

BOOKS TO BUILD ON

Teaching and Learning Ideas

Thank you for downloading this Books to Build On Teaching and Learning "Seed" for you to plant in the garden of your professional practice! We are excited for you to use it in a good way to further Indigenous Education and reconciliation for you and your students. Please take them as inspiration and adapt them to your needs. See below for some important information.



Books to Build On: Indigenous Literatures for Learning

Ok! Ába wathtech, Danit'ada, Taanishi, Hello, Welcome!

What is this website?

Call for new lesson plan donations

Are you interested in contributing to the lesson plan selection available on Books to Build On? Have you written a lesson plan that accompanies an existing resource, or a resource you think we should include? Or, are you interested in creating a lesson plan for one of the resources? If you answered yes to any of these questions, the Books to Build On team would love to hear from you! We

These teaching and learning ideas originate from the Books to Build On: Indigenous Literatures for Learning website. Please check out the website, as well as the Indigenous Education resources at the Werklund School of Education, for more information on working with Indigenous literatures! We would love to hear your feedback on our educational materials! Please find our contact information on the website.

<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>

Open Education Resource



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How do we engage with Indigenous literatures in teaching and learning?

By Erin Spring & Aubrey Hanson

“Starting with Story” allows us to centre Indigenous voices, knowledges, people, and experiences in our teaching and learning

Why do we believe in teaching and learning with Indigenous literatures? During our years of engagement with Indigenous knowledge systems, communities, literatures, and scholarship, we have come to know that stories are at the heart of our work. Stories embody communities and their ways of knowing, being, and doing in an appealing form—reaching the heart, not only the head. Stories are inherently relational, in that a teller and listener are drawn into relationship with each other and with the story being told. And because relationships call for mutual responsibility, storytelling as a mode of sharing knowledge draws people into reciprocal webs of connection. Stories are not just for entertainment; they are there to guide how we live our lives. Thomas King’s oft-repeated line at the end of each chapter in the Truth about Stories lecture series is an illustration of this principle. King (2003) tells the reader that the story is “yours. Do with it what you will . . . But don’t say in the years to come that you would have lived your life differently if only you had heard this story. You’ve heard it now” (p. 29). When deciding how to engage others in the work of Indigenous education, then, we believe in starting with story. We appreciate storytelling for how it respects Indigenous knowledge systems, ensures that knowledge remains rooted in context, and emphasizes the value of personal voice and collective listening. Stories are a key way into relational work in education.

Social responsibility is at the heart of our work, we are working for better futures

Teaching and learning with Indigenous literatures is part of the broader work of Indigenous Education. We believe that work in education must be socially responsible and committed to communities. Significant social impact is being created by the process of reconciliation and with Indigenous-focused teaching and learning happening across the country. We see our task as working to nourish Indigenous communities and knowledge systems, while challenging racism and colonialism. This work is also about fostering open and reciprocal relationships between Indigenous and non-Indigenous peoples. This call for social responsibility informs our collaborations in the Books to Build On project.

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 1 of 9

Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Resources used
& possible
concerns

Book: We Sang You Home **Author:** Richard Van Camp **Illustrator:** Julie Flett
Publisher: Orca Book Publishers

*This book can be viewed as a Read Aloud in this link: [Read-Aloud link](#)

Possible Concerns:

- Access to the physical book

*Solutions include accessing the Youtube read-aloud via the provided link, or borrowing a copy of the book through your local public library.

***All of Richard Van Camp's books are available in Braille. Find out more here:

<https://www.richardvancamp.com/books-v2.html>

Author/creator
& literature
background

Author: Richard Van Camp

Illustrator: Julie Flett

"Richard Van Camp is a proud member of the Dogrib (Tlicho) Nation from Fort Smith, NWT, Canada from Fort Smith, NWT. He is a graduate of the En'owkin International School of Writing, the University of Victoria's Creative Writing BFA Program, and the Master's Degree in Creative Writing at the University of British Columbia. He is an internationally renowned storyteller and best-selling author."

*This is a direct quote from <https://www.richardvancamp.com/about-v2.html>

Literature Background:

"In this sweet and lyrical board book from the creators of the bestselling Little You, gentle rhythmic text captures the wonder new parents feel as they welcome baby into the world. A celebration of the bond between parent and child, this is the perfect song to share with your little ones."

*This is a direct quote from <https://www.orcabook.com/We-Sang-You-Home-P1200.aspx>

Literacy, Math
&
Other Targeted
Skills for
preschool -
Grade 6
(Disabilities
Classrooms)

Unit Contents

Lesson 1: Picture Walk, Predictions & Shared Reading

Lesson 2: Making the Writing Block Multi-Level, Graphic Organizers, & Number Representation

Lesson 3: Working with Words

Lesson 4: Working with Words, Music & Movement

Lesson 5: Working with Words, Writing & Predictable Charts

Other Targeted Skills include:

Literacy: Literary Predictions & Shared Reading, Oral and written communication skills. Working with words, making words, early literacy skills. CORE word practice: Sing, Like, Dislike. Using music and movement to approach literacy in multidisciplinary ways. Writing & Predictable Charts.

Math: Mathematization of everyday knowledge, early numeracy, & number representation skills. Sequencing, Understanding of Mathematical Concepts and Language. Graphic organizing skills.

Other: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

All lessons have a primary focus of early numeracy and exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling.

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 2 of 8

Materials

We Sang you Home Resource Guide

- "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page)
- "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page)
- "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page)
- "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages)

Other Materials:

- Writing tools (paper/whiteboard, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (adapted, board-scissors, mounted-loop-scissors, etc.)
- Glue or tape
- Music player/stereo
- *Option for physical book or digital copy of the book
- *Option for Computer/SMARTboard use
- *Option for Braille book

Rationale

Big Idea: This unit plan facilitates pre-academic skill development (literacy and math dominant) in early education and disability-focused learning environments.

Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with text, reading, writing, and working with words, in individualized ways. The goal is to create meaningful and authentic interactions with Van Camp's text, and facilitate connections and understanding about the Cree language and culture in students' lives. Furthermore, the intention is to connect students and educators with positive and authentic representations of First Nations, Métis, and Inuit experiences through stories and imagery.

Unit Contents

5 Multidisciplinary Lessons (as described on page 1)

We Sang You Home Resource Guide (attached as Appendix, following Unit Plan)

****Lesson 1 should be completed as the initial lesson. The following 4 lessons may be interchanged, based on the preference of the educator.*

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 3 of 8

Lesson 1: Picture Walk, Predictions & Shared Reading



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity

Literacy Connections and Strategies: Picture Walk, Literary Predictions & Shared Reading, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 49-67, 1999.)

Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, and the [Read-Aloud link](#). Ask your group of students to sit together, at a table or on the floor. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's needs.

Activity (option for one OR two part lesson) :

1. Introduce the Activity: Explain how you will read a book together that talks about something that we ALL have... Ask students, what is something that we ALL have?
2. Explain how you will take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations. If you are using only the Read-Aloud versions, mute the Read-Aloud video and play it.
3. Make a prediction together: Ask students, What will this book be about? Write your ideas down for students to see, on a poster or a SMARTboard. Write FAMILY in the middle of your page. ****Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Ask students to notice things about the family in the book.
5. Read the book, bringing attention to the text.
6. Ask students- What did you notice? What have you learned about the family in this book?
7. Conclude the Activity: Ask students, Did you LIKE this book? *This can be done with raised hands, or other physical, verbal, or visual communication.

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 4 of 8

Lesson 2:

Making the
Writing Block
Multi-Level,
Graphic
Organizers, &
Number
Representation

Literacy Connections and Strategies: Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers" and graphic organizing skills.

(Cunningham, et. al., pp 113-114, 1999.)

Math Connections and Strategies: Mathematization of everyday knowledge, early numeracy, & number representation skills.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, p 5, 2011)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, or the read-aloud, ready to go. Print out a copy of "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page) for all students, and one for your example. Alternatively, print one or two and laminate (or place in a page protector.) Ask 1-2 students at a time to gather with you at a table (or a writing centre), with appropriate writing materials. ***Further supports could include : a calculator, math manipulatives, or number cards to assist with specific student skills.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page) page, and explain how you will use numbers to represent the people in your family, in different ways.
2. Show students your example, by posting it up with tape, or using a digital version of the file on your iPad. Support your student with extra paper, a whiteboard, or oral problem-solving skills, to complete the boxes. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling.
3. Using speech, ASL, or a communication device, ask your student to read their answers aloud to a peer or teacher.
4. When finished, encourage your student to sign their work. Remember, a signature does not have to be written "correctly" or even with letters- allow your student to express their written signature in any way that they choose!
5. Ask your students to assist in cleaning up materials, and putting away their work. They may choose to display their work, or take it home.



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity
Calculator
Extra Time

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 5 of 8

Lesson 3: Working with Words



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity

Literacy Connections and Strategies: Oral and written communication skills. Working with words, making words, early literacy skills. CORE word practice, "Sing." (Cunningham, et. al., pp 142-143, 1999.)

Math Connections and Strategies: Sequencing, Understanding of Mathematical Concepts and Language. (The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, pp 2-4, 2011)

Other Skills: Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out a copy of "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page) and ensure you have enough sentence strips for your students (4x per page.) Gather a writing tool, appropriate scissors, the handout, and your students together (1-2 students at a time.) You may choose to have glue and paper available for students.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the handout. Based on student's skill level, you may choose to have some handouts cut-out already and mounted on construction paper (depending on the particular focus of the task for the given student.)
2. Encourage your student to cut out one strip from the handout, and mix up the letters on a table.
3. Some students may choose to sort and spell on the table. This is a great way to explore the letters and see what words you can make, including the CORE words, Sing. Other students may prefer to use glue and paper to make a creative literacy/art piece. Encourage them to spell independently, with as little support from adults as possible.
4. Using speech, ASL, or a communication device, ask your student to read their answers aloud to a peer or teacher. Try identifying the letters in the word, and the whole word itself.
5. When finished, encourage your student to sign their work. Remember, a signature does not have to be written "correctly" or even with letters- allow your student to express their written signature in any way that they choose!
6. Ask your students to assist in cleaning up materials, and putting away their work. They may choose to display their work, or take it home.

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 6 of 8

Lesson 4:

Working with
Words, Music &
Movement

Literacy Connections and Strategies: Oral and written communication skills. Working with words, high-frequency words. CORE word practice, Like, Dislike, Sing. Using music and movement to approach literacy in multidisciplinary ways. (Cunningham, et. al., pp 123-125, 1999.)

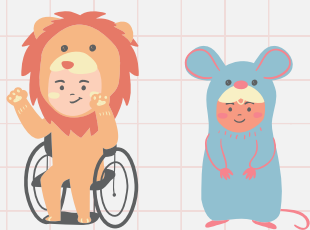
Other Skills: Attention to task, communication, fine motor skills, functional tool use. Written and oral engagement with language. Exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling.

Preparation: Have a copy of the book, or the read-aloud choices via Youtube, ready to go. Print out a copy of "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page) and laminate. Set up in desired learning space. Options include centres/zones (attached to a clipboard, laminated and stuck to a whiteboard or table with tape) or 1:1 tabletop work (brought out by teacher.) Encourage 1-2 students at a time for this activity- gather together, with necessary materials: a music-player/stereo and appropriate writing tools.

Activity:

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page) and explain how we will take turns choosing ways to sing and make music!
2. Model one example yourself, and encourage your student to practice the choice with you. Take turns until you have completed all of the choices, pointing to, reading, and practicing each idea. You may choose to do this in a small group, where students can share in turn-taking.
3. You may choose to orally explain your preferred choices, or encourage your student to circle or write the ideas they LIKED and DISLIKED.
4. Review your work together, and read your finished work aloud: "You liked clapping your hands the MOST!"
5. Conclude the Activity: Encourage students to assist in clean-up of materials.



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity
Preferred Music Choices

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 7 of 8

Lesson 5:

Working with
Words,
Writing &
Predictable
Charts

Literacy Connections and Strategies: Working with Words, Writing & Predictable Charts.

(Cunningham, et. al., pp 113-114, 1999.)

Other Skills: Attention to task, communication, fine motor skills, functional tool use. *Core Word (Sing) used in verbal, visual and written contexts. Spatial skills, & graphic organizer skills.

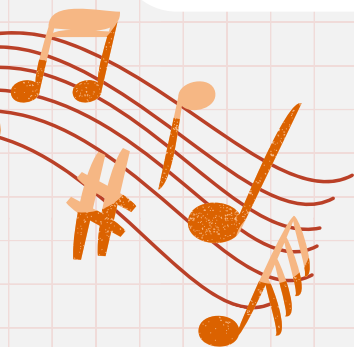
Preparation: Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out copies of "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages) for all students. Prepare space with handouts, appropriate writing materials and scissors, and glue (optional.) Ask your students, one at a time, or in pairs, to sit with you at a table top (or a preferred learning area.)

Activity (option for one or two part lesson) :

*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students.

1. Introduce the Activity: Show students the "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages.) Explain how you will write a Predictable Chart about the ways that you SING! Read the choices on page 2 together, for inspiration, as needed.
2. Write your own Predictable Chart (3 ideas) to show students what is expected. (For Example, I sing Disney songs, I sing beautifully, I sing happily)
3. Encourage pre-literate students to cut out answers from page 2. Based on developmental level of students, you may choose to cut out page 2 ahead of time to support your student.
4. Encourage all students to write directly on the chart. If students are pre-literate, encourage pre-writing skills like drawing, making shapes, or scribbling. Some students may choose to glue their answers from page 2 onto the chart (page 1.)
5. Encourage your students to complete the chart with minimal adult support.
6. When student is satisfied with their work, encourage them to sign their name. A signature does NOT need to be written correctly or be written with letters- encourage ALL students to sign their work, as all artists do!
7. Review your student's chart together and encourage your student (if verbal, or using a communication system) to read along with you.

*****Option to extend:** Students may read their own, or have a teacher read their predictable chart aloud to the class at the following group literacy lesson, to share their writing. Other extension option is to send this chart as a letter in the mail, to the school Music Specialist, as a letter-writing activity.



Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Adapted scissors
Extension option
Body Breaks
"Chunk" the Activity

Unit Plan for

We Sang You Home

by Richard Van Camp

Page 8 of 8

Supporting
Sources,
APA references:

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About the
Teacher-
Author:

Emily Rozitis has a Bachelors of Arts in French, and a Bachelors of Education in Inclusive Education from the University of Calgary. She is a practicing elementary school teacher who works in a severe disabilities classroom with non-verbal students (ages 6-12.) Emily uses a variety of communication supports in her classroom to promote a differentiated and inclusive literacy-rich environment. Her multimodal communication approach to learning includes the use of digital and paper-based communication devices, American Sign Language, assistive technology, and both verbal and visual methods of communication.

Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy and pre-math skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Appendix:

Resource Pack for We Sang You Home



Resource Pack for

We Sang You Home

by Richard Van Camp

This Resource Pack includes:

- "How Many Feet are in my Family?" Math/Literacy/Fine Motor Activity (1 page)
- "Can You Spell Sing?" Literacy/Fine Motor Activity (1 page)
- "How Do You Like to Sing?" Movement/Music/Literacy Activity (1 page)
- "How Do You Like to Sing? A Predictable Chart" Literacy/Fine Motor Activity (2 pages)

How many feet are in my family?



Count the number of people in your family, in different ways!

Use the boxes below.

How many **PEOPLE** are
in your family?

How many **HEARTS** are
in your family?

How many **FEET** are
in your family?

When did your family **SING**
YOU HOME?
(When is your birthday?)

Can you spell **Sing**?

Cut out the letters, mix them up, and glue them-
or place them- back together, to spell the word "Sing"



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How do you like to **SING**?

Try singing and making music in different ways!

What did you LIKE?

What did you DISLIKE?



Chirp
like a bird



Squeak
like a mouse



Roar
like a lion



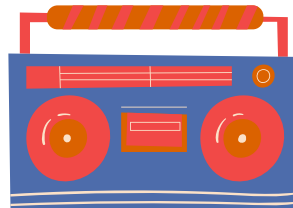
Purrrr
like a cat



Bark
like a dog



Clap
your hands



Play
a song



Stomp
your feet



How do you like to **SING**?

A Predictable Chart



Write a predictable chart with the next two pages (Page 1: template, Page 2: optional written supports,
(***choice to cut/glue your writing from page 2 choices, onto page 1 template.)

I sing...

I sing...

I sing...

I sing...

I sing...

LOUDLY

with my
feet

slowly

quietly

quickly

EVERYWHERE



I sing...

alone

outside

with my
hands

with my
family

at
bedtime

Interested in learning more? Resources for additional reading:

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