



## A SOCIAL JUSTICE COMPANION RESOURCE



to the Elementary Teachers' Federation of Ontario's (ETFO)  
**FIRST NATIONS, MÉTIS AND INUIT WOMEN POSTER**

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## ETFO EQUITY STATEMENT

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity and foster respect and dignity for all.

## ETFO HUMAN RIGHTS STATEMENT

The Elementary Teachers' Federation of Ontario is committed to:

- providing an environment for members that is free from harassment and discrimination at all provincial or local Federation sponsored activities;
- fostering the goodwill and trust necessary to protect the rights of all individuals within the organization;
- neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships; and
- promoting mutual respect, understanding and co-operation as the basis of interaction among all members.

Harassment and discrimination based on a prohibited ground are violations of the Ontario Human Rights Code and are illegal. The Elementary Teachers' Federation of Ontario will not tolerate any form of harassment or discrimination, as defined by the Ontario Human Rights Code, at provincial or local Federation sponsored activities.

Note: There is also an English and a French digital version of the [ETFO Human Rights Statement](#).

## ETFO LAND ACKNOWLEDGEMENT

In the spirit of Truth and Reconciliation, the Elementary Teachers' Federation of Ontario acknowledges that we are gathered today on the customary and traditional lands of the Indigenous Peoples of this territory.

Note: A digital version of the [ETFO Land Acknowledgement](#) is available for Ontario, use as a guide to create your own; there is one for Toronto as well.



## ETFO FNMI EDUCATION WEBSITE

ETFO First Nations, Métis and Inuit education resources are available at [etfofnmi.ca](http://etfofnmi.ca).

## ETFO SUPPORTS THE TRUTH AND RECONCILIATION COMMISSION'S (TRC) CALLS TO ACTION

ETFO understands that it is integral for educators to move forward into reconciliation with the Indigenous Peoples of Canada. In 2015, ETFO endorsed the Truth and Reconciliation Commission's (TRC) Calls to Action. It is ETFO's hope to educate and inform its members on the diversity of Indigenous Peoples in Canada, provide information on the complex historical and current relationship between Canada and Indigenous nations, and provide a dialogue to dispel common myths and misconceptions of Indigenous Peoples.

To support members in their learning and instructional practices to integrate First Nations, Métis and Inuit (FNMI) perspectives, worldviews and content in a positive approach. ETFO works with FNMI ETFO members, allies and Indigenous Peoples to develop authentic and relevant resources and professional learning opportunities.

This resource respectfully acknowledges #62 and #63 of the Calls to Action (2015, p. 7).



## ACKNOWLEDGEMENT

A special thank you to the following Indigenous women for their work and their contributions in the development of the poster and this resource.

The twenty-one women in the poster (or their families) have given written permission to have their names published on the poster and also provided details on the work they've done.

The artwork on the poster was designed by Nathalie Bertin, a Métis, French and Weskarini Omàmiwininiwak multidisciplinary visual artist. The original art piece is called *Giving Thanks*. The women in the artwork represent (from left to right) the Pacific West Coast, Métis, Anishinabek, Cree, Haudenosaunee, Inuit and Mi'kmaq.

The 2016 workgroup that assisted in creating the poster included four Indigenous women members: Anika Guthrie, Deneen Montour, Debbie White and Marilyn Maychak.

This educator resource was developed by the following ETFO members:

Ali Dusome (Métis), Ottawa Carleton Teacher Local.

Jane Anne Gibson (Métis), Peel Teacher Local.

Joan Hill-Keast (Métis), Ottawa Carleton Occasional Teacher Local.

Sabrina Sawyer (Anishinaabe), Grand Erie Teacher Local.

ETFO Executive Staff

Rachel Mishenene (Anishinaabe), Equity & Women's Services





# Twenty-one Inspirational First Nations, Métis and Inuit Women in Canada Poster

Note: The 2016 digital and word versions of the poster can be found at [etfofnni.ca](http://etfofnni.ca).

**ETFO FEEO**

## The Elementary Teachers' Federation of Ontario recognizes and celebrates the contributions of twenty-one inspirational First Nations, Métis and Inuit women in Canada

**Ma-Nee Chacaby**  
Cree/Ojibwa Ojibwika First Nation, Educator, Visual Artist, Artist, Actor, Author

**Jeannette Corbiere-Lavell**  
Anishinabe, Activist, Author, Founding Member - Ontario Native Women's Association, Indigenous Women of the Americas and Anishinabe Inc.

**Jody Wilson-Raybould**  
Descendant of the Miiswaganjig'wan and Lenak-Siik' Saik' People, Member of the We Wiik Kari Nation, Lawyer, Minister of Justice and Attorney General of Canada

**Carey-Leigh Thomas**  
Haudenosaunee, Six Nations, Athlete - Women's National Softball Team, Teacher

**Dr. Cindy Blackstock**  
Member of the Gitksan First Nation, Executive Director - First Nations Child and Family Care Society of Canada, Professor, Advocate, Author, Public Speaker

**Josephine Mandamin**  
Anishinabe, Miswemwemung Unwedded Territory, Environmentalist, "The Water Walker" 2013 Environmental Governor of Ontario Heritage Award Recipient

**Dr. Pamela Doris Palmater**  
Michising-Eel River and Two Nations, Lawyer, Professor, Author, Public Speaker, Activist, Health University Degree, Spokenword/Educator - Life No More

**Laura Arngna'naaq**  
Inuk of the Kivalliq Region, Novelist, Activist, Artist, Scholar, Chartered Accountant, Co-Founder - Tuummitimikangit

**Alethea Arnaquq-Baril**  
Inuk, Ukiqit, Novelist, Activist, Humanist, Producer, Director, Owner - Ukiqit Studios Inc., Founding Member - ITJ Network Educational Broadcast Society

**Sheila Watt-Cloutier**  
Inuk, Emerging Novelist, Author, Public Speaker, Environmentalist, Cultural/Human Rights Advocate, Pioneer of Linking Climate Change to Human Rights

**Meeka Kilabuk**  
Inuk, Painting, Novelist, Teacher, Fashion Designer, 2012 Queen Elizabeth II's Diamond Jubilee Medal Recipient, Founding Member - Nunavut Council of People with Disabilities

**Mary J. May Simon**  
Inuk, Kindergarten, Novelist, President - Inuit Circumpolar Council, Canadian Ambassador for Circumpolar Adaptation (Greenland, Alaska - Inuit Equinox Kanataut)

**Tanya Tagaq Gillis**  
Inuk, Novelist, Traditional Inuit Throat Singer, Artist, Recipient of Several Music Awards

**Jessie Aputi Fraser**  
Inuk, Songwriting, Novelist, Inuk Throat Singer, Early Childhood Educator, Inuit Language and Cultural Advocate, Journalist, Youth Representative

**Christi Belcourt**  
Métis (Métis), Visual Artist, Activist, Author, Emerging Novelist - "Walking With Our Sisters" 2013 Art Gallery of Ontario "People's Choice" Recipient

**Nicola I. Campbell**  
Métis/Anishinabe Nation, Award-Winning Author, Scholar

**Maria Campbell**  
Métis, Author, Activist, Playwright, Humanist, Teacher

**Tantoo Cardinal**  
Métis-Cree/Nations, Actor, Writer, Public Speaker, Order of Canada Award Recipient

**Hon. Senator Dr. Thelma Julia Chalifoux**  
Métis, Appointed to the Senate of Canada, Honorary Doctorate Recipient, Public Speaker, Lecturer, Founding Member - Métis Cultural and Resource Institute

**Marilyn Dumont**  
Cree/Métis, Writer, Poet, Author, Instructor

**Dr. Olive Patricia Dickason**  
Métis, Journalist, Historian, Professor, Writer, Activist





## TEXT VERSION OF THE POSTER (with Hyperlinks)

The Elementary Teachers' Federation of Ontario celebrates the contributions of twenty-one inspirational First Nations, Métis and Inuit women in Canada.

1. **Ma-Nee Chacaby:** Cree/Ojibway, [Ombabika First Nation](#), [Two-Spirit](#), [Elder](#), [Storyteller](#), [Visual Artist](#), [Activist](#), [Actor](#), [Author](#).
2. **Jeannette Corbiere Lavell:** [Anishinaabe](#), [Activist](#), [Author](#), Founding Member - [Ontario Native Women's Association](#), [Indigenous Women of the Americas](#), and [Anduhyaun Inc.](#)
3. **Jody Wilson-Raybould:** Descendant of the [Musgamagw Tsawataineuk](#) and [Laich-Kwil-Tach Peoples](#), Member of the [We Wai Kai Nation](#), [Lawyer](#), [Minister of Justice and Attorney General of Canada](#).
4. **Carey-Leigh Thomas:** [Haudenosaunee](#), [Six Nations](#), [Athlete](#) - [Women's National Softball Team](#), [Teacher](#).
5. **Dr. Cindy Blackstock:** Member of the [Gitksan First Nation](#), Executive Director - [First Nations Child and Family Caring Society of Canada](#), [Professor](#), [Advocate](#), [Author](#), [Public Speaker](#).
6. **Josephine Mandamin:** Anishinaabe, [Wikwemikong Unceded Territory](#), [Environmentalist](#), "[The Water Walker](#)," [2015 Lieutenant Governor's Ontario Heritage Award Recipient](#).
7. **Dr. Pamela Doris Palmater:** [Mi'kmaq](#), [Eel River Bar First Nation](#), [Lawyer](#), [Professor](#), [Author](#), [Public Speaker](#), [Activist](#), [Holds 4 University Degrees](#), [Spokesperson/Educator](#) - [Idle No More](#).
8. **Christi Belcourt:** [Michif \(Métis\)](#), [Visual Artist](#), [Activist](#), [Author](#), Founding Member - [Walking With Our Sisters](#), [2015 Art Gallery of Ontario "People's Choice" Recipient](#).
9. **Nicola I. Campbell:** Métis/Nle7kepmx/Nsilx, [Award-Winning Author](#), [Scholar](#).
10. **Maria Campbell:** Métis, [Author](#), [Activist](#), [Playwright](#), [Filmmaker](#), [Teacher](#).



11. **Tantoo Cardinal:** Métis/Cree/Nakota, Actor, Writer, Public Speaker, Order of Canada Award Recipient.
12. **Hon. Senator Dr. Thelma Julia Chalifoux:** Métis, Appointed to the Senate of Canada, Honourary Doctorate Recipient, Public Speaker, Lecturer, Founding Member - Michif Cultural and Resource Institute.
13. **Marilyn Dumont:** Cree/Métis, Writer, Poet, Author, Instructor.
14. **Dr. Olive Patricia Dickason:** Métis, Journalist, Historian, Professor, Writer, Activist.
15. **Laura Arngna'naaq:** Inuk of the Kivalliq Region, Nunavut, Activist, Artist, Scholar, Chartered Accountant, Co-Founder - Torontomiutaujgut
16. **Alethea Arnaquq-Baril:** Inuk, Iqaluit, Nunavut, Activist, Filmmaker, Producer, Director, Owner - Unikkaat Studios Inc., Founding Member - TV Nunavut Educational Broadcast Society.
17. **Sheila Watt-Cloutier:** Inuk, Kuujuuaq, Nunavik, Author, Public Speaker, Environmentalist, Cultural/Human Rights Advocate, Pioneer of Linking Climate Change to Human Rights.
18. **Meeka Kilabuk:** Inuk, Pangnirtung, Nunavut, Teacher, Fashion Designer, 2012 Queen Elizabeth II's Diamond Jubilee Medal Recipient, Founding Member - Nunavut Council of People with Disabilities.
19. **Mary J. May Simon:** Inuk, Kangirsualuujuuaq, Nunavik, President - Inuit Circumpolar Council, Canadian Ambassador for Circumpolar Affairs (Foreign Affairs), President - Inuit Tapiriit Kanatami.
20. **Tanya Tagaq Gillis:** Inuk, Nunavut, Traditional Inuit Throat Singer, Artist, Recipient of Several Music Awards.
21. **Jessie Aputi Fraser:** Inuk, Sanikiluaq, Nunavut, Inuit Throat Singer, Early Childhood Educator, Inuit Language and Cultural Advocate, Journalist, Youth Representative.



## INTRODUCTION

“Activism and advocacy are tools that are used to bring about social or political changes. However, there is a distinctive difference between activism and advocacy based on the manner in which these changes are brought about. **Advocacy** refers to the act or process of supporting a cause or proposal, whereas **activism** is the action of using vigorous campaigning to bring about change” (Difference Between, 2016).

This companion resource was developed for educators to use alongside the 2016 ETFO poster celebrating twenty-one First Nations, Métis and Inuit women in Canada for their contributions and advocacy work. The purpose of this resource is to support educators in their instructional approaches to teaching about social justice and advocacy while learning about Indigenous Peoples, specifically the women honoured in the poster.

This resource includes the following:

- A hyperlink text version of the poster includes a brief overview of each woman and the activism and advocacy work they are doing.
- Activity prompts that are connected to the poster.
- A hyperlink resource list is included to complement social justice and advocacy.

You are welcome to modify or create your activities that support your students’ learning and your instructional practice.

## ACTIVISTS AND ADVOCATES

“An activist is a person who makes an intentional action to bring about social or political change. An advocate is one who speaks on behalf of another person or group” (Jenn T. Grace, 2017).

The twenty-one Indigenous women celebrated in the poster are all activists and advocates through the work they do in their communities. In looking at the various capacities and experiences these women have, their roles in social justice can be organized in five areas. These are organized to assist you in designing your own activities and instructional planning.





- Leadership Roles: This could include being a founder or founding member, lawyer, minister, senator, executive director, ambassador, award recipient, spokesperson, owner, youth representative and/or athlete.
- Writers: This includes working as an author, journalist, storyteller, playwright, poet and/or historian.
- Artists: This includes working as a visual artist, musician, singer, filmmaker, actor and/or fashion designer.
- Educators: This includes being an educator, teacher, scholar, instructor, professor, or lecturer.
- Environmental & Human Rights: This includes working to protect the climate, land and water, cultural, language, persons with disabilities and/or human rights.

Activism and advocacy is something that everyone can do, no matter what age. There are many examples of activism campaigns that people can use. To help inspire you in your instructional practice of social justice, watch the short ETFO video, Women change makers: Taking action for social justice.

### ACTIVITY PROMPTS

The six areas of activities are intended to help students learn about the social justice issues and the advocacy and activism work that the Indigenous women do in our communities. They will also have an opportunity to research, make connections and demonstrate ways to support Indigenous Peoples in standing up for issues important to them, the bigger community and the natural environment. Note: Several prompts were adapted from *A Social Justice Approach* (Elementary Teachers' Federation of Ontario, 2013).

### CREATE A WORD WALL

- Research the twenty-one First Nations, Métis and Inuit women in the poster and define the words of their accomplishments. Create a collage of words that express the gifts of each woman.
- To get you started, define and discuss the following terms and create a word wall. You are encouraged to add more words to this word wall as you learn about each woman and their contributions.



Advocacy  
Activism  
Social Justice  
Human Rights

Indigenous Peoples  
First Nations  
Métis  
Inuit and Inuk  
Environmentalism

## CREATE A DISPLAY

- Create a list of accomplishments achieved by the women.
- Identify personal skills and accomplishments of the students. They can draw a picture of themselves and include a list of images or words of things that they are gifted in.
- Create a goal-setting map and set up how to achieve them. Draw a map of the journey to get there and celebrate the achievements.
- Create a map of where all the women come from. Research the communities or regions that each woman comes from and include images from that region.
- Research the career roles that each woman has and provide information on each.
- Compile issues that the women are addressing and find any newspaper clippings (online or in print) and research on where that issue is at currently. Create an informational piece to display.
- Create posters that show why social justice advocacy is important.
- Create a class commitment to social justice and equity.

## WRITING AND RESEARCH

- Connect with a First Nations, Métis or Inuit school community and write pen-pal letters.
- Write a letter to one of the women acknowledging their work while making a personal connection to what they do.
- Create a letter to support the woman and what she is advocating.
- Read one of the books or articles written by the women and write a summary about it.
- Create interview questions that students would like to ask any of the women.
- Write a poem about one of the issues addressed or to acknowledge the advocacy work being done.



- Write a letter to a local MP or write a newspaper report supporting an issue that the women are standing up for.
- Research the origin of any of the issues the women address and write what is being done about it.
- Identify other people who are advocating for the same issues as these women. Create a list and share with classmates.
- Research Aboriginal Rights, Treaty Rights, s. 35 of the *Constitution Act*, s. 25 of the *Canadian Charter of Rights and Freedoms* and discuss why Indigenous Peoples have specific rights to them that differ from Canadians (e.g., they are the original inhabitants and their rights and practices were recognized and affirmed).

### ENVIRONMENTAL STEWARDSHIP

- Discuss what leadership and environmental stewardship are and plan with your students what they can do to become a steward.
- Invite students to write a story on leadership and environmentalism.
- Take students out on the land for a walk and learn about the natural habitat in your area.
- Assess the impact of different human activities on the natural environment. Plan and discuss ways to leave a healthier footprint on the planet.
- Learn about water issues in Indigenous communities and think of ways to bring awareness to this issue.
- Discuss the positive impacts each woman has on the community and/or environment.
- Go for a walk in nature and write a list or draw things that were natural to that environment. Also, take notice of things that weren't and have a discussion as to why it's important to take care of the natural environment.

### GET CREATIVE

- Cut out images from magazines and create an art piece of images and/or words that connects to leadership.
- Define hero attributes and list the hero attributes of a woman (or women) in the poster. Make a superhero poster of the woman.



- Design a book cover of one of the women and come up with a title (based on the advocacy or activism work that the woman does). The activity could be extended to include a brief, written summary of what the book is about.
- Students can create a book that includes photos or drawn images with captions of people who are inspiring to them.
- Invite students to share music from their own culture or music that they like to listen to at home. Later, listen to music by Indigenous artists (drumming, throat singing and contemporary) and talk about the song or the instruments used in the song.
- Discuss what trading cards are and create a trading card on each woman.
- Examine one of the artworks by the women and discuss the elements of design and illustrations. Discuss what they think it means to them. In their own style (and not copying the style of the artist), students can then create a work of art that is representative of the discussion.
- Discuss the importance of human rights. The class can paint a slogan and include images of words or images that connect to the topic.

## INDIGENOUS PRESENCE

- Invite First Nations, Métis or Inuit guests to visit your classroom to discuss issues related to those that the women are advocating.
- Connect with the Indigenous education lead at your school board to invite an Elder or Traditional Knowledge Keeper to visit the class. Follow your school board's cultural protocols (as this will be region specific).
- Include books written by Indigenous authors. See the list of [Bookstores](#) on ETFO's FNMI education webpage.
- Have a book club using books by Indigenous authors that focus on the environment and/or leadership.
- Watch a video or podcast on one of the women and discuss what they learned.
- Listen to music created by Indigenous artists and discuss the technique and lyrics.
- Research other Indigenous activists and advocates and find a parallel to the issues to the ones that the women are standing up for. To get you started, you will find hyperlinks below.
- Have an Indigenous film night at your school and look for potential Indigenous Peoples to sit on a panel to share more insight. Connect with the Indigenous education lead at your school board for a list of movies and possible speakers.



## ADDITIONAL ONLINE RESOURCES

The following is a list of resources that includes lessons, videos and articles for your learning and/or instructional practice on social justice and advocacy.

- [15 Indigenous heroes of 2014.](#) *Muskrat Magazine.*
- [16 Indigenous movers and shakers to watch in 2016.](#) *APTN News.*
- [30 Indigenous leaders.](#) *Canadian Encyclopedia.*
- [Activism 1950s to 1970s.](#) *Indigenous Peoples Atlas of Canada.*
- [Art and activism.](#) *Teaching Tolerance.*
- [Art and community activism.](#) *Teaching Tolerance.*
- [Book review: The water walker.](#) *ETFO Voice.*
- [CHRC: An ally in achieving social justice.](#) *Canadian human rights commission.*
- [Democracy and social justice.](#) *Youth Activism 101.*
- [Economic and social justice: A human rights perspective.](#) *Human Rights Library.*
- [First Nations, Métis and Inuit education resources.](#) *Elementary Teachers' Federation of Ontario.*
- [Human rights here and now: Getting to know activists around us.](#) *Human Rights Library.*
- [Idle No More.](#) *Idle No More.*
- [Indigenous Issues.](#) *Canadian human rights commission.*
- [Indigenous Peoples and human rights.](#) *Government of Canada.*
- [Indigenous Peoples in Canada.](#) *Amnesty International.*
- [National Indigenous Peoples Day.](#) *Government of Canada.*
- [Orange shirt day: Every child matters.](#) *Orange Shirt Day.*
- [Resistance 101: A lesson on social justice activists and strategies.](#) *Teaching for Change.*
- [Rights and activism.](#) *Teaching Tolerance.*
- [Self-advocacy.](#) *Learn Alberta.*
- [Speak truth to power: Defenders for human rights.](#) *Canadian Teachers' Federation.*
- [Teach your students to use art as a tool for socials advocacy.](#) *The Art of Education.*
- [Teaching advocacy in your classroom.](#) *Edutopia.*
- [Teaching for hope and activism.](#) *rethinking schools.*





- The powerful impact of activism: Autumn Peltier on walking for water and standing up to make a difference for the environment. *ETFO Voice*.
- Topic #5 – Heroes. *4 Seasons of Reconciliation*.
- United Nations Declaration on the Rights of Indigenous Peoples. *United Nations*.
- Variety of videos on activism. *Ted Talks*.
- Various songs written by Indigenous youth across Canada. *N’we Jinan*.
- Walking With Our Sisters: A commemorative art installation honouring missing and murdered Indigenous women. *ETFO Voice*.



IDEAS TO JOT DOWN


