importance of Indigenous knowledge and governance systems in addressing global challenges such as climate change and sustainable development, highlighting the value of Indigenous voices on the world stage.

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Image, page 26

Image, page 27



"It is essential to show special care for Indigenous communities and their cultural traditions...For them, land is not a commodity but rather a gift from God and from their ancestors who rest there, a sacred space with which they need to interact if they are to maintain their identity and values."

— (LS, 146)

5. Mary Simon's contributions to Indigenous rights and reconciliation have been recognized both nationally and internationally. She was awarded the Symons Medal in 2013 for her outstanding contributions to Canadian life and culture. The Symons Medal is presented annually by Trent University to individuals who have made significant contributions to Canadian society.

Sources:

Mary Simon - Wikipedia

Biography | The Governor General of Canada

The Canadian Encyclopedia

Canadian Canadian Heritage

CBC News

Connecting with the Ontario Catholic School Graduate Expectations

Mary Simon's life and work embody several aspects of the Ontario Catholic School Graduate Expectations, particularly in fostering a sense of community and social responsibility, respecting diversity and the dignity of others, and demonstrating **effective communication** and **critical thinking** skills in addressing complex social and environmental issues.

Connecting to our Catholic Social Teaching

Mary Simon's advocacy for Indigenous rights and environmental conservation aligns closely with Catholic Social Teaching, particularly the promotion of the common good, solidarity with marginalized communities, and stewardship of creation. Her commitment to justice, reconciliation, and respectful dialogue reflects the Catholic values of compassion, justice and care for the vulnerable.



NADINE RENA CARON

Anishinaabe from Sagamok Anishnawbek First Nation

Researched and prepared by Monica Galstyan, York Catholic District School Board.

Best Known For: Surgeon.

Awards and Achievements:

- Hamber Medal, Dr. Jay C. Cheng Memorial Medical Education Foundation Prize.
- Dr. Jack Margulius Memorial Prize, top graduating student in Medicine, MD degree, and best cumulative record in all years of study.
- Dr. John Big Canoe Memorial Scholarship, Canadian Medical Association (1997). Caron was the first recipient of this award.
- 100 Canadians to Watch, *Maclean's Magazine* (1997).
- Outstanding Alumni Award, Simon Fraser University (2011).
- Dr. Thomas Dignan Indigenous Health Award, Royal College of Physicians and Surgeons of Canada (2016).
- Women of the year: 12 Canadians who rocked 2016, *Chatelaine Magazine*.
- Wallace Wilson Leadership Award, University of British Columbia Medical Alumni Association (2017).
- Honourary Doctor of Laws, University of the Fraser Valley (2017).
- Honourary Doctor of Science, Simon Fraser University (2019).
- Athletic Hall of Fame, Terry Fox Humanitarian Category, Simon Fraser University (2019).
- Inclusive Excellence Prize, Canadian Cancer Society (2020).
- Member, Order of British Columbia (2022).

Five Interesting Facts:

1. Dr. Caron was the recipient of 20 major academic awards when studying at Simon Fraser University, including becoming the top undergraduate student in 1993.
2. Beyond being an exceptional student, she had an aptitude in athletics and was recruited as a star basketball player by Simon Fraser University.
3. Throughout her career, Dr. Caron has emphasized Indigenous health and Canadian health policy as her main interests, participating in several national and international presentations.
4. Dr. Caron is a prominent researcher recognized by the Canadian Cancer Society for her leadership and continual contributions to many areas of cancer research.
5. She led a study which discovered that it is 30% more likely for Indigenous Peoples to pass away after surgery in comparison to those of non-Indigenous descent.

Image Credits:

Image, page 28

Image, page 29



"The world offers you comfort, but you were not made for comfort. You were made for greatness."

— Pope Benedict XVI

Sources:

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- Heatherington, Reyhana. "Canadian Cancer Society honours Dr. Nadine Caron for ground-breaking achievements and visionary leadership in cancer research - UBC Faculty of Medicine." UBC Faculty of Medicine, 12 May 2021, <https://www.med.ubc.ca/news/canadian-cancer-society-honours-dr-nadine-caron-for-ground-breaking-achievements-and-visionary-leadership-in-cancer-research>.
- "Nadine Caron." *The Canadian Encyclopedia*, 30 October 2020, <https://www.thecanadianencyclopedia.ca/en/article/nadine-caron>.
- "Nadine Caron - Biomedical Physiology and Kinesiology (BPK)." Simon Fraser University, <https://www.sfu.ca/bpk/alumni/profiles/nadine-caron.html>.
- "Nadine Caron Facts for Kids." Kids encyclopedia facts, 28 December 2023, https://kids.kiddle.co/Nadine_Caron.

Connecting with the Ontario Catholic School Graduate Expectations

Throughout her life, Dr. Nadine Caron continues in-depth research and education at every level. It is clear through her numerous achievements that Caron has a passion for knowledge and is a dedicated life-long learner. She directed studies to fully educate herself on discrepancies in Indigenous healthcare and is a constant

advocate for the quality of life for these communities. Overall, she is a wonderful representative of a **self-directed, responsible, and lifelong learner** –as in relation to the Catholic Graduate expectations.

Connecting to our Catholic Social Teaching

As a certified surgeon and researcher in cancer research, Dr. Nadine Caron has dedicated her life to the common good of both the communities she serves, as well as international wellbeing. Upon discovery of the discrepancies in the healthcare system, she dedicated her life to research in medicine as well as spending time

in her community with her husband and daughter. Ultimately, she follows a myriad of the Catholic Social teachings, but easily emphasizes the importance of common good through her activism, research and care.



NAOMI SMITH

Ojibwe, from Neyaashiinigiing Anishinaabek (Chippewas of Nawash First Nation)

Researched and prepared by Mirari Ubani, Simcoe Muskoka Catholic District School Board.

Best Known For: Beadwork artisan, graphic designer and educator.

Awards and Achievements:

- At the 2010 Vancouver Winter Olympics, Naomi was featured as a First Nation Artisan.
- Naomi's work has been showcased at the Smithsonian National Museum in Washington and she is one of only thirty North American artisans selected for this exhibition.
- Naomi's art has been showcased at the Boston National Museum of Fine Art. Naomi Smith: Fleming College

Five Interesting Facts:

1. Naomi is a knowledge keeper. She holds classes where she teaches native people interested in their heritage, as well as others who hold a genuine interest in native culture, about the significance of the native tradition of beading. She shares these traditions so that they will live on.
2. There is much meaning behind her artwork. Naomi hones her craft while including narratives and symbolism in her work. Indigenous Beadwork with a Modern Twist: Naomi Smith | Interweave
3. Naomi was part of the Sixties Scoop, where she was assimilated into a non-native family. She later reconnected with her birth mother and described it as 'the pinnacle moment' in her life to learn more about who she was. Renowned bead work artist now teaching others - Anishinabek News.
4. Naomi owns Black Tulip Designs, a store for her handmade designs and artwork, and where she runs beading workshops. Black Tulip Designs.
5. Her craft involves the woodland saddle-style beadwork method. She is inspired by a raised floral design technique that originated in 1820. Naomi also pulls inspiration from patterns made in moose hair and quills. Beadwork revival a life's journey for artist Naomi Smith - Anishinabek News

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Image, page 30

Image, page 31



"Our people believe in peace. Our people believe in love.
We believe in responsibility."

— Niigaan Sinclair

Connecting with the Ontario Catholic School Graduate Expectations

A **collaborative contributor** who finds meaning, dignity and vocation in work which respects rights of all and contributes to the common good.

Conducting classes, where she teaches the art of Ojibway beading, Naomi collaborates with her community. She keeps her learners engaged and involved, creating an environment of unity and collaboration. There is meaning and dignity in the work Naomi Smith does as a knowledge keeper. She honours her heritage through the

preservation of Anishinaabe traditions as well as the sharing of those traditions and knowledge. Her job is not only a job, but it is a vocation, driven by a sense of purpose. Additionally, the beading classes Naomi Smith teaches are not exclusive. They are meant to serve people who are curious about their own heritage as well as anyone who holds a genuine interest in Indigenous culture.

Connecting to our Catholic Social Teaching

Naomi Smith showcases the Catholic Social Teaching of solidarity, recognizing the importance of unity and the strengthening of community. Naomi Smith's classes bring together people with different stories to learn about the Indigenous traditions of beading. Unity is a key aspect of **solidarity** and her classes bring people together, fostering this Catholic Social Teaching. Solidarity does not stop at local

communities, it goes much further. While Naomi Smith's focus may be on Indigenous traditions specific to her region, her commitment to solidarity promotes the need to stand together with others all around the world to promote meaningful causes.



SNOTTY NOSE REZ KID

**Darren 'Young D' Metz and Quinton 'Yung Trybez' Nyce.
Haisla, from Kitamaat Village, British Columbia**

Researched and prepared by Mya Moore, Huron Perth Catholic District School Board.

Best Known For: Rap duo.

Awards and Achievements:

- They signed with Sony Music Entertainment Canada in September 2023
- Nominated 'Best Hip Hop Album' at the Indigenous Music Awards (2018)
- Won 'Best Hip Hop Artist' at the Western Canadian Music Awards (2018)
- They were nominated 'Best Indigenous Music Album of the Year' at the Juno Awards (2018)
- They were shortlisted for the 'Polaris Music Prize' (2018)

Five Interesting Facts:

1. They first met in high school because they were both writers; Darren Metz used to write poetry and Quinton Nyce was a storyteller.
2. They originally started recording under the name "Minay Music" because of a project that Metz was assigned when he was in his audio engineering program at Harbourside Institute of Technology.
3. They toured Australia, as well as Canada and the US in 2018.
4. "Savages", one of their singles, was on the Indigenous Music Countdown for 20 weeks.
5. Darren Metz have published music every year since 2020, which is fairly rare for most artists.

To find out more about the Snotty Nose Rez Kids, snottynoserezkids.com

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Image, page 32

Image, page 33



"The future starts today, not tomorrow."

— St. John Paul the Great

Sources:

<https://www.cbc.ca/news/indigenous/snotty-nose-rez-kids-indigenous-artists-1.7032148>

<https://www.last.fm/music/Snotty+Nose+Rez+Kids/+wiki#:~:text=Snotty%20Nose%20Rez%20Kids%20are,and%20currently%20based%20in%20Vancouver.>

<https://www.jazzwinnipeg.com/snotty-nose>

Connecting with the Ontario Catholic School Graduate Expectations

Collaborative Creator

A Caring Family Member

A Responsible Citizen

Connecting to our Catholic Social Teaching

Care for God's Creation

Solidarity

Rights and Responsibilities

Call to Family, Community and Participation



TANYA TAGAQ

Inuk from Cambridge Bay (Ikaluktutiak)

Researched and prepared by Mirari Ubani, Simcoe Muskoka Catholic District School Board.

Best Known For: Throat singing, author, composer.

Awards and Achievements:

- Member of the Order of Canada.
- Polar Music Prize winner.
- JUNO award winner.

Five Interesting Facts:

1. Throat singing usually consists of two women, however Tanya Tagaq decided to go solo.
2. Tanya has a memoir, *Split Tooth*, that was published in 2018. www.tanyatagaq.com
3. Tanya is an advocate for Indigenous land rights, as well as the Inuit tradition of sealing. Tanya Tagaq #sealfie provokes anti-sealing activists | CBC News.
4. Sinaa released in 2005 was nominated for five awards at the Canadian Aboriginal Music Awards. Tanya Tagaq | Who We Are | Canada's Royal Winnipeg Ballet.
5. Tanya Tagaq taught herself to throat sing using audio tapes given to her by her mother. Tanya Tagaq | Who We Are | Canada's Royal Winnipeg Ballet.

To find out more about Tanya Tagaq, visit www.tanyatagaq.com

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Image, page 35



“The Church’s deepest nature is expressed in her three fold responsibility: of proclaiming the word of God, celebrating the sacraments and exercising the Ministry of charity.”

— *Pope Benedict*

Connecting with the Ontario Catholic School Graduate Expectations

An **effective communicator** is one who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

Tanya Tagaq exemplifies this expectation through her social commentary. Through her music, Tagaq highlights the effects of colonization, climate change as well as advocating for Indigenous rights. Her music is an effective means of communication as it transcends barriers of language and culture.

Tagaq tours the globe, bringing people together with her music. Finally, she uses her platform to promote gospel values such as justice, compassion, and solidarity. Overall, Tanya Tagaq's approach to communication showcases sensitivity and critical engagement in line with gospel values, while advocating for social change and Indigenous rights.

Connecting to our Catholic Social Teaching

Tanya Tagaq showcases the Catholic Social Teaching of **participation**. She does so by recognizing the importance of community and the fact that every person is entitled to inclusion. Tanya Tagaq exemplifies this teaching through her advocacy for Indigenous communities. She uses her platform to amplify the voices of Indigenous people, creating opportunities of participation in conversations about heritage

and culture. This ensures that Indigenous voices and perspectives are heard during public discourse. Using her music Tanya Tagaq creates safe spaces for Indigenous individuals to share experiences and engage in dialogue relevant to heritage and culture. Her commitment to solidarity highlights the need to stand together with others all around the world to promote meaningful causes.



TANYA TALAGA

Ojibway, Anishinaabe from Fort William First Nation, but grew up in suburban Toronto

Researched and prepared by Elena Lionello, Northeastern Catholic District School Board.

Best Known For: Author, journalist, speaker, columnist.

Awards and Achievements:

- Winner. First Nation Communities Read Award: Young Adult/Adult (2018)
- Finalist. Hilary Weston Writers' Trust Nonfiction Prize (2018)
- Finalist. BC National Award for Nonfiction (2018)
- Winner. Shaughnessy Cohen Prize, Political Writing (2018)
- Winner. Royal Bank of Canada Taylor Prize (2018)
- Winner. Atkinson Fellowship in Public Policy (2017)
- Nomination (Team). Canadian Association of Journalists, Open Media (2016)
- Winner (Team). National Newspaper Award, Special Project (2015)
- Winner (Team). Canadian Association of Journalists, Open Media (2015)
- Nomination. Canadian Association of Journalists, JHR/CAJ Award for Human Rights Reporting (2015)
- Winner (Team). National Newspaper Award, Special Project (2013)
- Winner (Team). Canadian Medical Association, Excellence In Print: News (2007)
- Winner (Team). Michener Citation of Merit (2007)
- She has been nominated five times for the Michener Citation of Merit in public service Journalism.

Four Interesting Facts:

1. Tanya was the first Anishinaabe woman to be named a CBC Massey Lecturer in 2018. She holds an honorary doctorate from Lakehead University, as well as honorary degrees from Victoria University in the University of Toronto, Toronto Metropolitan and Ontario Tech.
2. Tanya heads Mawka Creative Inc., which is a production company focused on ensuring Indigenous voices are heard through documentary films, television and podcasts.
3. Talaga was employed by the Toronto Star for over twenty years covering a large span of topics ranging from health, to education, investigations and Queen's Park. She was also the Indigenous Issues Columnist.
4. Tanya is the author of many well known works including *Seven Fallen Feathers: Racism, Death and Hard Truths in a Northern City* and *All of our Relations: Finding the Path Forward*.

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Image, page 36

Image, page 37



"Serve one another with the gifts you have received."

(1 Peter 4:8-11)

Sources:

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Tanya Talaga. (n.d.). Writers' Trust of Canada. Retrieved April 22, 2024. Tanya Talaga | Writers' Trust of Canada.

Connecting with the Ontario Catholic School Graduate Expectations

Tanya Talaga speaks, writes and listens honestly, making her an **effective communicator**. She is clever with her words, and can accurately describe the feelings and thoughts of others, especially those of Indigenous peoples. In her writing, she reflects a lot on subjects such as social justice and reconciliation, prominent topics within the Catholic faith. The Catholic faith teaches justice for all, and Talaga uses her voice to communicate important ideas, and to promote Indigenous ideas and understandings.

She is a **responsible citizen**. Her work encourages people to understand their roles in society and how they can work towards a more equitable world and the greater good. Tanya's writing embodies the values of the Catholic Graduate Expectations, and demonstrates how they can have a positive impact, when someone embraces reconciliation and justice. Talaga is a perfect example of someone who embodies the Catholic Graduate Expectations, and lives them out in the real world.

Connecting to our Catholic Social Teaching

Tanya is an advocate for **human dignity**, and her writing highlights systemic issues involving the suppression of Indigenous peoples. She has a focus on ensuring that all people are included in society, especially Indigenous peoples. Tanya upholds the Catholic Social Teaching of **rights and responsibilities** by addressing the rights of Indigenous peoples, and shedding light on the

injustices that are faced by them. She also highlights and brings to light issues of justice, human rights and community. Tanya advocates for social change and reconciliation. Her writing emphasizes the unity and interconnectedness of all people, whether Indigenous or not.



KATSI'TSYO TAWNYA BRANT

Mohawk from Six Nations of the Grand River in Ohsweken

Researched and prepared by Monica Galstyan, York Catholic District School Board.

Best Known For: Chef and business owner.

Awards and Achievements:

- Top Chef Canada Season 10 Competitor.
- Mohawk College Alumni of Distinction Award Recipient in entrepreneurship: Aboriginal Small Business Management.
- 2021 Ontario Chamber of Commerce Small Business Award.

Five Interesting Facts:

1. Tawnya Brant's first job, at the young age of 12 years old, was at a local café in her home village of Ohswe:ken, where her work ethic was developed.
2. Tawnya had a freelance career which allowed her to work all throughout southern Ontario, western New York and Manitoulin Island.
3. The birth of her oldest son led to a career change, where Tawnya realized that she wanted to settle down in her village at Ohswe:ken and began her journey at Mohawk College, where she also founded Yawekon Foods ('Yawekon' in the Mohawk language means 'it tastes good!').
4. Most of her summers, Brant can be found in her home garden spending time with her mother on her passion project: Mohawk Seedkeepers Garden.
5. Most of Brant's cooking includes the vibrant flavours from her Haudenosaunee childhood, as she shares her Indigenous food knowledge.

Sources:

"About." Chef Tawnya Brant, www.cheftawnyabrant.com/about

"Chef Tawnya Brant." YouTube, Chef Tawnya Brant - YouTube

"Chef Tawnya Brant on Canadian Food & Entrepreneurship | MENU." MENU Magazine, 13 March 2024, Chef Tawnya Brant on Canadian Food & Entrepreneurship | Menu

"One Dish, One Spoon filming approved on Six Nations." Canada-info.ca, 3 October 2023, One Dish, One Spoon filming approved on Six Nations - Canada Info

"Tawnya Brant." Mohawk College, 1 January 2023, Tawnya Brant | Mohawk College

"Tawnya Brant." Women Entrepreneurship Knowledge Hub, 27 March 2023, Tawnya Brant

"Terrylynn Brant." Community Seed Network, Terrylynn Brant | Community Seed Network

Image Credits:

Image, page 38

Image, page 39



“Love and charity, are service, helping others, serving others. There are many people who spend their lives in this way, in the service of others. ... When you forget yourself and think of others, this is love! And with the washing of the feet the Lord teaches us to be servants, and above all, servants as He was a servant to us, for every one of us.”

— Pope Francis

Connecting with the Ontario Catholic School Graduate Expectations

Through her passion and love for her community, Chef Tawnya Brant is an outstanding example of a **caring family member**, as described by the Ontario Catholic Graduate Expectations. Following her freelancing career, she worked in various locations beyond her hometown. Tawnya Brant chose to return to Ohswé:ken to open a restaurant for her community and raise her son with roots in her beautiful village. Moreover she volunteers with Mohawk Seedkeepers Garden, where they monitor food security and offer the traditional

workshops on agricultural methods at a newly built Earthship Seedbank. Through this work, she fosters continuous joy in sharing her own knowledge of Indigenous culinary arts and that of her ancestors. Overall, Chef Tawnya Brant is a wonderful example of a caring family member as she raises her two children, contributes to her mother’s passion project, Mohawk Seedkeepers Garden, and shares her knowledge and talent with her greater community.

Connecting to our Catholic Social Teaching

Through her **stewardship of creation** and participation in her community, Chef Tawnya Brant’s work actively connects to the Catholic Social Teachings. Tawnya Brant continues to develop her career as a chef, owner, and a show host with her sister. Within her passion for the culinary arts is also a passion for sustaining healthy food sources on our planet. In an interview with Menu Magazine she states: “*We need to look at genetically modified foods and realize our environment is not going to sustain their growth.*” Within her career, Brant clearly

cherishes Earth’s life-sustaining properties, as well as how her traditional Haudenosaunee palette supports this very cause. By actively participating in her greater community through her show, her restaurant, food programs, and volunteer work in local gardens, Chef Katsi'tsyo Tawnya Brant passionately supports her role as a steward of creation and participates in uplifting this Catholic Social Teaching.



WAB KINEW

Anishinaabe from Ojibways of Onigaming First Nation

Researched and prepared by Bailey Clyne, Dufferin-Peel Catholic District School Board.

Best Known For: Politics, musician, author.

Awards and Achievements:

- Best Rap or Hip Hop Album (Live by the Drum).
- Aboriginal Peoples Choice Music Awards (now the Indigenous Music Awards) 2009.
- Honorary Degree, DLitt, Cape Breton University 2014.
- Manitoba's first Indigenous Premier.

Five Interesting Facts:

1. Before entering politics Wab Kinew was a musician, broadcaster, university administrator and a host of programming on CBC Radio and CBC Television.
2. Wab Kinew is Manitoba's first Indigenous Premier.
3. Wab Kinew is the host of the Indigenous series 8th Fire. The 8th Fire is a four part documentary series that talks about the relationship between Indigenous peoples and Canada.
4. Wab Kinew is a best selling and award winning author who has written and published four books: *The Reason you Walk*, *Go Show the World*, *The Everlasting Road* and *Walking in Two Worlds*.
5. Wab Kinew was a rapper. His most successful songs are Good Boy, Heroes, and Last Word.

Sources:

A look at Wab Kinew's journey to become Manitoba's 1st Anishinaabe premier | CBC News

Wab Kinew | The Canadian Encyclopedia

Wab Kinew Facts for Kids

Wab Kinew Bio - CCAB

CBC's 8th Fire - Canada's History

Wab Kinew Collection

Ethics commissioner tells Manitoba premier not to write new books, promote old ones while in office | CBC News

Wab Kinew's YA novel *The Everlasting Road* tackles grief by way of the supernatural – read an excerpt now | CBC Books

Wab Kinew introduces a new generation to Indigenous trailblazers in picture book *Go Show the World* | CBC Radio

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“We must be ready to learn from one another, not claiming that we alone possess all truth and that somehow we have a corner on God.”

— *Desmond Tutu*

Connecting with the Ontario Catholic School Graduate Expectations

Waub demonstrates the characteristics of a **discerning believer** in his role as a writer and storyteller. He incorporates spirituality and sacredness into his narratives. In *Moon of the Crusted Snow*, Waub delves into subjects like faith and toughness within an Indigenous group dealing with an apocalyptic situation. Rice, by means of his stories, honours the signs of God's existence in difficulties which makes readers contemplate their personal journey with faith as well as ethical decisions they have made in life.

Waub demonstrates the importance of being a **responsible citizen**. He uses his position to support social fairness and care of Indigenous peoples. His work in journalism frequently focuses on topics like Indigenous rights, environmental problems, and the effects of colonialism. By letting those who are not often heard speak up and encouraging discussions on social matters, Rice actively participates in promoting peace, fairness as well as honouring the value of human life.

Connecting to our Catholic Social Teaching

Wab Kinew is connected to Catholic Social Teaching: **Rights and Responsibilities**. As Premier of Manitoba, Wab Kinew has the responsibility to look out for everyone's human rights. Kinew is an advocate for the rights of Indigenous peoples through all the work he has done. Wab Kinew's advocacy for not only Indigenous people, but for all the citizens of Manitoba, aligns with the Catholic social teaching of solidarity demonstrated through his commitment to strengthen community and promote a just society.



WAUBGESHIG RICE

Anishinaabe, from Wasauksing First Nation

Researched and prepared by Jaden Zhang, Ottawa Catholic District School Board.

Best Known For: Author and journalist.

Awards and Achievements:

- Independent Publishers Book Award for *Midnight Sweatlodge*, 2012. Penticton, BC: Theytus Books, Ltd.
- Northern 'lit' Award for *Midnight Sweatlodge*, 2012. Penticton, BC: Theytus Books, Ltd.
- Debwewin Citation for excellence in First Nation Storytelling, 2004.

Five Interesting Facts:

1. Although he is now an accomplished fiction author, Waubgeshig first found his writing roots focusing on non-fiction in the world of journalism working with the Canadian Broadcasting Corporation while only writing fiction in his spare time!
2. Waub is a Maple Leafs fan despite living in Sudbury.
3. Waub does Brazilian Jiu Jitsu, and he even has his black belt.
4. With Waub's hard-hitting novels, it's no surprise that he is a self-proclaimed metalhead.
5. One of Waub's most decorated novels, *Moon of the Crusted Snow*, was inspired by the Northeast Blackout of 2003 and his community's resilience when living off the land.

Sources:

About - Waubgeshig Rice Author Journalist. Retrieved from www.waub.ca/about/
Waubgeshig Rice shares journey to Moon of the Crusted Snow - Anishinabek News.
Waubgeshig Rice on Twitter

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Image, page 42

Image, page 43



“Do small things with great love.”
— Saint Mother Teresa of Calcutta

Connecting with the Ontario Catholic School Graduate Expectations

Waub demonstrates the characteristics of a **discerning believer** in his role as a writer and storyteller. He incorporates spirituality and sacredness into his narratives. In *Moon of the Crusted Snow*, Waub delves into subjects like faith and toughness within an Indigenous group dealing with an apocalyptic situation. Rice, by means of his stories, honours the signs of God's existence in difficulties which makes readers contemplate their personal journey with faith as well as ethical decisions they have made in life.

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Connecting to our Catholic Social Teaching

The principle of **preferential option for the poor** in Catholic Social Teaching is shown in Rice's activism. In his writing and involvement with community issues, Rice always gives priority to making the voices of Indigenous peoples louder in fighting for their rights. Indigenous peoples have a long history of being pushed aside, evident from the effects they suffer due to unequal systems. The novel "Moon of the Crusted Snow" and other writings by Rice address socio-economic problems that Indigenous communities encounter, emphasizing how important it is to unite in dealing with poverty, inequality and unfairness.

Rice has also demonstrated a commitment to **taking care of creation**, another important Catholic Social Teaching. As an Indigenous author from the Wasauksing First Nation in Ontario, Rice has a strong appreciation for the relationship between humans and nature. This is shown in teachings about how everything in life is connected by Indigenous understanding. In his books, he frequently looks into matters such

as environmental endurance, looking after ecology and the spiritual importance of land. His storytelling underlines the significance of valuing and safeguarding Earth's resources for future generations,, which reflects the Catholic concept of caretaking along with creation's inherent worth.

Moreover, Rice's endorsement of participatory decision-making and community empowerment is in line with the Catholic Social Teaching that emphasizes **subsidiarity and participation**. By involving themselves with Indigenous communities, paying attention to what they require, and making their voices heard, Rice encourages people to have control over their stories and push for change. Through activities that promote cultural rejuvenation along with initiatives for mentorship, Rice cultivates feelings of membership as well as recognizing the potential of Indigenous young people. This encourages them to participate actively in forming Ontario's social as well as cultural-political environment.



ZOEY ROY

Diné, Cree, Michif, member of Peter Ballantyne Cree Nation

Researched and prepared by Lauren McGuire, Halton Catholic District School Board.

Best Known For: Artist, spoken word, poet, academic.

Awards and Achievements:

- Queen Diamond Jubilee Medal.
- Women of Distinction Award in Saskatoon, Saskatchewan.
- Congress of Aboriginal People Youth Leadership Award.
- Inspire Award.
- Indigenous Graduate Leadership Award at the University of Saskatchewan.
- University of Saskatchewan's One to Watch.

Five Interesting Facts:

1. Zoey is currently pursuing a PhD in Education at York University.
2. Zoey has performed her spoken word all around the world including in Dubai and Australia.
3. Zoey released her first book, a memoir called Homecoming in 2016 and has released 2 spoken albums called Made Up and Zoetry in 2021 and 2022 respectively.
4. Roy left home at the age of 13 and struggled with being unhoused and facing poverty.
5. She does a great amount of outreach with young kids, often going into schools to teach hip hop related spoken word to Indigenous students.

Sources:

Retrieved from Zoey Roy's website, Indigenous Arts Collective of Canada at www.indigenousartscollective.org/zoey-roy

Artist and social activist Zoey Roy finds her cause in community

'We're sounding like one': Poet uses hip hop for cultural connection in Indigenous classroom | CBC News

Image Credits:

Image, page 44

Image, page 45



“Be amazed at the heights to which you are called!”

— Saint Pope St. John Paul II

Connecting with the Ontario Catholic School Graduate Expectations

Roy exemplifies being a **self directed, responsible, life long learner, a collaborative contributor and a responsible citizen**. Roy's upbringing was quite challenging as she left home at age 13, causing her to drop out of school. She eventually was able to go back to get her high school diploma and is now pursuing a PhD. Her dedication to education even after facing challenges is inspiring, and aligns with the graduate expectation of being a **life long learner**. Roy is also a **collaborative contributor** as she often works with many

different individuals and organizations to do her work. For example, she often works with schools to deliver programming to Indigenous children, showing how she works with others for the common good. Roy is also a **responsible citizen** as she always stays true to her morals. For example, she once called for a boycott of Spirit Halloween Stores for selling costumes that depicted Indigenous peoples in a demeaning manner. Overall, Roy upholds the Ontario Catholic Graduate Expectations in many ways.

Connecting to our Catholic Social Teaching

Roy exemplifies the Catholic Social Teaching of the **Common Good, Participation and Peace**. In all that she does, Roy aims to improve conditions for Indigenous people through her poetry. This has helped her to contribute to the fight for Indigenous rights throughout the country, allowing her to advance the common good. Roy is also an active participant in her community as her grassroots community work, such as her school projects work to uplift Indigenous youth. She also promotes peace through her artistic work that looks to connect

settlers to the Indigenous peoples on their lands. This helps non-Indigenous people to better understand the unique challenges faced by Indigenous communities and inspire them to take action. As she mobilizes all to stand up for Indigenous peoples, Zoey Roy helps to bring greater peace to Indigenous communities. Overall, Roy is able to personify the Catholic Social teachings of Peace, Participation and the Common Good.



“Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling. Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

(1 Peter 4:8-10)

Image Credit: Shannon Paul

APPENDIX A- INFLUENCERS EXPLORED: CONNECTIONS TO THE CURRICULUM

The following provides examples of how influencers can be explored in various subject areas and how these can connect to the curriculum.

Influencer	Curriculum Connections
Naomi Smith (Anishinaabe)	The Arts
Tanya Tagag (Inuk)	Music and English
Tanya Talaga (Anishinaabe)	English
Zoey Roy (Dine, Cree, Metis)	English and The Arts
Waubgeshig Rice (Anishinaabe)	English
Drew Hayden Taylor (Anishinaabe)	English
Tawnya Brant (Mohawk)	Food and Nutrition
Mary Simon (Inuk)	Civics and Political Science
Wab Kinew (Anishinaabe)	Civics and Political Science
Arthur Manuel (Secwépemc)	Civics and Political Science
Henry Louis Norwest (Métis)	History

APPENDIX B - CONNECTIONS TO THE CURRICULUM

THE ARTS

Visual Arts, Grades 9 - 12	Sample Inquiry Prompts
B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;	How does learning about the history and impacts of colonialism help to better understand artworks created by Indigenous artists today?
B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values;	How are Indigenous artists expressing themes such as identity, connection to the natural world, nationhood?
B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and describe various opportunities related to visual arts.	How have Indigenous artists become successful and widely known? How has social media influenced their ability to become successful?

Expressions of First Nations, Métis and Inuit Cultures Grade 9	Sample Inquiry Prompts
A3. Self-Determination and Nationhood: demonstrate an understanding of the role of sovereignty, self-governance, and nationhood in First Nations, Métis, and Inuit world views, analysing how self-determination is expressed through various art forms and arts disciplines;	Why do you think legislation is needed to address the issue of misappropriation of First Nations, Métis, and Inuit cultural knowledge, language, and traditions? How are Indigenous artists being impacted by appropriation?
B3.3 integrate tools, techniques, and/or technologies from more than one arts discipline to create an integrated art work/production that communicates a specific message about an issue affecting First Nations, Métis, or Inuit communities;	How are Indigenous artists using their artworks to rise awareness about issues affecting them?
C4.2 describe various ways in which First Nations, Métis, and Inuit artists are incorporating new technologies into traditional art forms and analyse the impact of this innovation on how the work is experienced.	What are some innovative ways that contemporary artists are using interactive technologies to tell First Nations, Métis, and Inuit stories?

THE ARTS, CONT'D

Exploring and Creating in the Arts, Grade 11 or 12	Sample Inquiry Prompts
<p>B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by applying it to study works from various arts disciplines as well as integrated art works/productions;</p>	<p>What particular aspects of this art work most affected your initial impression? Why do you think this aspect of the work had an impact on you?</p>
<p>B3. The Arts and Personal Development: demonstrate an understanding of the interrelationship between the arts and personal development, including their own personal development.</p>	<p>How are Indigenous artists using their artworks to convey messages about who they are?</p>
<p>B4. Connections Beyond the Classroom: demonstrate an understanding of and apply the types of skills developed through creating, presenting, and analysing art works, including integrated art works productions, and describe various opportunities to pursue artistic endeavours outside the classroom.</p>	<p>How can art be used as an agent for change in society? How are Indigenous artists using their artworks to invoke societal change? How are Indigenous artists expressing themes such as nationhood, self-determination, impacts of colonialism through their artworks?</p>
<p>C2. Contexts and Influences: demonstrate an understanding of symbols and themes associated with art works produced by various cultures from around the globe and of past and present influences on works from various arts disciplines.</p>	<p>How does this inspire change?</p>
Media Arts, Grade 10 - 12	Sample Inquiry Prompts
<p>B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;</p>	<p>What was the artist's intent in creating this art work? How effectively does the artist communicate that intent? What specifically does he or she do to achieve that intent?"</p>
<p>B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values.</p>	<p>How have Indigenous artists been historically underrepresented in media arts? How has social media changed this?</p>

MUSIC

Music, Grade 10 - 12	Sample Inquiry Prompts
B1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;	What was the inspiration for this style of music by the musician?
B2. Music and Society: demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;	How are Indigenous musicians using their songs to bring forward themes such as impacts of colonialism, nationhood, calls for solidarity?
B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development.	How has exploring music from other cultures enhanced your appreciation of how music can impact society?

ENGLISH

English Destreamed Grade 9	Sample Inquiry Prompts
A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups and nations.	How are Indigenous authors interweaving their histories, knowledges and perspectives through their literary works?
C1.7 Indigenous Context of Various Text Forms: read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences.	How can reading Indigenous literatures help to further understand their diverse identities and perspectives, relationships, legacies and truths in order to create positive change in society?

ENGLISH, CONT'D

English Grades 10 - 12	Sample Inquiry Prompts
1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;	Why is it important we include Indigenous literatures?
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	How are Indigenous authors using various literary devices to convey important messages and meaning?
1.8. Critical Literacy: identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power.	How are Indigenous authors dismantling stereotypes, colonial ideologies and racism through their literatures? How does learning from Indigenous authors and literatures disrupt the harm presented in single story narratives?
English: Understanding Contemporary First Nations, Métis, and Inuit Voices Grade 11	Sample Inquiry Prompts
A1. Exploring: explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics;	Why is it important we include Indigenous literatures?
C5. First Nations, Métis, and Inuit Voices in Contemporary Literature: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions;	How are Indigenous authors using various literary devices to convey important messages and meaning?
E5. First Nations, Métis, and Inuit Voices in Contemporary Media: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit media production, analysing the social and cultural influence of those contributions and the role of media literacy.	How are Indigenous authors dismantling stereotypes, colonial ideologies and racism through their literatures? How does learning from Indigenous authors and literatures disrupt the harm presented in single story narratives?

HISTORY

First Nations, Métis, and Inuit in Canada Grade 10	Sample Inquiry Prompts
E2.4. assess the significance of Indigenous contributions to wars in which Canada participated during this period (1876-1969).	How did Indigenous fighters contribute to World War I? How were they treated after the war?
Canadian History since World War I, Grade 10	Sample Inquiry Prompts
B2.2. analyse, with reference to specific events or issues, the significance of and perspectives on Canada's participation in international relations between 1914 and 1929;	Why is there little information shared about Indigenous veterans? How might this misinform society about their contributions? How can we correct this?
B1.4. explain the impact on Canadian society and politics of some key events and/or developments during World War I.	What impact did military enlistment have on the status of First Nations men and their families?

CIVICS AND POLITICAL SCIENCE

First Nations, Métis, and Inuit in Canada Grade 10	Sample Inquiry Prompts
F3.2 analyse the contributions of some individuals and groups to efforts to raise awareness about sovereignty/self-governance and to gain recognition of Aboriginal title and/or treaty rights during this period (1969 - present).	How have Indigenous leaders fought for recognition of their inherent rights as well as treaty rights to be upheld?
F3.3 analyse actions taken by Indigenous individuals, communities, and/or organizations during this period in response to some developments that have had or could have a negative effect on the environment and explain how these responses are related to Indigenous identities and self-determination (1969 - present).	How did Indigenous leaders come together in response to the colonial 1969 "white paper"? What actions did they take and how were they successful?

CIVICS AND POLITICAL SCIENCE, CONT'D

Civics and Citizenship Grade 10	Sample Inquiry Prompts
<p>B2. Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations.</p>	<p>How are Indigenous leaders fighting to have the Canadian government respect and uphold the law with respect to Treaties?</p>
<p>B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon.</p>	<p>How are Indigenous leaders calling on Canadians to take action on human rights violations experienced by Indigenous peoples across Canada?</p>
<p>C1. Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of beliefs, values, and perspectives, in communities in Canada and internationally.</p>	<p>How have Indigenous leaders while fighting for Indigenous rights to be upheld and protected, at the same time also fight for the common good and the betterment of society as a whole?</p>
Politics in Action: Making Change, Grade 11	Sample Inquiry Prompts
<p>B1. Factors Affecting Political Engagement: analyse how various factors can contribute to, and present a barrier to, their own and others' political engagement.</p>	<p>What unique barriers have Indigenous leaders faced in the attempts to advance Indigenous rights? How have they navigated these barriers?</p>
<p>B2. Issues of Political Importance: explain the political importance of some current issues and analyse various perspectives associated with these issues.</p>	<p>Why are some issues politically important while others, particularly Indigenous issues tend to be ignored? How have Indigenous leaders brought Indigenous issues forward despite push back from the Canadian government?</p>
<p>C1. The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance.</p>	<p>How have Indigenous leaders made changes to racist laws such as the Indian Act and played a role in the creation of the United Nations Declaration on the Rights of Indigenous Peoples?</p>

CIVICS AND POLITICAL SCIENCE, CONT'D

Canadian and International Politics, Grade 12	Sample Inquiry Prompts
B2. The Evolution of Modern Politics and International Relations: analyse the role of ideology, diplomacy, and conflict, including conflict related to decolonization, in the evolution of politics in and relations between various countries around the world in the past century	How have Indigenous leaders responded to the political approaches/ideologies reflected in Canadian and provincial policies towards First Nations, Inuit, and Métis people?
B3. Influences on Canadian and International Politics: analyse how social, economic, and geographic factors influence contemporary politics in and relations between various countries around the world	How have First Nations fight for the right to self-determination with respect to governance, land, and resources influenced Canadian politics?
C1. The International Influence of Governments: analyse how strategies/practices used by a state or states can affect the policies and status of other states	Why must Indigenous leaders fight Canada for their basic human rights to be upheld at the level of the International Court?



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