MANITOBA ABORIGINAL LANGUAGES STRATEGY
ANNOTATED BIBLIOGRAPHY
**Acknowledgements**

Thanks to the following people for their contributions to this project:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honourable Ian Wishart (2016)</td>
<td>Minister, Manitoba Education and Training</td>
</tr>
<tr>
<td>Konrad Jonasson</td>
<td>President, University College of the North</td>
</tr>
<tr>
<td>Lorne Keeper</td>
<td>Executive Director, Manitoba First Nations Education Resource Centre</td>
</tr>
<tr>
<td>Melanie Kennedy</td>
<td>Executive Director, Indigenous Languages of Manitoba Inc.</td>
</tr>
<tr>
<td>Donna Beach</td>
<td>Manitoba Aboriginal Languages Strategy (MALS) Contractor</td>
</tr>
<tr>
<td>Spring Ross</td>
<td>Research/Administrative Assistant</td>
</tr>
<tr>
<td>Kea York</td>
<td>Research/Administrative Assistant</td>
</tr>
<tr>
<td>Tania Cochrane</td>
<td>Research/Administrative Assistant</td>
</tr>
<tr>
<td>Violet Okemaw</td>
<td>Director, Research &amp; Development, Manitoba First Nations Education Resource Centre</td>
</tr>
<tr>
<td>Esther Sanderson</td>
<td>Aboriginal Curriculum Director, University College of the North</td>
</tr>
<tr>
<td>Helen Robinson-Settee</td>
<td>Director, Indigenous Inclusion Directorate, Manitoba Education and Training</td>
</tr>
<tr>
<td>*Chuck Bourgeois</td>
<td>Indigenous Inclusion Directorate, Manitoba Education and Training</td>
</tr>
<tr>
<td>Cheri Frazer</td>
<td>Editor, Formatter, Frazer Documentation Services</td>
</tr>
</tbody>
</table>

*Chuck Bourgeois passed away on July 19, 2018. MALS would like to offer special acknowledgement to his contributions toward preserving Aboriginal languages and culture.

Special thanks to the MFNERC Research and Development team for their contributions to this project.

For information on the *Manitoba Aboriginal Languages Annotated Bibliography*, contact MALS at mb.ab.languagestrategy@gmail.com.
# Table of Contents

Purpose of the Bibliography ........................................................................................................ iv

About the Manitoba Aboriginal Languages Strategy ............................................................... v
  Background ............................................................................................................................. v
  Purpose .................................................................................................................................. v
  Goals ..................................................................................................................................... v
  MALS Lead Organizations .................................................................................................... v
  Representatives .................................................................................................................... vi
  Elders ..................................................................................................................................... vi

Key Terms Used in this Bibliography ....................................................................................... vi

**Cree**  ◆  Ininimowin ........................................................................................................ 1

**Dakota**  ◆  Dakota ........................................................................................................... 15

**Dene**  ◆  Denesuline ......................................................................................................... 25

**Inuit**  ◆  Inuktitut ............................................................................................................... 41

**Michif**  ◆  Michif ................................................................................................................ 55

**Ojibwe-Cree**  ◆  Ansininemowin ..................................................................................... 69

**Ojibwe**  ◆  Anishinaabemowin ......................................................................................... 79

**Multi–Aboriginal Language Books** .................................................................................. 91

Appendix 1 – Resource Titles by Language ........................................................................... 97

Appendix 2 – Index of Artists ................................................................................................ 101

Appendix 3 – Resource Locations ......................................................................................... 105

Appendix 4 – Census 2016 Information ................................................................................ 115
Purpose of the Bibliography

The purpose of the Manitoba Aboriginal Languages Strategy Annotated Bibliography is to provide a catalogue of Aboriginal language materials that are accessible from many sources throughout Canada and the United States. The Aboriginal languages that are included in this document are from Manitoba. They consist of Cree, Dakota, Dene, Inuit, Michif, Ojibwe-Cree, and Ojibwe. In addition to the Aboriginal language sections, there is a section with multi– Aboriginal language resources.

Another important role of this annotated bibliography is to give teachers who are teaching the languages in Manitoba access to resources to help in the delivery of their language programs. “Unless continuous efforts are made to preserve the seven Aboriginal languages spoken in Manitoba, only three are expected to survive much beyond the 21st century (Cree, Ojibwe, and Dakota).”

This annotated bibliography will also be helpful in the metropolitan area of Winnipeg, Manitoba because Winnipeg has the highest Aboriginal population according to the Stats Canada census for 2016 (see Appendix 4 - Census 2016 Information). The MALS Annotated Bibliography identifies the authors (in alphabetical order), dates of publication, book titles, and publishers. Each book in the annotated bibliography is categorized using age charts beneath the entries. The categories are as follows: Early Years (EY): kindergarten to grade 4; Middle Years (MY): grades 5–8; Senior Years (SY): grades 9–12; Adult: age 18+; TK: teaching kits; and CG: curriculum guides.

Other features include concise descriptions of the resources and the locations where the resources are available for loan or purchase. At the end of the document is a resource list of names, addresses, telephone numbers, and website addresses.

A chart is provided in Appendix 1 – Resource Titles by Language, which includes resources available in each of the languages.

---

About the Manitoba Aboriginal Languages Strategy

To revitalize, retain, and promote Aboriginal languages for Manitoba.

Background

The Manitoba Aboriginal Languages Strategy (MALS) working group is guided by Indigenous Knowledge Keepers; it exists in order to revitalize, retain, and promote Aboriginal languages for Manitoba. The following groups act as co-leads for the working group meetings: Indigenous Inclusion Directorate (IID), Manitoba First Nations Education Resource Centre (MFNERC), University College of the North (UCN), and Indigenous Languages of Manitoba (ILM).

Purpose

The main purpose of MALS is to ensure interconnectedness of the newly established MALS working groups, and to collaborate, strategize, share, and plan on Aboriginal language and cultural programming and resources.

Goals

The goals identified include that

- we have a system in place for sharing resources and expertise
- we have a partnership protocol, with a strategy and working groups to keep our languages alive
- there is an Aboriginal research group focusing on language
- we use a communication strategy to promote Aboriginal languages in communities, schools, families, and various audiences
- we have more fluent speakers/teachers teaching language in classrooms and other places, and places of learning

MALS Lead Organizations

- Melanie Kennedy, Indigenous Languages of Manitoba
- Helen Robinson-Settee, Indigenous Inclusion Directorate/Manitoba Education and Training
- Violet Okemaw, Manitoba First Nations Education Resource Centre
- Esther Sanderson, University College of the North
Representatives

Membership and representatives from each Aboriginal language group consists of Elders and representatives from the following groups:

- Frontier School Division
- Indigenous Inclusion Directorate/Manitoba Education and Training
- Indigenous Languages of Manitoba Inc.
- Manitoba First Nations Education Resource Centre
- Manitoba Inuit Association
- Manitoba Métis Federation, Louis Riel Institute
- Northlands Denesuline First Nation
- Opaskwayak Cree Nation
- School District of Mystery Lake
- Seven Oaks School Division
- University College of the North; Red River College
- University of Manitoba
- University of Winnipeg
- Winnipeg School Division

Elders

- Don Robertson ............................ Cree
- Stella Neff ................................. Cree
- Wanbdi Wakita .............................. Dakota
- Angele Enekwinnare ...................... Dene
- Catherine Moise ............................. Dene
- Martha Peet ................................. Inuktitut
- George Fleury .............................. Michif
- Florence Paynter ......................... Ojibwe
- Patricia Ningewance ..................... Ojibwe
- Nelliane Cromarty ....................... Ojibwe-Cree / Island Lake Dialect

Key Terms Used in this Bibliography

The age charts beneath the entries have the following meanings:

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
<th>SY</th>
<th>Adult</th>
<th>TK</th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td>EY</td>
<td>Early years: kindergarten to grade 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MY</td>
<td>Middle years: grades 5 through 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SY</td>
<td>Senior years: grades 9 through 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td>Age 18 and over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TK</td>
<td>Teaching kits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CG</td>
<td>Curriculum guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All resources marked for adults can also be used as teaching resources from early years to senior years. All resources are available through book stores and/or educational institutions.
Cree • Ininimowin

Annotated Bibliography
Cree Inimowin

Written for Swampy Cree learners, this resource comes complete with units and lesson plans.

- University of Winnipeg Bookstore


A children’s picture book about animals. It is written in Cree, with some English text.

- MFNERC Instructional Resource Centre ²


This book is written in poetic form and accompanied with vivid illustrations. It is written in English and translated into Northern Cree by Steve Wood. The book includes a CD by Northern Cree.

- Manitoba Curriculum Support Centre

² Full name: The Instructional Resource Centre of the Manitoba First Nations Education Resource Centre

Written in poetic form and beautifully illustrated with paintings by renowned Aboriginal artist Allen Sapp, this book is written in English and translated into Northern Cree. It also includes a CD by *Northern Cree*.

- Manitoba Curriculum Support Centre


This story is told from the perspective of a Swampy Cree person. It uses colourful photographs of the animals, water birds, and plants that live in a pond in each season, in order to explain the seasonal changes that occur in a wetland ecology.

- MFNERC Instructional Resource Centre


Beginning level learners will find this CD helpful in learning or practicing the Cree language. It is narrated in the Cree “N” dialect.

- MFNERC Instructional Resource Centre


Fisher River, MB: Author.

A dictionary from the Fisher River area.

- MFNERC Instructional Resource Centre

A chronicle about the adventures of Joe and Cody as they go on an ice fishing trip with their parents. During their trip, a fox appears across the ice. The sled dogs chase the fox, pulling Joe and his mother in the sled along with them. The text is written in English and Cree.

- Manitoba Curriculum Support Centre


Tomson Highway’s first book introduces the boys, Joe and Cody, who live with their mother and father in Northern Manitoba. The boys love to play the accordion and dance. They use their imagination to search for caribou. The text is written in English and Cree.

- Manitoba Curriculum Support Centre


Joe and Cody, two young brothers who were first introduced in *Caribou Song*, live far away from the community. In their aloneness, they make friends with the dragonflies. They pretend that the dragonflies are kites and they laugh and dance with them. The text is written in English and Cree.

- Manitoba Curriculum Support Centre

This children’s exercise book contains the sound symbol relationships in the Swampy Cree (N) dialect (Roman orthography).

- MFNERC Instructional Resource Centre


Many different northern animals are illustrated in this booklet. It is written in Cree Roman orthography.

- MFNERC Instructional Resource Centre


These posters show the strong moral values of the Cree peoples of northern Manitoba.

- Available for purchase from MFNERC Publishing Department


Designed for teachers, this Cree curriculum for grades 7–12 will be a valuable asset for planning Cree lessons.

- MFNERC Instructional Resource Centre

---

3 Throughout its history, this department has had many name changes, including Aboriginal Education Directorate, Native Education Branch, and Indigenous Education Branch; also, Manitoba Education has been known as the Department of Education; Manitoba Education and Training; and Manitoba Education, Training, and Youth. Within this branch and department is the Manitoba Curriculum Support Centre, which has also been called the Manitoba Department of Education Library and the Instructional Resources Unit Library. See the entry for *Manitoba Curriculum Support Centre* in Appendix 3 – Resource Locations on page 110 for contact information.

Cree language learners or speakers will find this Swampy Cree “N” dialect dictionary effective in supporting or enhancing their Cree language development.

- MFNERC Instructional Resource Centre


Another title from the Okinis reading series. It is written in the Cree “N” dialect.

- MFNERC Instructional Resource Centre


This book is part of the Okinis reading series. It is written in the Cree “N” dialect.

- MFNERC Instructional Resource Centre


“The Three Bears” is a fairy tale written in the Cree “N” dialect. It is part of the Okinis reading series.

- MFNERC Instructional Resource Centre


A Swampy Cree / Cree dictionary written in Cree syllabics and Roman orthography.

- MFNERC Instructional Resource Centre

A story about a boy named Alfred, who visits his grandmother and grandfather in the country. It is written in English and translated into Cree using Roman orthography.

- Manitoba Curriculum Support Centre


Alfred becomes afraid on his first day of school. He runs home and returns to school after his mother talks to him. Alfred has a happier time when he returns to school. This book was originally written in English, and then translated into Cree by Freda Ahenakew.

- Manitoba Curriculum Support Centre


The main character is Lisa, who shares her adventures with her pet snake, Sam. This book was originally written in English, and then translated into Cree by Tyrone Tootoosis and Mary Anne Stoney.

- Manitoba Curriculum Support Centre

Alfred attends a powwow with his cousin Leroy. Through this experience, he learns about the clothing of the powwow. This book was originally written in English, and then translated into Cree by Tyrone Tootoosis and Mary Anne Stoney.

- Manitoba Curriculum Support Centre


A picturesque book depicting children doing a variety of daily activities. It is written in Cree Roman orthography.

- Manitoba Curriculum Support Centre


Two children go outside to play by the lake, and they find duck eggs. They collect the eggs and take them home to eat. They soon find out that they are not to gather the eggs without permission. The story is written in both Cree Roman orthography and English.

- MFNERC Instructional Resource Centre


A young boy and his family relationships are at the heart of this story. A great resource for teaching Cree kinship. It is written in both Cree Roman orthography and English.

- MFNERC Instructional Resource Centre

A Cree curriculum guide for primary grades. It was developed by the Cree Bilingual Development Team: Loretta Dykun, Ron Cook, Margaret Dumas, and William Dumas. The writer is Walter Nikkel.

- School District of Mystery Lake


A Cree language reader. Each page in the reader starts with “I can see.” It is written in the Plains Cree “Y” dialect.

- MFNERC Instructional Resource Centre


Another story from the Cree language reader series. This narrative portrays a series of phenomena that children can hear. It is written in the Plains Cree “Y” dialect.

- MFNERC Instructional Resource Centre


This Cree language reader has been translated into the Swampy Cree “N” dialect.

- MFNERC Instructional Resource Centre

Another story from the Cree language reader series. It is written in the Cree “N” dialect.

- MFNERC Instructional Resource Centre


A Cree language reader that displays various clothing items that children wear. Each sentence in the reader begins with the words “I wear.” It is written in the Plains Cree “Y” dialect.

- MFNERC Instructional Resource Centre


Another book from the Okinis reading series. It is written in the Plains Cree “Y” dialect.

- MFNERC Instructional Resource Centre


A holiday-themed story that is part of the Okinis reading series. It is written in the Swampy Cree “N” dialect.

- MFNERC Instructional Resource Centre

Another book from the Okinis reading series, written in the Swampy Cree “N” dialect.

- MFNERC Instructional Resource Centre


Another part of the Okinis reading series, this time written in the Plains Cree “Y” dialect.

- MFNERC Instructional Resource Centre


“The Nurse Arrives” is an adaptation of a book titled *The Nurse Drives to School*. It is part of the Okinis reading series. It is written in the Swampy Cree “N” dialect.

- MFNERC Instructional Resource Centre


*Nimihitowak* is part of the Okinis reading series. It is written in the Swampy Cree “N” dialect.

- MFNERC Instructional Resource Centre
Young, S. (2013). *Ne nanowawen* [Cree sayings and phrases in Roman orthography and syllabics]. Winnipeg, MB: Manitoba First Nations Education Resource Centre.

Complied by Stella Young for communities and schools, this Cree language dictionary can be used as a reference and resource book.

```
<table>
<thead>
<tr>
<th>MY</th>
</tr>
</thead>
</table>
```

- MFNERC Instructional Resource Centre


Stella Young's second book of Cree words is a supplement to her earlier book, *Ne Nanowawen*, which listed sayings and phrases. This resource can be used to practice speaking or reading basic Cree words.

```
<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
<th>SY</th>
<th>A</th>
</tr>
</thead>
</table>
```

- MFNERC Instructional Resource Centre


A Cree Christmas story that teaches children to count Santas. It is written in Cree syllabics and Roman orthography.

```
<table>
<thead>
<tr>
<th>EY</th>
</tr>
</thead>
</table>
```

- MFNERC Instructional Resource Centre


A fun activity book with bright illustrations that help children learn to spell animal names in Cree. It is written in both Cree Roman orthography and syllabics.

```
<table>
<thead>
<tr>
<th>EY</th>
</tr>
</thead>
</table>
```

- MFNERC Instructional Resource Centre
Cree Inimowin
Dakota • Dakota
Dakota  Dakota

This pocket dictionary contains basic Dakota sayings. It is translated from English into Dakota by Elaine Hall-Pratt.

- MFNERC Instructional Resource Centre

Association on American Indian Affairs (n.d.). *Ca³ ota* [There are lots of trees]. Sisseton Wahpeton Oyate, SD: Author.

Part one of this book describes the different colours of leaves. Part two uses adjectives to describe the mountains. It is written in both English and Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Akicita wicayunioha³ a³petu* [Veterans’ Day]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Veterans’ Day is celebrated, honouring the Dakota veterans. The community also gathers to eat and dance on that day. Written in Dakota and English.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute
DeCoteau, T. (n.d.). *Ca3mahed omawani* [I went for a walk in the woods]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

A young girl’s experience as she walks through the woods. Written in Dakota and English.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Iyokapte to* [Blue cup]. Association on Sisseton Wahpeton Oyate, SD: American Indian Affairs Native Language Program.

Teachers can demonstrate numbers and sizes using blue cups. It is written in Dakota and English.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Mawani* [I walk]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Part one of this book shows a boy and girl walking with different animals. Part two expresses the concept of walking using a variety of sentences. It is written in Dakota and English.

- MFNERC Instructional Resource Centre
- Dakota Plains School
- Sisseton-Wahpeton Oyate Dakotah Language Institute
DeCoteau, T. (n.d.). *Old MacDonald odowa*³ [Old MacDonald song]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

The song “Old MacDonald Had a Farm” was put into book form, and includes colourful animal illustrations and is written in Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Owa3ke piu³kiyapi* [We clean our rooms]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Dakota family members are shown cleaning their rooms. The book is written in the Dakota language.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Paha* [Hills]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

A language curriculum guide for kindergarten to grade two, this book describes different activities that can be enjoyed on hills. It is written in Dakota and English.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute
DeCoteau, T. (n.d.). *Ska zi qa toto sapa to sta3 zi@a* [My book of colors]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

This book is divided into different colour sections, and each section includes pictures that complement the colour. It is written in both English and Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Taca3 i§icuwa he oiyokpi!* [Getting exercise is fun!] Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

A book that illustrates a variety of fun exercises. It is written in both Dakota and English.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Tiwahe toktokca u3pi* [There are different kinds of families]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Different kinds of families are depicted in this book. It is written in the Dakota language.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute
DeCoteau, T. (n.d.). *Wai* [I went]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Part one teaches sentences with “I went” and “you went.” Part two teaches conversations with the structures “where did you go?” and “I went to.” It is written in the Dakota and English languages.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

DeCoteau, T. (n.d.). *Wapaha wa©tewadaka* [I like hats]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

This book uses adjectives to describe different hats. It is written in both English and Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute


A resource to teach the numbers 1–10 in Dakota. It includes exercises to reinforce the different numbers. The illustrations contain a cultural perspective.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

A Dakota family preparing and having a meal together. The book was originally written by Solomon Derby, Sr. and translated into Dakota by Orsen Bernard et al.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

**Eastman Sr., D. (n.d.).** *Pta3yetu ca nina iyomakpi [Fall is my favorite time of the year]* (T. DeCoteau, Trans.). Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Different animals are getting ready for winter in the fall. The book is translated into Dakota by Tammy DeCoteau.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

**Eastman Sr., D. (n.d.).** *aiceca tok©u ohi3niya a3petu ca awakipe [I wait for the bus every day]* (T. DeCoteau, O. Bernard, W. Eastman, D. Pumpkinseed, & V. J. Renville, Trans.). Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

A little girl's experience relating to what she sees during her bus ride to school. The original story was written by Donald A. Eastman Sr., and was translated into Dakota by Tammy DeCoteau et al.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

A description of the workers in a Dakota community. The workbook is written in English. Students are required to write the community workers’ titles in Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

---

Eastman, J. (n.d.). *Dakotah hemaca* [I am Dakota]. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Cultural activities are described in this book. They include powwow dancing, attending church, and participating in a sweat lodge. The book is written in Dakota.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

---

Eastman, O., & DeCoteau, T. (n.d.). *Ma± [Mother goose]*. Sisseton Wahpeton Oyate, SD: Association on American Indian Affairs Native Language Program.

Mother Goose rhymes are featured in this book, including *Humpty Dumpty, Jack and Jill, Ol’ Mother Hubbard, Hey Diddle Diddle*, and *Little Jack Horner*. The rhymes are written in the Dakota language.

- Dakota Plains School
- MFNERC Instructional Resource Centre
- Sisseton-Wahpeton Oyate Dakotah Language Institute

A Dakota picture dictionary.

- MFNERC Instructional Resource Centre


A basic English–Dakota dictionary.

- MFNERC Instructional Resource Centre


A comprehensive English–Dakota dictionary.

- MFNERC Instructional Resource Centre


The themes of this book illustrate the different months of the year. The text is written mainly in Dakota.

- MFNERC Instructional Resource Centre
Dene  Denesuline

Children are taught the steps involved in setting a net to catch fish. Written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Flashcards with numbers written in Dene using the “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


A mini-book with themes such as greetings, relatives, and commands. The text is in both English and Dene.

- Manitoba First Nations Education Resource Centre

Readers join a Dene hunter on a hunting expedition. This book is translated into the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Traditional Dene clothing and dress from Northern Saskatchewan are presented. This book is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Children learn the kinds of activities that are enjoyed at a camp-out. The book is translated into the Dene “T” dialect by Walter Park.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library

Flashcards that feature fish from Northern Saskatchewan help students identify various fish names in the Dene language. The flashcards are written in the Dene “T” dialect by Celina Janvier, Ben Garr, and Ida Lemaigre.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


- Northern Lights School Division No. 113
- Petit Casimir Memorial School


This reader helps students identify various emotions in the Dene language. It is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library

The importance of trees in the Dene culture is explored in this book, which is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Traditional Dene tools from Northern Saskatchewan are exhibited in this book, which is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Household objects are the theme of this Bingo game, and there are pictures to illustrate the items. A Dene “T” dialect glossary is included in the book.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School

This picture dictionary features a selection of interesting words. It is written in the Dene “T” dialect.

- Saskatchewan Indigenous Cultural Centre


Relationships between family and extended family members are the subject of this book, which is written in the Dene language.

- Saskatchewan Indigenous Cultural Centre
- Saskatoon Public Library


Illustrated sentences written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


This helpful resource book is written in the Dene “T” dialect.

- Amazon

Autumn activities are presented in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Saskatoon Public Library


Spring activities are presented in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


Dene colour words and illustrations are featured in this book. It is written in the Dene “T” dialect.

- Saskatoon Public Library


This book, written in the Dene “T” dialect, presents a Dene Christmas.

- Northern Lights School Division No. 113
- Saskatoon Public Library

A Dene community in winter is depicted using the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


This book is about a father and son relationship. It is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


Summer activities are illustrated in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library

A Dene community is represented. The book is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School
- Saskatoon Public Library


These songs are written in the Dene “T” dialect.

- Saskatoon Public Library


These flashcards help teachers convey how to understand and follow commands. They were translated to the Dene “T” dialect by Celina Janvier and edited by Ben Garr.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


The original version of this book was titled “Sihkos wants to go Fishing.” It is translated into the Dene “T” dialect by Celina Janvier.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School

A Dene grandmother is baking bannock in this book, which is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Saskatoon Public Library


Demonstrative pronouns such as “this” and “that” are used to present items of colour. This book is translated into the Dene “T” dialect by Tom Bekkattla and edited by Ben Garr.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


Different denominations of money are illustrated. The English money words are translated into the Dene “T” dialect by Ben Garr.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School

A Dene grandmother demonstrates to her granddaughter how she beads. This book was originally written by Minnie McKenzie and translated into the Dene language by Leda Corrigal.

- Gift of Language and Culture
- Saskatoon Public Library


- Gift of Language and Culture
- Petit Casimir Memorial School


This poem/song inspires young children to be thankful for many things in their families. It is translated to the Dene “T” dialect by Ben Garr.

- Northern Lights School Division No. 113
- Northwest Territories Department of Education, Culture and Employment
- Petit Casimir Memorial School

The Dene Kede curriculum was developed by the government of the Northwest Territories, and includes topics on Dene language and culture. The guidance of Elders from five Dene regions assisted the Dene development team in the creation of this curriculum.

- Northwest Territories Department of Education, Culture and Employment


The pictures in this book depict children tasting various foods in the school and community. The book is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


Pictures taken from the La Loche Community School and area are incorporated into this book. The pictures show children touching items and surfaces with different textures in and around the school. The book is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School

Photos taken from the La Loche Community School and area are featured in this book. They illustrate children listening to different sounds they hear in and around the school. The book is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


This book incorporates pictures taken in the La Loche Community School and surrounding area that depict different scents. It is written in the Dene “T” dialect.

- Northern Lights School Division No. 113
- Petit Casimir Memorial School


Dene pre-primer and primer books to assist beginning readers to read in Dene.

- Saskatchewan Indian Cultural College
- Saskatoon Public Library
[At the heart of it]. Markham, ON: Fifth House.

The music of the Tinne or Dene people is featured in this book, which includes a section on Tinne or Dene drum construction. It is written in English and Dene.

- Winnipeg Public Library

[Dene word search]. Edmonton, AB: Prince Albert Grand Council.

The Dene word searches in this book were translated by Elders from the Black Lake Denesuline First Nation.

- Petit Casimir Memorial School
- Prince Albert Grand Council – Education Office
Dene  Denesuline
Inuit • Inuktitut

A story about a boy named Angalegaq and his 3 puppies. The book talks about how the puppies grow into adult dogs and how they will become sled-pulling dogs when they grow up. It is written in Inuktitut Roman orthography with an English translation.

- MICEC Library


A book for interpreters and translators that lists English words accompanied with Inuktitut syllabics and Roman orthography.

- Nunavut Arctic College Library


A legend about an enormous bear that lives under the sea ice. It is almost impossible to destroy. A skilled hunter notices its breathing hole and uses his quick thinking and excellent hunting skills to outwit the destructive bear. The story is written in Inuktitut Roman orthography.

- Strong Nations

There are two audio CDs: one in English and one in Inuktitut. The Inuit stories told on these CDs are *Man from the Moon*; *Qallupalik, the Sea Creature*; *Creation of the Loon*; *Lumaajuuq, the Story of the Blind Boy*; and *An Arctic Lullaby*.

- Manitoba Curriculum Support Centre


Students learn about the diets and surroundings of Arctic animals, and about the traditional Inuit practices of using animals for food, clothing, and everyday life. It is written in both English and Inuktitut syllabics.

- Chapters Indigo
- Good Reads


This book about Inuit folklore, mythology, and legends is written in English and Inuktitut.

- Elizabeth Dafoe Library
- Manitoba Curriculum Support Centre

This teaching resource contains a book and audio CD by Inuit singer Susan Aglukark. The book and songs are in English and Inuktitut.

- Manitoba Curriculum Support Centre
- Yukon Public Libraries


A brochure about the cooperation between the Inuit of northern Québec and the Department of Fisheries and Oceans to protect the marine mammals harvested by the Inuit. The brochure contains photographs, maps, and statistics about various sea mammals. It is written in English and Inuktitut syllabics.

- Nunavut Libraries Online
- Yukon Public Libraries


This book teaches young students the numbers 1 to 10 in English, French, Inuktitut, and Inuinnaqtun.

- MFNERC Instructional Resource Centre

This story is centred on an Inuit archaeological site. It is written in English and Inuktitut.

- Elizabeth Dafoe Library


A book that describes Inuit culture; it uses illustrations to depict myths and legends from the Inuit oral traditions.

- Elizabeth Dafoe Library
- Nunavut Arctic College Library


This book is about games, hunting, and legends told to Inuit children. It is written in English and Inuktitut syllabics.

- MICEC Library


The northern lights shine, women gather to eat raw caribou meat, and everyone can be family in this ode to small-town life in Nunavut. It is written in English, Inuktitut syllabics, and Roman orthography.

- Manitoba Curriculum Support Centre

A booklet about studies done on polar bears in the Eastern Canadian Arctic. The Department of Fisheries and Oceans and the Inuit worked together on the life history of polar bears and population size estimates. The booklet contains illustrations, maps, and statistics, in both English and Inuktitut syllabics.

- Nunavut Arctic College Library


A brief account of mammals, birds and fish found in the NWT, accompanied with line drawings and names of the animals. It is written in English, Latin, Inuktitut syllabics, and Roman orthography. Suitable for “grade 10 Science 15: Unit 1 Basic Ecology and grade 11 Science 25: Unit 1 Non-renewable and Renewable Resources.”

- Department of Information, Publications and Production Division, NWT
- worldcat.org


An activity book for children that includes comics, stories, and games. The photographs and illustrations encourage independent reading. It is written in both English and Inuktitut.

- Inhabit Media

---

4 http://www.canadiangeographic.com/atlas/LessonPlan_Doc/NU9-12_Cycle.doc

This book familiarizes students with eight of the most significant marine mammals found in the Arctic. It features high-quality photographs of each animal. It is written in English and Inuktitut Roman orthography.

- Manitoba Curriculum Support Centre


A booklet with various topics in Inuktitut and Inuktitut syllabics, produced to preserve the Inuktitut language.

- Elizabeth Dafoe Library


Traditional Inuit legends accompanied with descriptive illustrations. The book is written in English and Roman orthography.

- Manitoba Curriculum Support Centre
- MICEC Library

Hunting polar bear has been a centuries-old tradition for the Inuit people. They have a vast knowledge of the habitat and behaviour of polar bears. Concern over the future sustainability of the polar bear population is revealed. The book is written in English with an Inuktitut summary.

- Amazon
- University of Alberta Press


This book teaches children to count in Inuktitut syllabics using illustrations of Arctic animals. The book also gives a description of the various Arctic animals in the Rankin Inlet region. It is written in English and Inuktitut syllabics.

- MICEC Library


This Inuktitut book set contains two instructional books and two sound cassettes.

- Elizabeth Dafoe Library

A collection of poetry and stories written by young Inuit children from different Inuit communities. The themes are weather, Inuit mythology, traditional knowledge, and climate change. The book came about from an Arctic Weather Centre contest. Included in the book are colourful illustrations. It is written in Inuktitut and English.

- Manitoba Curriculum Support Centre
- worldcat.org


Traditionally, Inuit use a system of kinship and family terms known as tuq&urausiit (turk-thlo-raw-seet) to address each other. These terms show respect and foster closeness between families. Written in English and Inuktitut.

- Chapters Indigo


A phrasebook to aid conversation. The book is written in English and Roman Orthography. A syllabics chart is available at the end of the book.

- MICEC Library

A children’s book that offers 8 full-colour animal photographs showing a variety of Arctic animals. The names of the animals are printed in English, Inuktitut syllabics, and Inuktitut Roman orthography.

- Manitoba Curriculum Support Centre


Tuk, a young Inuit boy from Baffin Island, imagines an encounter between his people and the European whalers. As both groups set out on the hunt, differences in their purpose for hunting become apparent.

- MFNERC Instructional Resource Centre


Jessie Oonark and her young child face starvation after her husband dies when the caribou follow a different migration route. Other Arctic stories about difficult times are also portrayed. The book contains Inuktitut words and a comprehensive glossary.

- Manitoba Curriculum Support Centre

Disc one is in English and contains *The orphan shaman; The three stars; Nuliajuk, the Poor fisherman: an ironic story of greed; Illimirasujuk: the legend of starvation and desperation; and The creation of mosquitos.* Disc two is in Inuktitut. Background vocals are enhanced by Inuit men and women, as well as throat singers.

- Manitoba Curriculum Support Library


Alego, an Inuit girl, goes with her grandmother to collect clams. En route, Alego notices tide pools filled with sea life. A glossary of sea creatures is included in the story. It is written in both Inuktitut and English.

- Manitoba Curriculum Support Centre
- MFNERC Instructional Resource Centre


The traditional way of life of the Inuit: their beliefs and customs, and the search for food and sustenance (and the joy of finding it). The stories are told in Inuktitut syllabics and English and are accompanied with colourful illustrations.

- Nunavut Arctic College Library

An exploration of the iconic traditional Inuit stone structure and its special place in Inuit culture. Directions are given to help readers build their own (inuksuk) stone structures. The chapters are written in English and Inuktitut.

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪  Manitoba Curriculum Support Centre</td>
<td></td>
</tr>
<tr>
<td>▪  MFNERC Instructional Resource Centre</td>
<td></td>
</tr>
<tr>
<td>▪  MICEC Library</td>
<td></td>
</tr>
</tbody>
</table>

A dictionary in the Michif dialect of Buffalo Narrows and Île-à-la-Crosse, Saskatchewan. It lists mainly Cree words and phrases from these communities, but also includes some words that are from the Red River Michif.

- Gabriel Dumont Institute


Students of the Métis-Cree language will find this book useful in the classroom as they build their vocabulary.

- Winnipeg Public Library


This CD-ROM is a supplement to *Dr. Anne Anderson's Metis Cree dictionary*. Students can use this CD to peruse 20,000 entries and make copies of their search results.

- MFNERC Instructional Resource Centre

A straightforward manual for learning Michif-Cree and Michif-French. The verb phrases and verbs are written in the Plains Cree base, as opposed to a Woods Cree base.

<table>
<thead>
<tr>
<th>SY</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Good Minds


In this book, author Bouchard honours his “Kokums” (grandmothers). He also shares his experiences of what it means to be Métis. The book is written in English and Michif.

<table>
<thead>
<tr>
<th>EY</th>
<th></th>
</tr>
</thead>
</table>

- Amazon


The concept of growing up is depicted through poetry and accompanied with beautiful illustrations. The book is written in Île-à-la-Crosse, or Northern Michif. A CD accompanies the book.

<table>
<thead>
<tr>
<th>EY</th>
<th></th>
</tr>
</thead>
</table>

- Winnipeg Public Library


Young children learn about the Métis werewolf named “Roogaroo” in this story, which is told from Mamayr’s (grandmother’s) perspective. It is written in Michif-Cree. A CD accompanies the book.

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
</tr>
</thead>
</table>

- Good Minds

“Fiddle Dancer” is the first in a series of books that tell the story of a young Métis boy named Nolin. Nolin learns about his Métis identity through his grandfather while his grandfather teaches him to dance. Nolin is taught that with practice, he too will become skillful at dancing the Red River jig. The text is written in English and Michif-Cree. The Michif-Cree translation is done by Norman Fleury. The book is accompanied with a CD.

- Good Minds

---


“Dancing in my Bones” is the sequel to Burton’s first book, “Fiddle Dancer”. In this story, Nolin, a young Métis boy, resumes his journey to uncover his Métis heritage. It is written in English and Michif-Cree. A CD accompanies the book.

- Good Minds

---


“Call of the Fiddle” completes the trilogy about a child who embraces his Métis heritage and carries on his family’s customs. The story takes place during the battle of Batoche. Nolin, the Métis child, discovers the sadness experienced by his Métis ancestors. Nolin also encounters the enthusiasm of the jigging at Batoche. The book is written in English and Michif-Cree.

- Good Minds

A Métis boy named Manny shares his experiences growing up in the community of Round Prairie, Saskatchewan, in the 1940s. It is written in English and Michif-Cree. A CD accompanies the book.


Written in poetic form, this book describes the traditional childhood of a young Métis boy. The boy goes on a journey with his grandparents through the seasons. The journey culminates with Métis celebrations of Christmas and New Year’s. The book includes a Michif recipe and vocabulary guide.


A Métis boy is taught about generosity by his grandparents in this story. It is written in English and Michif-Cree. A Métis values chart and CD accompany the book.

A grandfather recalls learning that Métis people are a giving and sharing people. This value was taught to him as a boy when he and his mother stop for lunch during their travels. His mother realizes that they have forgotten sugar, so she takes her son to a hollowed tree that contains supplies. They take some sugar, and in return, they leave some hankies and a small pail. The book is written in English and Michif-Cree. A CD accompanies the book.

- Good Minds


A Métis grandmother shows her granddaughter how to pick plants that are used for food and medicine. When the granddaughter discovers this tradition, she is proud of her Métis heritage. Written in English and Michif-Cree. A CD accompanies the book.

- Good Minds


Donna Dumont shares her Métis history and culture in this book. She includes her direct ancestral timeline to the Hudson’s Bay Company map maker, Peter Fidler, who married a Cree woman named Mary Mackegonne.

Written in English and Michif-Cree. The book includes a glossary and a Michif-Cree and Swampy Cree plant and food chart.

- Gabriel Dumont Institute

Michif conversational lesson plans are included in this book. The lessons cover topics such as money, clothes, friends, and family. The book is accompanied with two CDs.

- Good Minds


The Métis alphabet book highlights historical figures, significant events, places of interest, and other aspects of Métis identity. This second edition book features a Michif-Cree translation by Norman Fleury.

- 49th Shelf
- Amazon
- Good Reads


An alphabet picture book that shows basic Michif words. It is written in the dialect of French-Cree.

- Simply Read Books


A booklet for beginning learners, which is part dictionary and part workbook. Learners are introduced to basic words such as days of the week, clothing, and foods, along with common conversational phrases. The Michif is Cree and French.

- Good Minds

A comprehensive Michif dictionary. It is unique in that there are more French words that are nouns and noun phrases. In addition, the verbs and verb phrases are from a Plains Cree base as opposed to a Woods Cree base.

<table>
<thead>
<tr>
<th>SY</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriel Dumont Institute</td>
<td></td>
</tr>
</tbody>
</table>


A picture book that depicts children performing a variety of everyday activities. Written in English and translated into Michif.

<table>
<thead>
<tr>
<th>EY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Riel Institute</td>
</tr>
</tbody>
</table>


A rhyming book that can be used to comfort children during their daily routines. It is written in English and translated into Michif.

<table>
<thead>
<tr>
<th>EY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Riel Institute</td>
</tr>
</tbody>
</table>


A story/song about a little girl helping her parents do household chores. This song can be sung to the tune of Frère Jacques. It is written in English and translated into Michif.

<table>
<thead>
<tr>
<th>EY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Riel Institute</td>
</tr>
</tbody>
</table>

A story/song that can be sung to the tune of Frère Jacques, about little boys out to play.

- Louis Riel Institute


Eating healthy is the focus of this book. Children are shown how to put together a nutritious lunch. It is written in English and translated into Michif-Cree.

- Louis Riel Institute


Families and children laughing and playing are the themes of this book. It is written in English and translated into Michif-Cree.

- Louis Riel Institute


A children’s book that shows Metis children waking up to accomplish daily activities from morning to night. It is written in English and translated into Michif-Cree.

- Louis Riel Institute

A dictionary that includes a mixture of French, Cree, and Chippewa. It is written in English and Michif.

- MICEC Library


A prayer book of 16 Michif prayers with English translations. It is written using the double vowel writing system.

- MICEC Library


A kit that includes picture books, educational books, and history texts. There is a teacher’s guide, along with artefact photos and information. This kit will be helpful in teaching about the Métis fur trade. Included in the kit are a DVD and guide to hear spoken Michif language lessons.

- Louis Riel Institute
- MFNERC Instructional Resource Centre


Thomas is given a science project to make a wheeled vehicle. His father suggests they make a Red River Cart. Thomas is awestruck as he learns more about his Métis history.

- 49th Shelf

For a class project, Thomas is asked to bring a cultural symbol to school. His mother suggests he take the Métis flag to class. Beforehand, his mother teaches Thomas about the infinity symbol and its importance to the Métis.

---


This picture book features a Métis boy named Thomas, and his cat. Thomas feels excluded because his friends have pets and he doesn’t. He appeals to his mother for a pet cat. She consents and names the cat Minoush. She initiates a conversation about the Michif language to Thomas about the meaning of the word Minoush. The book is written in English and translated to Michif-Cree and Michif-French.

---


Thomas is given an art assignment to weave a belt. It is after this assignment that he learns about the woven Métis sash from his mother.

A story about Alfred and his fear during a thunderstorm. Alfred's father smudges their house with a braid of sweetgrass to comfort him. This book written in English and Michif-Cree.

- Manitoba Curriculum Support Centre
Ojibwe-Cree  •  Ansininemowin

<PPσ-ιLΔ>

A basic medical glossary that describes various ailments in the Manitoba Aboriginal languages. The Island Lake Dialect is also known as Ojibwe-Cree.

- MFNERC Instructional Resource Centre


Wesakajak is walking around in the forest. He comes upon a tent and wonders if there are people in the tent. Wesakajak approaches the tent, and is invited in by two women. The women feed him. After the meal, he thanks the women and leaves.

- MICEC Library


Grandfather takes his grandson camping. They set up the tent and go in the boat to hunt ducks. They bring the ducks back to camp and grandmother makes duck soup. The grandson wakes up early and is happy to be going home.

- MICEC Library

In this book, Wee sa ka chak does a lot of walking through the forest. He meets up with a grizzly bear, a weasel, a muskrat, a bullfrog, and a mouse. The legends explain why the weasel is half brown in the spring and summer, why the muskrat has a flat tail, why rocks have moss underneath them, why bullfrogs look bulgy, and why the mouse has a pointy nose and shiny fur. The book is written in English and Ojibway-Cree syllabics.

- MICEC Library
- Ojibway and Cree Cultural Centre


A Cree legend about Cha-ka-pas, a young, small man who lived with his sister by a great lake. When Cha-ka-pas is told by his sister not to go near the rock cliffs, Cha-ka-pas goes anyway. He reappears at the end of the story inside a fish. The book is written in English and Ojibwe-Cree syllabics, and accompanied with drawings.

- MFNERC Instructional Resource Centre
- MICEC Library


When the Great Horned owl and the rapids meet, they decide to have a contest to decide who can make the most noise. In the end, the Great Horned owl loses when he falls into the water. The book is available in English and Cree syllabics.

- MICEC Library

A young boy travels in a boat with his grandparents to go hunting for rabbits. The grandfather shoots one rabbit and they take it home for mother to cook.


The Tanisi Readers include 12 series with 2-4 stories in each volume. The books are divided into the following reading levels: pre-primer, primer, pre-primer supplementary, and primer supplementary. Each reader is written in Ojibwe-Cree and Roman orthography. The readers include a variety of topics; for example, reader 1 consists of the following stories: *All about Me; The Dog; The Muskrat*; and *Winter in a Northern Community*. Electronic copies are available. The series that are available are Pre-primer 2, 3, 4, 6, 9, & 10; Primer supplementary 1, 2, 3, 4, 5 & 11.


This book is about a grandmother and grandfather going about their daily activities. It is written in Ojibway-Cree Roman orthography and is a per-primer supplementary 4.

This curriculum is a compilation of traditional games and activities. It is written in English and Ojibwe-Cree syllabics.

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- MFNERC Instructional Resource Centre


Though this curriculum guide is written in English, it was developed to assist teachers to teach the Algonkian or Aboriginal languages in the Ontario region. The guide contains 11 units with topics, pictures, and picture books.

<table>
<thead>
<tr>
<th>EY</th>
<th></th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Elizabeth Dafoe Library


Though this curriculum guide is written in English, it was developed to assist teachers to teach the Algonkian or Aboriginal languages in the Ontario region. The guide contains 11 units with topics and pictures that incorporate an Aboriginal perspective.

<table>
<thead>
<tr>
<th>EY</th>
<th></th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Elizabeth Dafoe Library
- MICEC Library

---

5 Grade K  
6 Grade 1

Though this curriculum guide is written in English, it was developed to assist teachers to teach the Algonkian or Aboriginal languages in the Ontario region. The guide contains 10 units with topics and pictures that incorporate an Aboriginal perspective.

- Elizabeth Dafoe Library


A theme-based resource to help students learn Ojibway-Cree. Themes include greetings and weather, days of the week, seasons, food, and transportation. A sound cassette is provided, with songs in Ojibway-Cree.

- Manitoba Curriculum Support Centre
- MICEC Library


A testing resource that includes the testing procedure, pictures, and a score sheet. This test is for reference only and can be reviewed in the library.

- MICEC Library

---

7 Grade 2

A revised testing resource that is more comprehensive than the 1974 version. It includes the testing procedure for grades 10, 11, and 12, pictures, and a score sheet. This test is for reference only and can be reviewed in the library.

- MICEC Library


These posters show the strong moral values of the Ojibwe-Cree peoples of northern Manitoba.

- MFNERC (Online)  


A compilation of Ojibwe-Cree stories. The titles in the book are *Apinojiis Ekwa Animoos, Omaajak, Pesikwa Ekiisikak, Onatatapiik*, and *Ookatikonook*. The text is written in Ojibwe-Cree and contains black and white illustrations.

- MICEC Library

---

8 Available for purchase only
Mason, Y. (n.d.). *Pesikwa ekiisikak [Once it happened]*. (n.p.)

A young boy tells a story about his family's daily routine. He feeds his dog in the morning. His mom and sister do the dishes after breakfast. He goes to school. After school, his mom makes supper for his family, and relatives come and have a sleepover. The next morning, his brother makes a fire in the wood stove. Written in Ojibwe-Cree and accompanied with black and white illustrations.

- MICEC Library


Teachers teaching Ojibway-Cree to grade one students will find this resource very useful. The DVD is 79 minutes long and contains 10 seven-minute programs. Included is a curriculum guide to accompany the themes of family, community, nature, communication, time, and recreation.

- MFNERC Instructional Resource Centre
- Ojibway and Cree Cultural Centre


A DVD that explores the legend of Chakapisht, an Ojibwe-Cree legendary character. This story is meant for fluent speakers. This legend portrays the teaching of love and obedience.

- Ojibway and Cree Cultural Centre

An Ojibway-Cree phrase book to assist people to use the Ojibway-Cree language in various settings. The phrase book also contains a mini-glossary.

- Indigenous Languages of Manitoba Inc.


A story about a grandson who goes net fishing with his grandparents. It is written in Ojibwe-Cree and accompanied with black and white illustrations.

- MICEC Library


This reading and learning series includes one unit profile booklet. The stories are written in Ojibway-Cree using Roman orthography.

- MFNERC Instructional Resource Centre


This collection of five Garden Hill stories includes five student books, one of ice fishing. The stories are told in the Ojibway-Cree Island Lake Dialect and are written in syllabics.

- MFNERC Instructional Resource Centre
Ojibwe • Anishinaabemowin

ᐊᓂᔑᓈᐯᒧᐎᓐ

A counting board book that features Ojibwe art. Each colour is paired with a counting experience to help readers learn Ojibway numbers. Included is a pronunciation guide for the Ojibway numbers.

- Good Minds


A bird struggles to find a tree where he can build his nest. Along the way, the animals he meets teach him Ojibwe words and traditions.

- Leech Lake Tribal College Library


This kit includes the following books: Mashkiki, Ni Daa, Zoogipon, Ni noodam, Ni wiijiwaagan, Wegonen owe, Ni dinaamaagaanak, Kihnawaabam, Nishtigwaan, and Bineshiiyag.

- MFNERC Instructional Resource Centre

Illustrations and words for common animals in Manitoba. Written in Ojibwe Roman orthography.

- Manitoba Indigenous Cultural Education Centre


Illustrations and words about the weather. Written in Ojibwe Roman orthography.

- Manitoba Indigenous Cultural Education Centre


An accurate and factual account of the philosophy, history, and culture of the Ojibwe people. There are 15 chapters, written mainly in English. Each chapter includes many Ojibwe words written in Roman orthography.

- Manitoba Curriculum Support Centre
- MFNERC Instructional Resource Centre

---

9 This book by Beaulieu, Bighetty, and Roulette has the same title as one listed a few pages down under Native Reflections (2010), but they are different books.

A lab manual that contains themed exercises. It also includes dialogues, grammar, and a glossary. The themes include greetings and weather, kinship, gender, and feelings. Also included are commands for home, school, work, and cooking food, cleaning, and using utensils. The manual ends with a theme on buildings, money, time, and numbers. It is written in Roman orthography, and includes a syllabic chart.

<table>
<thead>
<tr>
<th>MY</th>
<th>SY</th>
<th>Adult</th>
<th>TK</th>
</tr>
</thead>
</table>

- University of Winnipeg Bookstore


A story about a young boy and his sister, who participate in dancing at a powwow with their family for the first time. It is written in both Ojibwe and English, using Roman orthography.

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
</tr>
</thead>
</table>

- Native Reflections
- Winnipeg Public Library


These DVDs include Aboriginal topics explored by animated puppets. Titles include *Inuksuk* (15 min), *Spirit name* (15 min), and *Costume day* (15 min). The puppets speak mainly in English but also communicate using many Ojibwe words.

<table>
<thead>
<tr>
<th>EY</th>
<th>MY</th>
</tr>
</thead>
</table>

- Manitoba Curriculum Support Centre

A children’s book with photographs of Fond du Lac children at the Head Start program. The pictures are accompanied with Ojibwe words like “hello,” “read,” and “book.”

- MFNERC Instructional Resource Centre


An audio cassette that provides enunciation of the Ojibwe Language from Sandy Bay and Ebb and Flow, Manitoba.

- MFNERC Instructional Resource Centre

Manitoba Education, Training and Youth (n.d.). *Native language basic program Ojibwe, grades 1 to 6.* Winnipeg, MB: Native Education Branch.

These curriculum guides contain 30 units of instruction. Each unit is identified by themes. Each lesson is separated into three sub headings: vocabulary, patterns, and dialogue. The units can be taught in any order.

- Manitoba Curriculum Support Centre


A resource book to help teach or learn the Ojibwe language. It is written in Roman orthography.

- MFNERC Instructional Resource Centre

A children’s Big Book that was originally written in English, and has been translated into Ojibwe. It is a story about a boy named Ben who does not like to share his room with his little brother, who has just moved in. Ben looks for a place that he feels belongs to just him. After finding a place of his own, Ben misses his brother.

- Manitoba Curriculum Support Centre


A set of curriculum guides that include Ojibwe concepts, vocabulary, and themes. These books are well structured and easy to follow for delivery of the Ojibwe program.

- MFNERC Instructional Resource Centre

Native Education Branch (1975). *How to learn to read and write Odjibwe syllabics: Student’s handbook*. Winnipeg, MB: Manitoba Education and Training. ¹⁰

This student’s handbook was written by Boniface Guimond from Fort Alexander, MB. This is the accompanied version of the *How to learn to read and write Odjibwe syllabics: Teacher’s Handbook*. This handbook is written strictly in Ojibwe syllabics with no English translations.

- Manitoba Curriculum Support Centre
- MFNERC Instructional Resource Centre

¹⁰ Student’s handbook
Native Education Branch (1975). *How to learn to read and write Odjibwe syllabics*. Winnipeg, MB: Manitoba Education and Training. 11

A teacher’s handbook that was created for Ojibwe-speaking people that can also be used to instruct Ojibwe learners. This handbook assists educators in reading and writing Ojibwe syllabics. It consists of 22 lessons. Fluent speakers are taught to translate Ojibwe words from syllabics to Roman orthography. This is the accompanied version of the *How to learn to read and write Odjibwe syllabics: Student’s Handbook*.

<table>
<thead>
<tr>
<th></th>
<th>SY</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td>Manitoba Curriculum Support Centre</td>
</tr>
</tbody>
</table>

Native Education Branch (1979). *Odjibwe phrases, units 1 to 7*. Winnipeg, MB: Manitoba Department of Education.

An Ojibwe resource that was written by Boniface Guimond from Fort Alexander, MB. The Ojibwe lessons were written to accompany the Ojibwe readers: *The Store, The School Bus, Games, The Boat Ride, The Plane, Special Events*, and *Legends*. The resource includes a chart of Ojibwe phonics and sounds. This book is well organized and easy to follow when delivering a lesson.

<table>
<thead>
<tr>
<th></th>
<th>MY</th>
<th>TK</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td>Manitoba Curriculum Support Centre</td>
</tr>
</tbody>
</table>


The large drawings in this Ojibwe colouring book depict the traditional and modern Ojibwe lifestyle. The book is written in Roman orthography. It has questions and answers in the Ojibwe language. Some pages show word colours in Ojibwe.

<table>
<thead>
<tr>
<th></th>
<th>EY</th>
<th>MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪</td>
<td></td>
<td>Native Reflections</td>
</tr>
</tbody>
</table>

---

11 Teacher’s handbook
12 This book by Native Reflections has the same title as one listed a few pages above under Beaulieu, Bighetty, and Roulette (2016), but they are different books.

Although this dictionary is concise, it includes many Ojibwe words that are helpful when teaching students. The dialect of this dictionary is similar to that of several language groups in Manitoba.


A textbook created to assist in learning the Ojibwe language. Included is a workbook that consists of 30 lessons on grammar, dialogues, and stories for translation.


A short story about the family of a young Ojibwe boy. It is written in both Ojibwe Roman orthography and English.


The adventures of two children who are hunting for duck eggs. It is written in both Ojibwe Roman orthography and English.
Ojibwe    Anishinaabemowin

A book series that includes cultural customs of the Ojibwe Nation. Some examples are dancing, the sweat lodge, and smudging. The book includes parallel text in English and Ojibwe. A teacher’s guide is also available to complement the series.

- Native Reflections
- Winnipeg Public Library

An Ojibwe language curriculum guide that can be used to introduce the Ojibwe language to young learners.

- Manitoba First Nations Education Resource Centre

A dictionary that provides a list of words and their meanings in Ojibwe. Saulteaux is a synonym for Ojibwe. Ojibwe/Saulteaux is a Saskatchewan dialect.

- MFNERC Instructional Resource Centre

A chapter book that contains Ojibwe stories that are retold by Leanne Simpson. Each story includes values and teachings that can be passed on to new generations. The stories include many Ojibwe words that can be used to introduce Ojibwe language to young learners.

- MFNERC Instructional Resource Centre

The kit includes seven books about the seven teachings: Wisdom, Truth, Honesty, Humility, Love, Respect, and Courage. The titles of the books are as follows: *The Just Right Gift; What is Truth, Betsy?; The First Day; Kode’s Quest(ion); Amik Loves School; Misaabe’s Stories; and Singing Sisters*. The stories are written in English, with certain words written in Ojibwe Roman orthography.

- MFNERC Instructional Resource Centre


An Ojibwe language workbook that contains anagrams, crossword puzzles, and word searches for body parts, internal organs, and clothing.

- Native Reflections


Children are introduced to animal names in Ojibwe. The book is written in both Roman orthography and syllabics. It includes opportunities for children to draw animals and play matching games.

- Manitoba First Nations Education Resource Centre


A fun story written with a Christmas theme that teaches children to count in Ojibwe. It is written in Ojibwe Roman orthography and syllabics.

- Manitoba First Nations Education Resource Centre
Multi– Aboriginal Language Books
Multi– Aboriginal Language Books

Volume 4 finishes the collection of a 4-part series about Manitoba treaty Elders’ teachings. The book focuses on influencing, solidifying, and renewing the treaty relationship between First Nations people and the Canadian government. The books are rooted in the histories and teachings that inform First Nations people about the importance of all life to their future. It also explains the significance of First Nations sovereignty and the making of their own laws. The book is written in Ojibwe, Ojibwe-Cree, Cree, Dakota, and Denesuline and is translated into English. It has a glossary of First Nations words used in the text.

Volume 3 describes the relationships between First Nations people and the Newcomers. Part 1 of the book voices the Elders’ knowledge and understanding of the Treaties, treaty promises, and promises of peaceful coexistence from their ancestors. It also mentions the impacts of the Canadian government’s assimilationist policies and the effects on First Nations communities when resources were extracted from the land. Part 2 talks about the treaties and treaty promises from an Aboriginal perspective. This perspective explains the broken promises made to Treaty people and the continued willingness to work with the Canadian government to fulfill the treaty promises. The book is written in Ojibwe, Ojibwe-Cree, Cree, Dakota, and Denesuline and is translated into English. It has a glossary of First Nations words used in the text.

<table>
<thead>
<tr>
<th></th>
<th>SY</th>
<th>Adult</th>
<th>TK</th>
</tr>
</thead>
</table>

- Treaty Relations Commission of Manitoba


This CD contains words and phrases in the following languages: Michif, Ojibwe-Cree, Ojibwe, Dene, Cree, Dakota, and Salteaux. Aboriginal students speak about their culture and life.

<table>
<thead>
<tr>
<th></th>
<th>MY</th>
<th>TK</th>
</tr>
</thead>
</table>

- MFNERC Instructional Resource Centre

Volume 2 describes the relationships First Nations people have with the land. Topics include *The Sacredness of the Land, Plants and Animals of the Land, People of the Land,* and *Sacred Sites and Place Names*. The book is written in Ojibwe, Ojibwe-Cree, Cree, Dakota, and Denesuline and is translated into English. It has a glossary of First Nations words used in the text.

<table>
<thead>
<tr>
<th>SY</th>
<th>Adult</th>
<th>TK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Treaty Relations Commission of Manitoba


In this first compilation of First Nations creation stories, traditional ways of life, spirituality, and history, the Elders’ stories represent the Aboriginal language groups from Manitoba. The book is written in First Nations languages of Ojibwe, Ojibwe-Cree, Cree, Dakota, and Denesuline and translated into English languages. The book has a glossary of First Nations words used in the text.

<table>
<thead>
<tr>
<th>SY</th>
<th>Adult</th>
<th>TK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Treaty Relations Commission of Manitoba
Appendix 1 – Resource Titles by Language
Appendix 1 – Resource Titles by Language

<table>
<thead>
<tr>
<th>Language Group</th>
<th># of Resources Available</th>
<th>EY (K–4)</th>
<th>MY (5–8)</th>
<th>SY (9–12)</th>
<th>Adult (Age 18+)</th>
<th>TK</th>
<th>CG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cree</td>
<td>42</td>
<td>37</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dakota</td>
<td>25</td>
<td>24</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dene</td>
<td>41</td>
<td>40</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English (in Ojibwe Cree section)</td>
<td>3</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>3</td>
</tr>
<tr>
<td>Inuit</td>
<td>32</td>
<td>16</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Michif</td>
<td>36</td>
<td>27</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Ojibwe Cree</td>
<td>22</td>
<td>18</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Ojibwe</td>
<td>31</td>
<td>20</td>
<td>18</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Multi-Aboriginal (Cree, Ojibwe, Ojibwe-Cree, Dakota, Dene, Michif, and English)</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

EY = Early Years  | MY = Middle Years  | SY = Senior Years  | TK = Teaching Kits  | CG = Curriculum Guides

- Column 2 indicates the number of Aboriginal language resources.
- Columns 3 – 5 display the number of Aboriginal language resources that are available for each grade level.
- Column 6 – 8 list the adult Aboriginal language resources as well as whether the resource is a teaching kit or a curriculum guide.
Appendix 2 – Index of Artists

The following are the names of the authors, editors, translators, and illustrators listed in this bibliography.

Adair, Jason .................................................. 81
Afcan, Paschal..................................................... 43
Ahenakew, Freda .............................................. 8
Ahenakew, Vince .............................................. 57
Akeeagok, Seeglook .......................................... 44
Akeeshoo, Atsainak ......................................... 43
Ameralik, Jackie ............................................. 49
Anderson, Dr. Anne ...................................... 57
Angutungnirngiq, Jose .................................. 43
Annette, Chelsea ......................................... 81
Armstrong, Helen ......................................... 17
Arqviq, Jerry .................................................. 49
Arreak-Kullualik, Jeannie ............................... 44
Awa, Simon .................................................... 44
Ballantyne, William ....................................... 81
Barkwell, Lawrence J. .................................... 58
Baxter, Evelyn ............................................... 72
Bear, Ida ...................................................... 3, 73
Beaulieu, Carol ............................................. 3, 82
Bekkattila, Tom ............................................ 27, 35
Benton-Banai, Edward .................................... 82
Bernard, Orsen ............................................ 22
Bigge, Edwin ............................................... 82
Blake, Dale ..................................................... 44
Bone, Harry ................................................. 94, 95
Bouchard, David ........................................... 3, 4, 45, 58
Boulanger, Annie .......................................... 83
Bouvier, Rita ................................................ 58
Breton, M ....................................................... 45
Brookes, Diane ............................................. 45
Burton, Wilfred ............................................ 58, 59
Carlson, Agnes ............................................ 27
Caron, Angela ............................................. 60
Caron, Ken .................................................... 60
Carriere, Ken ................................................ 4
Colosimo, Cynthia ....................................... 46
Cook, Rita .................................................... 36
Corrigal, Leda ............................................... 36
Cote, James ............................................... 93
Courchene, Elmer ....................................... 93
Cromarty, Nelliane ....................................... 73
Custer, Michael .......................................... 28
Custer, Telsa ............................................... 28
Davidee, Elisapi .......................................... 44
Dawson, Sheldon .......................................... 65, 83
DeCoteau, Tammy ...................................... 17, 18, 19, 20, 21, 22, 23
Delaronde, Deborah ................................... 60
Denechezehe, Fred ........................................ 27
Derby Jr., Solomon ....................................... 22
Dixon, Glen ................................................. 85
Dorion, Leah M ............................................. 60, 61
Driscoll, Bernadette ..................................... 46
Dumont, Donna L .......................................... 61
Eastman Sr., Donald A ..................................... 22
Eastman, Jodi ................................................ 23
Eastman, Olivia ........................................... 23
Eastman, Wayne .......................................... 22
Ekoomiak, Norman ....................................... 46
Fauchon, Joseph Jean .................................... 62
Flaherty, Louise ........................................... 50
Flemand, Rita .............................................. 58, 62, 65, 66
Flett, Julie .................................................... 62
Flett, Laura Jane ......................................... 76
Flett, Margaret ............................................ 71, 76
Fleury, Norman ........................................... 58, 59, 62, 63
Fontaine, Eugenie ........................................ 28
Fox, Georgina ............................................. 72
Friesen, Angnakuluk ..................................... 46
Garr, Ben .................................................... 29, 30, 35, 36
Gerson, Helen ............................................... 47
Gerson, Richard .......................................... 47
Gliddy, Isaac ................................................. 72
Gordey, Louise ............................................. 63, 64
Graves, Jonquil ............................................. 47
Guimond, Boniface ....................................... 85, 86
Hall, Ed ...................................................... 47
Hall-Pratt, Elaine ......................................... 17
Harper, Lloyd .............................................. 73
Hay, Elaine ................................................... 31
Highway, Tomson ......................................... 5
Himango, Deanna ......................................... 84
Hogue, Shirley ............................................. 73
Hollander, Jim ............................................. 74
Houle, Jennette ............................................ 84
Hyggen, Edie ................................................. 6
Inukpuk, Peter ............................................. 45
Janvier, Celina .............................................. 29, 31, 34
Kamookak, Louie ......................................... 49
Kappi, Leon .................................................. 48
Kasyon, Mary Jane ....................................... 31
Keith, Darren E ............................................. 49
Kemp, William ............................................. 45
Ketchomina, Stella ....................................... 75

Annotated Bibliography
Appendix 2 – Index of Artists

Kilabuk, Elisha .................................................. 44
Kublu, Alexina .................................................. 44
Kusagak, Michael ............................................. 49
Lathlin, William G ................................................. 93
Laverdure, Allard ................................................ 65
Laverdure, Pauline ............................................. 65
Ledoux-Zoldy, Grace ............................................ 65
Lemaigre, Ida ............... 27, 29, 30, 32, 33
Linklater, D’arcy .............................................. 95
Lowenberg, Rita ............................................... 34
Macintosh, Tessa .............................................. 39
Mallon, Sidney Tate ............................................ 49
Marton, Jirina ................................................... 51
Mason, Dorthy ................................................... 76
Mason, Yvonne .............................................. 76, 77
Maytwayashing, Mary Anne ....................... 84
McDonald, Brian .............................................. 34
McInnes, John .................................................. 85
McKenzie, Minnie ............................................ 34, 35, 36
McLeod, Barbara .............................................. 7
McLeod, Ida ...................................................... 7
Mitchell, Vera .................................................. 85
Morin, Adele ..................................................... 36
Morrison, Dennis .............................................. 38
Mukpa, Joannasie .............................................. 52
Murray, Bonnie ............................................... 65, 66
Natcher, David ............................................... 50
Neil, Christopher ............................................. 50
Nichols, John D. .............................................. 87
Ningewance, Pat ............................................... 87
O’Halloran, Tim .............................................. 24
Owlijoot, Pelagie .............................................. 50
Park, Walter .............................................. 28, 37, 38
Patchinose, Willie ............................................. 7
Patton, Anne .................................................... 59
Peet, Martha Toka ............................................ 50
Pelletier, Darrell W. ......................................... 8, 9, 67
Pelly, David F .................................................... 52
Pilurtuk, Atasi ................................................... 45
Poitras, Jim ...................................................... 3
Pratt, Doris ..................................................... 24, 95
Pumpkinseed, Delbert ........................................ 22
Renville, V. June .............................................. 22
Reynolds, Margaret ........................................... 38
Rideout, Flora .................................................. 9
Rivera, Raquel .................................................. 51
Roulette, Roger ............................................. 9, 82, 87
Ryckman, John .............................................. 85
Samatte, Sandra .............................................. 88
Sawanas, Jerry .............................................. 78
Scott, Mary Ellen .......................................... 88
Scott, Wayne .................................................. 94
Shaw, Leah ..................................................... 52
Simpson, Leanne ............................................. 88
Smith, T.G. ...................................................... 45
Speidel, Darlene ............................................. 10, 11
Stoney, Mary Anne ......................................... 8, 9
Taniton, Darlene ............................................. 39
Taylor, Ann ..................................................... 76, 78
Teewee, Ningeokuluk ....................................... 52
Thomas, Mary Ellen ........................................ 50
Tootoosis, Helen ............................................ 11, 12
Tootoosis, Tyrone ........................................... 8, 9
Toussain-Gordon, Anne .................................... 39
Tuglavin, Sophie ............................................. 46
Tululialik, Ruth Annaqtuusi ................................ 52
Vermette, Katherena ....................................... 89
Vince, Ida R .................................................... 65
Wallace, Mary ............................................. 53
Weesk, Anastasia ............................................ 78
Willet, Mindy .................................................. 39
Williams, Shirley ............................................ 89
Willier, Shelly ................................................ 3
Wilson, Ted .................................................... 78
Wood, Steve ................................................... 3, 4
Worthy, Barbara ............................................. 52
Young, Stelia .................................................. 13, 89
Ziegler, Anna .................................................. 44
Appendix 3 – Resource Locations
Appendix 3 – Resource Locations

The following are the locations where the resources in this bibliography can be borrowed or purchased; companies or organizations that no longer exist may not be listed.

49th Shelf
https://49thshelf.com

Amazon
http://amazon.ca

Annick Press Ltd.
15 Patricia Avenue
Toronto, ON M2M 1H9
http://www.annickpress.com

Assembly of Manitoba Chiefs
200-275 Portage Avenue
Winnipeg, MB R3B 2B3
204-956-0610

Association on American Indian Affairs
(See Sisseton-Wahpeton Oyate Dakotah Language Institute)

CBC Radio One North
http://www.cbc.ca/mediacentre/program/cbc-radio-one-north

Chapters Indigo
http://www.chapters.indigo.ca

Dakota Plains School
Mahpiya Hdega School
P.O. Box 100
Edwin, MB R0H 0G0
204-252-2895
https://mfnerc.org/schools/dakota-plains-school

Department of Education, NWT
4501 Franklin Avenue
Yellowknife, NT X1A 2L9
867-873-6240

Department of Information, Publications and Production Division, NWT
(See Executive and Indigenous Affairs (Publications Branch), NWT)

Duval House Publishing
224 - Park Road
Edmonton, AB T5S 1S7
www.duvalhouse/fn.html
Appendix 3 – Resource Locations

Elizabeth Dafoe Library
University of Manitoba
25 Chancellors Circle
Winnipeg, MB R3T 2N2
204-474-9844
http://libguides.lib.umanitoba.ca/dafoe

Executive and Indigenous Affairs (Publications Branch), NWT
PO Box 1320
Yellowknife, NT X1A 2L9
867-767-9151 x14032
https://www.eia.gov.nt.ca/en/publications

Fifth House Publishers
195 Allstate Parkway
Markham ON L3R 4T8
https://www.fifthhousepublishers.ca

Fisher River Cree Nation
Box 367
Koostatak, MB R0C 1S0
866-645-2171
https://www.fisherriver.ca

Flanker Press
PO Box 2522, Station C
St. John’s, NL A1C 6K1
https://www.flankerpress.com

Fond du Lac Band of Lake Superior Chippewa
1720 Big Lake Road
Cloquet, MN 55720 USA
218-879-4593
http://www.fdlrez.com/directory.htm

Gabriel Dumont Institute of Native Studies and Applied Research
917 – 22nd Street West
Saskatoon, SK S7M 0R9
306-242-6070 | 877-488-6888
https://gdins.org

Gift of Language and Culture
http://giftoflanguageandculture.ca
Website created by the Lac La Ronge Indian Band (LLRIB) Curriculum Resource Unit (CRU)
La Ronge, SK

Goldrock Press
Box 1185
Norway House, MB R0B 1B0
www.goldrockpress.com

Good Minds
Website created by the Six Nations of the Grand River Territory
188 Mohawk Street
Brantford, Ontario N3S 2X2
877-8NATIVE
goodminds.com

Good Reads
http://www.goodreads.com
Appendix 3 – Resource Locations

Grand Rapids First Nation
Misipawistik Cree Nation
PO Box 500
Grand Rapids, MB R0C 1E0
http://misipawistik.com

Groundwood Books
House of Anansi Press and Groundwood Books
128 Sterling Road, Lower Level
Toronto, ON M6R 2B7
416-363-4343
https://groundwoodbooks.com

HarperCollins Publishers Ltd.
22 Adelaide Street W, 41st Floor
Toronto, ON M5H 4E3
416-975-9334
https://www.harpercollins.ca

Hayes Publishing Ltd.
Flipside Products
7624 Reinhold Drive
Cincinnati, OH 45237 USA
https://hayespub.com

HighWater Press
Portage & Main Press | HighWater Press
318 McDermot Avenue
Winnipeg, MB R3A 0A2
204-987-3500

Indigenous Languages of Manitoba Inc.
(See Manitoba Indigenous Cultural Education Centre)
https://www.indigenouslanguagesofmb.com

Inhabit Media
http://www.inhabitmedia.com

Instructional Resource Centre of the Manitoba First Nations Education Resource Centre
(See MFNERC Instructional Resource Centre)

Instructional Resources Unit Library^13
(See Manitoba Curriculum Support Centre)

Inuit Cultural Institute
General Delivery
Arviat, NT X0C 0E0
http://oralhistorycentre.ca/organizations/inuit-cultural-institute

Laurier Books Ltd.
1975 Fairbanks Avenue
Ottawa, ON K1H 5Y5
613-738-2163
https://www.manta.com/ic/mtqscmj/ca/laurier-books-ltd

Leech Lake Tribal College Library
Gaa’Oziskwaaajimekaag | Gabe-gikendaasoowigamig
6945 Little Wolf Road NW
Cass Lake, MN 56633
Appendix 3 – Resource Locations

Louis Riel Institute
103-150 Henry Avenue
Winnipeg, MB R3B 0J7
204-984-9480
www.louisrielinstitute.com
www.louisrielinstitute.com/michif-language-resources.php

Manitoba Curriculum Support Centre
13 c/o Manitoba Education
1181 Portage Ave
Winnipeg, MB R3G 0T3
204-945-6899
http://www.edu.gov.mb.ca/aed

Manitoba Department of Education Library
(See Manitoba Curriculum Support Centre)

Manitoba Education and Training – Indigenous Inclusion Directorate
(See Manitoba Curriculum Support Centre)

Manitoba First Nations Education Resource Centre (MFNERC)
1100 Waverley Street #2
Winnipeg, MB R3T 3X9
204-594-1290
https://mfnerc.org

Manitoba Indigenous Cultural Education Centre (MICEC)
119 Sutherland Avenue
Winnipeg, MB R2W 3C9
204-942-0228
https://www.micec.com

Mazinaate Inc.
http://mazinaate.com/about

Métis Culture and Heritage Resource Centre Inc.
Suite 1 - 1970 Island Diesel Way
Nanaimo, BC V9S 5W8
888-278-2202
https://www.strongnations.com

Métis Resource Centre Inc.
(See Métis Culture and Heritage Resource Centre Inc.)

MFNERC Instructional Resource Centre
Manitoba First Nations Education Resource Centre – Instructional Resource Centre (Library)
1200 Portage Avenue
Winnipeg, MB R3G 0T5
204-594-1290
mfnerc.org/contact/staff-listing/instructional-resource-centre-library

MICEC Library
(See Manitoba Indigenous Cultural Education Centre)

Native Reflections
http://www.nativereflections.com

13 Manitoba Education and Training: Native Education Branch is the name listed in the resource. This department has gone through several name changes. For more information, refer to details in footnote 3 on page 6.
Appendix 3 – Resource Locations

Nelson Canada
1120 Birchmount Road
Toronto, ON M1K 5G4
800-268-2222
https://www.nelson.com

Northern Lights School Division No. 113
Bag Service #6500
La Ronge, SK S0J 1L0
877-387-4060
http://www.nlsd113.com

Northwest Territories Department of Education, Culture and Employment
P.O Box 1320
4501 50th Avenue
Yellowknife, NT X1A 2L9
800-661-0793
https://www.ece.gov.nt.ca

Nunavut Arctic College Library
P.O Box 600
Iqaluit, NU X0A OHO
867-979-7220
https://www.arcticcollege.ca/arctic-college-library-services

Nunavut Libraries Online
http://nuvt.vtls.com/cgi-bin/nuvt/chameleon

OBI Systems Inc.
http://www.goodminds.com/publisher/obi-systems-inc

Ojibway and Cree Cultural Centre
150 Brousseau Avenue B
Timmins, ON P4N 5Y4
705-267-7911

Owlkids
PO Box 11050
Station Centre-Ville, Montreal, QC H3C 4Y6
800-387-7164
https://shop.owlkids.com

Oxford University Press
8 Sampson Mews, Suite 204
Don Mills, ON M3C 0H5
416-441-2941
www.oupcanada.com

Pemmican Publications
150 Henry Avenue
Winnipeg, MB R3B 0J7
204-589-6346
www.pemmicanpublications.ca
Appendix 3 – Resource Locations

Petit Casimir Memorial School
Box 60
Lac Brochet, MB R0B 2E0
204-337-2278
https://mfnerc.org/schools/petit-casimir-memorial-school

Prince Albert Grand Council – Education Office
P.O Box 2770
Prince Albert, SK S6V 7M2
306-953-7234
https://www.pagc.sk.ca/education

Red Deer Press
195 Allstate Parkway
Markham ON L3R 4T8
800-387-9776
https://www.reddeerpress.com

Sandy Bay Education Foundation
Box 108
Marius, MB R0H 0T0
204-843-2603
https://mfnerc.org/school_auth/sandy-bay-education-foundation

Saskatchewan Indian Cultural College
Curriculum Studies and Research Dept.
Federation of Saskatchewan Indians
(See Saskatchewan Indigenous Cultural Centre)

Saskatchewan Indigenous Cultural Centre (SICC) 14
305 - 2555 Grasswood Road East
Saskatoon, SK S7T 0K1
306-244-1146
http://www.sicc.sk.ca

Saskatoon Public Library
311 - 23rd Street East
Saskatoon, SK S7K 0J6
306-975-7558
https://saskatoonlibrary.ca

School District of Mystery Lake
408 Thompson Drive North
Thompson, MB R8N 0C5
204-677-6150
http://www.mysterynet.mb.ca

Simply Read Books
501-5525 West Boulevard
Vancouver, BC V6M 3W6
https://www.simplyreadbooks.com

Sisseton-Wahpeton Oyate Dakotah Language Institute
(Also referred to as Association on American Indian Affairs Native Language Program)
PO Box 509, A
Agency Village, SD 57262 USA
http://www.swodli.com

14 In 2016, this facility changed its name from Indian to Indigenous.
Appendix 3 – Resource Locations

**Strong Nations**
https://www.strongnations.com

**Theytus Press**
Lot 45, Green Mountain Road
Penticton, BC V2A 6J7
250-493-7181
http://www.theytus.com

**Treaty Relations Commission of Manitoba**
175 Hargrave Street
Winnipeg, MB R3C 3R8
204-777-1871
http://www.trcm.ca

**University of Alberta Press**
Ring House 2
Edmonton, AB T6G 2E1
780-492-3662

**University of Winnipeg Bookstore**
471 Portage Avenue
Winnipeg, MB R3B 2E3
204-258-2909
https://www.bkstr.com/winnipegstore/home

**Winnipeg Art Gallery**
300 Memorial Boulevard
Winnipeg, MB R3C 1V1
204-786-6641
https://www.wag.ca

**Winnipeg Public Library**
251 Donald Street
Winnipeg, MB R3C 3P5
204-986-6450
http://wpl.winnipeg.ca/library

**Worldcat.org**
“Connects you to the collections and services of more than 10,000 libraries worldwide”
http://www.worldcat.org

**World Wildlife Fund Canada**
318 Creekside Village
PO Box 1750
Iqaluit, NU X0A 0H0
http://www.wwf.ca

**Yukon Public Libraries**
Government of Yukon
Public Libraries (C-23)
P.O. Box 2703
Whitehorse, YT Y1A 2C6
800-661-0408
Appendix 4 – Census 2016 Information
Appendix 4 – Census 2016 Information

Chart 5
Number of First Nations people, Métis and Inuit by selected census metropolitan areas, 2016


<table>
<thead>
<tr>
<th>Area</th>
<th>First Nations</th>
<th>Métis</th>
<th>Inuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winnipeg</td>
<td>38,700</td>
<td>52,130</td>
<td>315</td>
</tr>
<tr>
<td>Edmonton</td>
<td>33,860</td>
<td>39,435</td>
<td>1,115</td>
</tr>
<tr>
<td>Vancouver</td>
<td>35,770</td>
<td>23,425</td>
<td>405</td>
</tr>
<tr>
<td>Toronto</td>
<td>27,805</td>
<td>15,245</td>
<td>690</td>
</tr>
<tr>
<td>Calgary</td>
<td>17,965</td>
<td>22,220</td>
<td>440</td>
</tr>
<tr>
<td>Ottawa--Gatineau</td>
<td>17,790</td>
<td>17,155</td>
<td>1,280</td>
</tr>
<tr>
<td>Montréal</td>
<td>16,130</td>
<td>15,455</td>
<td>975</td>
</tr>
<tr>
<td>Saskatoon</td>
<td>15,775</td>
<td>14,905</td>
<td>80</td>
</tr>
<tr>
<td>Regina</td>
<td>13,150</td>
<td>7,975</td>
<td>75</td>
</tr>
<tr>
<td>Victoria</td>
<td>9,935</td>
<td>6,530</td>
<td>130</td>
</tr>
</tbody>
</table>