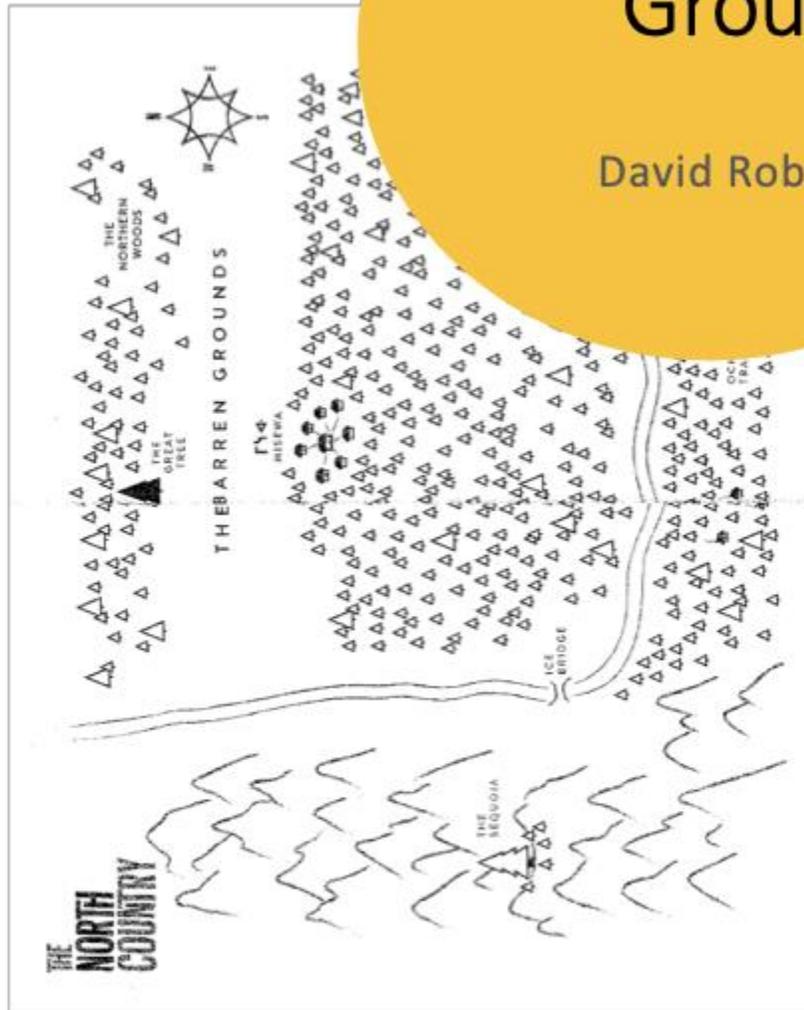


# The Barren Grounds

David Robertson



**Annotated  
Resource List**

## Annotated Resource List:

**Archibald, Jo-Ann.** *Indigenous Storywork: Educating the heart, mind, body, and spirit.*

Non-fiction research-based book, where author Jo-Ann Archibald works closely with elders and storytellers on ways to bring storytelling education and pedagogy into the classroom. Jo-ann is from the Sto:lo Nation and is the Associate Dean for Indigenous Education in the Faculty of Education at UBC.

**Buck, Wilfred.** *Atchakosuk: Ininewuk Stories of the Stars* [here](#)

The essay by Wilfred Buck outlines the sacred stories of the stars. Buck recounts his own learning and outlines the importance of the teachings about the stars. Buck also includes several stories of various constellations, comparing Western and Indigenous knowledge. This source in its entirety supports teacher professional development and could be chunked and used to support student understanding through the stories about the stars.

**FNESC-** Authentic First Peoples Resource [here](#)

This is where to look for authentic texts to supplement or continue exploration of Indigenous authors, Indigenous stories and of course Indigenous worldview and perspectives.

**FNESC-** Document: Beliefs and Values about Children [here](#)

‘While First Nations people, Métis, and Inuit have distinct cultures and languages, they also share common beliefs, values and histories. It is with this in mind that the following Statement of Beliefs and Values about Children was written.’ This handout comes from the FNESC English First Peoples Teacher Guide – in a unit that explores Indigenous author views of children through picture books.

**FNESC-** BC First Nations Land, Title and Governance Teacher Guide [here](#)

This free resource spans grade 1-12 with activities and resources that are useful for supporting student understanding of land through an Indigenous perspective. This resource is the source of most of the Blackline Masters in this guide.

**FNESC - English First Peoples Teacher Resource Guide [here](#)**

This high school-based resource includes many guiding questions, graphic organizers and units that could be useful for adaptation in the Middle Years classroom. FNESC is the leading organization and advocate for First Nations in BC. It has many free resources for teacher use across all subjects.

**FNESC- Identity Map [here](#)**

Need a support on how to have students reflect and think about their identity, culture and values? This organizer from FNESC supports students brainstorming how values and choices are interconnected.

**Learning for Justice, Teaching Strategies [here](#)**

A resource for teachers to use that supports teaching challenging topics in thoughtful ways. The strategies are organized by grade and have a literacy focus. Though this is an American website, and should be vetted for that lens, the universal skills that it models for teachers and students are effective.

**Robertson, David- *On the Trapline* – Picture Book [here](#)**

A boy and his moshom take a trip back to the trapline where his grandpa and family once lived off the land. “On the Trapline is a poignant story that explores the deep connection a boy and his grandpa have with the land and each other.”

**The Barren Grounds- Educators Guide- [here](#)**

A resource for teachers, that includes discussion questions and follow-up activities. Created by a Metis educator. Many of the discussion questions are embedded in this resource.

**Treaty Words- For As Long as the Rivers Flow- Picture Book [here](#)**

This picture book by Aimee Craft, explores the original treaty relationships- the images and teachings provide for an engaging and thoughtful sharing of Indigenous worldviews on the responsibility felt by Indigenous people to the land and all those that live on it.

### **Turtle Island Reads, Teacher Resource Guide [here](#)**

This guide models how to integrate Indigenous content and Indigenous ways of teaching into literature studies. Books that are explored in this guide include: *The Marrow Thieves*, *Those Who Run in the Sky*, and *Will I See?* Though some of these texts may not be middle years relevant, the modelling of activities is particularly useful.

### **Vowel, Chelsea, Indigenous Writes: A Guide to First Nations, Metis and Inuit Issues in Canada-Textbook [here](#)**

This textbook explores pivotal topics pertaining to Indigenous people, in the Canadian context. From proper language use, harmful stereotypes to complex explanations of legislation- Vowel is one of the most respected voices in academia on the topic of Indigenous issues in Canada. Prior to being published as a textbook, Vowel had a free blog that explores many of the topics that are elaborated fully in the text. Access the free blog [here](#).

### **What is an Indigenous medicine wheel? [here](#)**

This website is a reputable resource to explore explanations of Indigenous worldview, knowledge, and perspectives. It is created by author Bob Joseph, and this article is written by him. Bob Joseph is the author of *21 Things You Did Not Know About the Indian Act*. This website includes a helpful image, and video to support the understanding of the medicine wheel.

### **What is Land based Learning? [here](#)**

This resource was written by a group from the Elementary Teachers Federation of Ontario. Their goal was to provide a document with resources for their teachers to learn about Land Based Learning and put in motion some practices to connect to the land, both as the teacher and for their students. It is an easy, practical read that gives a general overview of ideas and individual experiences.

# AUTHOR SPOTLIGHT:

# DAVID ROBERTSON



## Connecting to the past:

Robertson has several works that represent the historical context and impact of colonialism on Indigenous people. [When We Were Alone](#) can be found in English, French and Cree – it is a picture book on the impact of Residential Schools. [Sugar Falls](#) is a graphic novel that also explores the Residential School experience for a more mature audience. Finally, [This Place: 150 Years Retold](#), is a multi-author graphic novel anthology. Robertson's contribution to this work centres around an Indigenous veteran returning from war to continue to live under the oppressive Indian Act.



## Tackling tough stuff:

Robertson has had a significant role in Canadian Literature, putting words to the unspeakable. [Will I See?](#) is a graphic novel that explores the systemic violence against Indigenous Woman. [Betty: The Helen Betty Osborne Story](#) respectfully retells the story of Helen Betty Osborne, an Indigenous Woman who leaves her community for an education, and is a victim of a horrific crime. Both of these graphic novels explore the important and urgent issue of MMIWG.

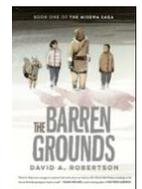
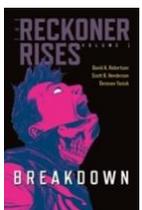
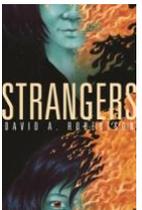


## But wait, there are more...

David Robertson: Portage & Main Press [Booklist](#)

## Making magic happen:

Robertson is a self-proclaimed superhero and comic buff. Despite this love, he acknowledges the damage these genres did to him as a youth, when portraying Indigenous people. Enter Robertson's work in several book series where you see him create the stories he never had. [Strangers](#) (Reckoner trilogy) is the first of the series, that explores a community mystery, murder and a tricky trickster coyote. [Breakdown](#) carries on the story left off from the Reckoner Trilogy, in graphic novel form. [The Barren Grounds](#) is the middle years text, the first in its series that explores themes of belonging, stewardship and language; all through the appearance of a portal to another world.



## Getting personal:

Robertson has produced two connected works that explore his own journey of belonging and identity. The five episode CBC supported podcast [Kiwew](#), was launched to situate readers in preparation for the launch of his powerfully vulnerable and generous memoir: [Black Water: Family, Legacy and Blood Memory](#). Enjoyed together or separately, they will make an impact!

