Yukon First Nations
Resources for Teachers
2018/2019
Welcome to the Yukon! Being an educator in the north is both challenging and rewarding. Your experiences here and your ability to most effectively engage your students will be greatly enhanced by your connections to the community. I encourage you to become a student as well as a teacher and reach out to the families of your students and other community members to help you learn about the language and culture of your students. Let this knowledge and community connection guide your teaching. You and your students both benefit.

Mâsá iyátì? Open your hearts and minds to embrace what our children have to teach you. I am here to assist you. Feel free to come into the office anytime so I can put a face to your name. We can talk and have coffee/tea if things aren’t too busy. I look forward to the day our paths cross.

Dânch’è! It is with great pleasure that we welcome you to our homeland, Yukon. It is through your classroom setting that you have the opportunity to engage Elders and youth in meaningful interactions. Do not hesitate to contact the First Nations Programs and Partnerships office for assistance at any time.
Mâ sá iyatì? Welcome! Yukon offers a vast richness of First Nations language and culture. Get to know the community and what it has to offer. Make memories and take advantage of the “teachable moments!”

Welcome to the Yukon! Our land, water, people, traditions and culture are of strength and beauty, may you find it in all that we do. Our elders teach us that the land is a teacher and healer, and to visit it often. I wish you well in your Yukon education journey and know that we are here to support you in anyway we can.

Welcome to the Yukon! What a great educational journey you are about to embark on. Yukon has so much to offer so please embrace the time you will spend with our Elders, students, families and community members. Please contact us if there is anything we can support you with.
Curriculum Redesign – Yukon

Students have different learning needs and they learn successfully in different ways. B.C and other jurisdictions across Canada and around the world are moving to personalized learning, which puts the student at the center of learning. Contemporary-based learning and instruction requires that our focus shifts from primarily what students need to know to how they learn and understand. Yukon students need to be able to see themselves and their experiences in what they learn in order to connect with what they are learning. All students K-12 will learn about Yukon First Nations cultures, knowledge, histories, and reconciliation. References to First Nations ways of knowing and doing and knowledge are both explicit and implicit in the redesign curriculum. The curriculum in Yukon will also reflect the ways Yukon students learn – in the classroom, in the community, and on the land. In all areas of learning, teachers are encouraged to teach in ways that respect where the students are as learners and as citizens of their communities.

Reference: K-12 Curriculum Redesign: An introduction to Yukon’s new competency-based curriculum
The First Nations Programs and Partnerships Unit (FNPP) was created by the Public Schools Branch of the Department of Education in August 2006. FNPP is dedicated to four goals:

- Building productive relationships with First Nations communities; increasing the amount of First Nations perspectives in Yukon schools;
- Improving the academic results of First Nations students in the K-12 system, and
- Providing support to and enhancing First Nations’ efforts to revitalize their languages
- Establish & maintain meaningful and productive partnerships with Yukon First Nations Governments and the Council of Yukon First Nations (CYFN).

The unit has several main responsibilities:

- First Nations education programs in Yukon schools
- First Nations language programs in Yukon schools
- Development of First Nations curriculum and resource materials
- Development and maintenance of partnerships with all stakeholders involved in First Nations education issues
- Professional development for teachers on First Nations education

Our goal is to develop effective tools that will better equip educators for teaching First Nations students and working in First Nations communities. Other priorities include strengthening existing relationships with First Nations governments and education, and selecting relevant First Nations teaching resources.

Yukon government has entered into a Memorandum of Understanding on Education Partnership with Yukon First Nations and the Government of Canada, which has led to the creation of the Joint Education Action Plan (JEAP). In 2014, the department worked directly with Yukon First Nations and Council of Yukon First Nations to develop an implementation plan for the Joint Education Action Plan. This plan focuses on culturally inclusive schools, First Nations community priorities and capacity building, collaboration on protocols and evaluation and closing the academic achievement gap through foundational support.

The department recognizes that Yukon First Nations are diverse peoples with unique needs and cultures. In developing school programs, the department works with organizations like the Council of Yukon First Nations and the First Nations Education Commission (FNEC). It also engages directly with Yukon First Nations to determine how they prefer to work with us at the local school level. These discussions have led in some cases to specific education agreements with individual First Nation governments such as Tr’ondëk Hwëch’in (2013); Selkirk First Nation (2015); Kluane First Nation (2015); and the First Nation of Na-cho Nyak Dun (2016); Carcross Tagish First Nation (2016). Through these agreements, we jointly develop school curricula and programs in their Traditional Territories. For example, through the 2013 agreement with Tr’ondëk Hwëch’in, we have since accredited three cultural camps – First Hunt, First Fish and Spring Camp.
First Nations people have lived in the Yukon since time immemorial. In fact, evidence of what may be the oldest remains of human habitation of North America has been found in northern Yukon. During traditional times, First Nations people lived off the land, traveling on a seasonal round of fishing, hunting, trapping and gathering. This forged a connection to the land and its resources that continues to this day.

The territory’s First Nations people have a profound connection with their culture and language. In recent years there have been extensive initiatives to record traditional place names, learn and preserve First Nations languages, and ensure that stories, songs and dances are passed down to the next generation.

First Nations people make up about 23.1 percent of the total population, according to the Statistics Canada, National Household Survey, 2011. There are 14 First Nations in the territory, comprising approximately 7,705 people:

- Carcross/Tagish First Nation;
- Champagne & Aishihik First Nations;
- First Nation of Na-Cho Nyak Dün;
- Kluane First Nation;
- Kwanlin Dün First Nation;
- Liard First Nation;
- Little Salmon/Carmacks First Nation;
- Ross River Dena Council;
- Selkirk First Nation;
- Ta’an Kwäch’än Council;
- Teslin Tlingit Council;
- Tr’ondëk Hwëch’in;
- Vuntut Gwitchin Government; and
- White River First Nation.

Today, Yukon First Nations people look to the future while continuing to honour their past. Like other Yukoners, they adapt to the challenges of living in the north. Land claim agreements have brought new opportunities in education, economic development, resource management and governance.
Map 1. Traditional Territories of Yukon First Nations (within the Yukon) and Settlement areas of Inuvialuit and Tetlit Gwich'in, October 2005

Source: Environment Yukon
Yukon First Nations Languages

“Each language contains an immense system of cultural knowledge including philosophy and spirituality, oral history, songs and dances, art, environmental systems and biodiversity, technical skills for survival, fishing, hunting and plant use, medical expertise, and significant cultural practices. The loss of a language is the loss of an enormous wealth of knowledge.”1 Language is a vital part of Yukon First Nations culture. Through the oral tradition, lessons, stories and songs were handed down to the next generation. In this way, traditions and culture were maintained. Teaching through oral tradition requires learners to develop strong listening and retelling skills.

There are eight recognized First Nations languages spoken in the Yukon. Seven are from the Athapaskan family which spreads from central Alaska through northwestern Canada to Hudson Bay. These seven are Gwich’in, Hän, Kaska, Northern Tutchone, Southern Tutchone, Tagish, and Upper Tanana. While all Yukon First Nations languages are currently endangered, there are strong efforts throughout the Yukon to revitalize these languages and ensure that they continue to be spoken in the future. Each language group has distinct dialects, and many have more than one community residing within its larger nation.

Map 2. Yukon First Nations languages (within the Yukon)
Source: Department of Education

- **Gwich’in**
  - Old Crow
  - Fort Yukon (Alaska)
  - Fort McPherson, (NWT)
- **Hän**
  - Dawson City
  - Eagle (Alaska)
- **Kaska**
  - Ross River
  - Watson Lake
  - Lower Post (BC)
- **Northern Tutchone**
  - Carmacks
  - Pelly Crossing
  - Mayo
  - Beaver Creek
- **Southern Tutchone**
  - Burwash Landing
  - Destruction Bay
  - Haines Junction
  - Whitehorse
- **Tagish**
  - Carcross
  - Tagish
- **Tlingit**
  - Carcross
  - Teslin
  - Atlin (BC)
- **Upper Tanana**
  - Beaver Creek
  - Northway (Alaska)
  - Tetlin (Alaska)

**WHAT CAN YOU DO?**
Learn some common phrases in the language of the people within whose traditional territory you reside.
Culturally Inclusive Education

The importance of building relationship that involve the parents, families and communities of your students in their education cannot be emphasized enough. These connections are necessary for the mental, emotional, physical and spiritual success and well-being of First Nations students. Incorporating local knowledge and traditional teachings into your students’ education on a regular basis provides both you and your students with opportunities to learn through hands-on experiences.

STRATEGIES TO CONNECT WITH STUDENTS, PARENTS AND COMMUNITY:

- Take time to learn about Yukon First Nations governments and their traditional knowledge processes by talking to elders, traditional teachers and resource people. Books, documents and the Internet can also be used as a secondary form of research.

- Learn about your community by talking with local First Nations people. The Community Education Liaison Coordinators (CELC), the Education Support Workers (ESW), or the Education Outreach Coordinator (EOC) can also help you form links between the school and the community.

- Many First Nations people speak more slowly and use conversational pauses (cultural pauses) that are longer than those who communicate entirely in English. Also, First Nations people often take their time to fully consider and respond to a question before answering. It is therefore important to provide adequate time for people to respond when asking questions.

- Participate in professional development opportunities sponsored by the local First Nation, for example: community orientation, adult language classes, cultural camps and other initiatives. Visit the staff at the local First Nations’ Education and Heritage departments to find out what is available in your area.

- Learn some of the Yukon First Nation language spoken in your community. For online language lessons, check the YNLC website at www.ynlc.ca.

- Use instructional strategies that are based on your students’ cultural and environmental experiences. Include the four domains—mental, physical, spiritual and emotional—when developing lessons.

- Land is integral to Yukon First Nations traditions. It is a source of food, clothing, shelter and spirituality. Provide a supportive environment for parent participation in all aspects of their children’s education, including subsistence activities on the land.

(L-R) Elder Paddy Jim, Champagne & Aishihik First Nations; Handgames; Elder Tim Dewhurst with children, Teslin Tlingit Council, YG Photo Library
Working with Elders: A Checklist

Elders are highly revered and respected people; they are community mentors who provide invaluable support and guidance. In Yukon First Nation cultures, Elders play an essential role in the education of children. They pass on traditional teachings and values through their stories and are considered community role models. It is important to make effective use of local expertise whenever local cultural knowledge is being addressed in the curriculum.

When an Elder, or anybody else, speaks to your students, it is important to follow community protocol. In most communities it would be appropriate to respect Elders and knowledgeable people in the following ways:

- Contact your Community Education Liaison Coordinator, Education Support Worker or Education Outreach Coordinator for support and additional knowledge on community protocols;
- Contact the Elder you wish to invite to your classroom in person;
- Allow the Elder some time to think about the offer, do not expect an answer immediately;
- If the Elder agrees, arrange a time to meet in person to explain what the topic is, and work with the Elder to find out what they want to teach and develop the plan together;
- Help your students generate questions pertaining to the topic ahead of time for the Elder;
- Call the Elder the day before to confirm;
- Arrange for a helper;
- Make sure there is transportation for the Elder;
- Put desks and chairs in a circle with the Elder in a comfortable chair;
- Help the Elder to sit comfortably;
- Offer tea and refreshments;
- Help your students greet the Elder respectfully and if possible in his or her language;
- Wait for the Elder to speak;
- Arrange for the honorarium to be ready when the Elder or other community members come to work with your students (honoraria are available through Cultural Inclusion funds);
- Consider ways to present all traditional stories, songs and dances in the most dynamic way possible;
- Meet the Elder in an environment outside the classroom, such as cultural camps, local cultural centers, the local community hall or homes;
- Present the Elder with a gift as a thank you. For example a card made by the students, food items or a small handmade gift.

(L-R) Elder Frances Joe, Champagne & Aishihik First Nations; Late Elder Johnny Johns, Carcross/Tagish First Nation; Elder Percy Henry, Tr'ondëk Hwëch'in.
## New Curriculum Elaborations

During the 2017/18 school year First Nations Programs and Partnerships in collaboration with the Yukon First Nations Curriculum Working Group, Curriculum and Assessment consultants and Yukon educators worked on localizing the new curriculum so it was specific to Yukon. Elaborations provide clarity on the nature and the intended scope of the new curriculum and developed to provide additional supports for educators as they embed Yukon First Nations ways of knowing and doing into their programming. Elaborations are not a mandated piece of curriculum. In the new curriculum elaborations are included as needed as every content standard does not require an elaboration. Elaborations can contain definitions, explanations, grade-specific examples, or other items that would assist in providing clarity. Please see below a copy of the New Curriculum located on the BC website for grade 4 Social Studies and a copy of the elaboration work that was compiled to support Yukon educators.

### New curriculum on BC website for grade 4 Social Studies (Content – Elaborations):

#### The fur trade in pre-Confederation Canada and British Columbia:

Sample topics:
- fur trading companies (e.g., the Hudson’s Bay Company and the North West Company)
- Beaver Wars
- explorers: Simon Fraser, Alexander Mackenzie, David Thompson
- Russian and Spanish trade on the coast
- establishment of trading posts (e.g., Victoria, Fort Langley, and other forts; Metis communities)

Key question:
- Why were trading posts established in particular locations?

#### Demographic changes in pre-Confederation British Columbia in both First Peoples and non–First Peoples communities:

Sample topics:
- disease
- European and American settlement and migration
- increases in raids causing decreases in population
- relocation/resettlement of First Peoples

#### Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation:

Sample topics:
- Canadian Pacific Railway
- fur trade
- American settlement
- Oregon boundary dispute
- gold rush population boom and bust
- colonial debt
- Canadian Confederation
- expansion and purchase of Rupert’s Land

#### The impact of colonization on First Peoples societies in British Columbia and Canada:

Sample topics:
- disease and demographics
- trade
- more complex political systems
- loss of territory
- impact on language and culture
- key events and issues regarding First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)

#### The history of the local community and of local First Peoples communities:

Sample topic:
local archives and museums

### New curriculum with Yukon content for grade 4 Social Studies (Content – Elaborations):

#### Early contact, trade, co-operation, and conflict between Yukon First Nations and European peoples:
Sample topics:
- early explorers and traders: Chief Koklux, Campbell, Carmacks, Bob Kirk, Cassier, Henderson, Cabot, Frobisher, Hudson, Cartier, Champlain
- Yukon First Nations reception and support of Europeans to their traditional territory
- Items, food and other objects traded and the equality of trading decisions (e.g., the pelt pile height had to be the length of a gun)
- voyages of Cook and Vancouver
- provision of weapons to Yukon First Nations by Europeans
- spread of horses to the Prairies
- marriages between Yukon First Nations and Europeans
- marriage and denial of Yukon First Nations status
- colonial wars and alliances between Europeans and Yukon First Nations

Key questions:
- What motivated explorers and settlers to come to Canada?
- How did the geography of Canada affect European exploration?

The fur trade in pre-Confederation Canada and Yukon:
Sample topics:
- fur trading companies (e.g., the Hudson's Bay Company and the North West Company)
- Beaver Wars
- explorers: Simon Fraser, Alexander Mackenzie, David Thompson
- Russian and Spanish trade on the coast
- establishment of trading posts

Key question:
- Why were trading posts established in particular locations?

Demographic changes in pre-Confederation Yukon in both Yukon First Nations and non–First Peoples communities:
Sample topics:
- disease
- European and American settlement and migration
- increases in raids causing decreases in population
- relocation/resettlement of Yukon First Nations

Economic and political factors that influenced the colonization of Yukon and other parts of Canada and its entry into Confederation:
Sample topics:
- White Pass and steamboats
- gold rush population boom and bust
- Canadian Pacific Railway
- fur trade
- American settlement
- Oregon boundary dispute
- colonial debt
- Canadian Confederation
- expansion and purchase of Rupert's Land

the impact of colonization on First Nations societies in Yukon and Canada:
Sample topics:
- disease and demographics
- trade
- more complex political systems
- loss of territory
- impact on language and culture
- key events and issues regarding Yukon First Nations rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, residential schools, land claims, treaties)

The history of the local community and of local Yukon First Nations communities:
Sample topic:
local archives and museums
Residential School Curriculum

The department is committed to recognizing the history, experiences and impacts of residential schools across Canada and continues to develop curriculum to educate younger generations about this difficult and complicated chapter of our history. A unit about residential schools is now part of Social Studies 10 courses in Yukon schools. It was developed by the First Nations Programs and Partnerships unit in partnership with First Nations, Elders, Yukon First Nations curriculum working group, former residential school students, health support workers and teachers.

In fall 2015, this unit and related training for teachers was provided to all Yukon schools, including a teacher’s guide, a digital collection of stories, videos and electronic resources, a timeline of events, a collection of fiction and non-fiction books with a Yukon focus, including Tr’ëhuhch’in Näwtr’udäh’ą ("Finding Our Way Home"). Health support workers trained with the CYFN Health Commission, and the Committee on Abuse in Residential Schools (CAIRS) and Health Canada are available to support students and communities as this unit is introduced.

Community Contacts

Community Education Liaison Coordinators (CELC), Education Support Workers (ESW) or Employment & Training Officers (ETO) are often a teacher’s first contact with the First Nations community. CELCs, ESWs and ETOs are employees of their respective First Nations, making them an integral part of school communities and providing an important link between the school and the First Nation. CELCs, ESWs and ETOs provide several services, including:

- Supporting First Nations students, parents and teachers;
- Recommending referrals for First Nations students to outside support agencies;
- Assisting with planning and securing resource people within the community for lesson and unit plans;
- Providing guidance pertaining to First Nations curriculum content;
- Planning and providing workshops and training related to cultural relevancy; and
- Acting as a liaison between the school and the community.

WHAT CAN YOU DO?
Upon arrival at a school, introduce yourself to the CELC, ESW or ETO and the First Nations language teacher.
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<th>Title</th>
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<tr>
<td>Liard First Nation</td>
<td>Watson Lake</td>
<td>(867) 536-5200</td>
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<tr>
<td>Little Salmon Carmacks First Nation</td>
<td>Carmacks</td>
<td>(867) 863-5576</td>
<td><a href="http://www.lscfn.ca">www.lscfn.ca</a></td>
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<tr>
<td>Ross River Dena Council</td>
<td>Ross River</td>
<td>(867) 969-2278</td>
<td><a href="http://www.rrdc.ca">www.rrdc.ca</a></td>
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<tr>
<td>Selkirk First Nation</td>
<td>Pelly Crossing</td>
<td>(867) 537-3331</td>
<td><a href="http://www.selkirkfn.com">www.selkirkfn.com</a></td>
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<tr>
<td>Ta’an Kwäch’än Council</td>
<td>Whitehorse</td>
<td>(867) 668-3613</td>
<td><a href="http://www.taan.ca">www.taan.ca</a></td>
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<tr>
<td>Teslin Tlingit Council</td>
<td>Teslin</td>
<td>(867) 390-2532</td>
<td><a href="http://www.ttc-teslin.com">www.ttc-teslin.com</a></td>
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<tr>
<td>Tr’ondëk Hwëch’in</td>
<td>Dawson City</td>
<td>(867) 993-7100</td>
<td><a href="http://www.trondek.ca">www.trondek.ca</a></td>
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<tr>
<td>Vuntut Gwitchin Government</td>
<td>Old Crow</td>
<td>(867) 996-3261</td>
<td><a href="http://www.vgfn.ca">www.vgfn.ca</a></td>
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<tr>
<td>White River First Nation</td>
<td>Beaver Creek</td>
<td>(867) 862-7802</td>
<td><a href="http://www.whiteriverfirstnation.com">www.whiteriverfirstnation.com</a></td>
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<tr>
<td>Title of Resource</td>
<td>Grade Level</td>
<td>Themes</td>
<td>Resource</td>
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<td>Curriculum Links</td>
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<tr>
<td>Athabaskan/Tlingit</td>
<td>K</td>
<td>Me and My Family Members; How Emma Got Her Indian Name; Our Grandfather; The Bear; Porcupine; The Gentle One</td>
<td>Cultural Enrichment Kit</td>
<td>Available, some books also available in French</td>
<td>Social Studies, English</td>
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<tr>
<td>Northwind Books</td>
<td>1</td>
<td>Variety</td>
<td>Books and Teachers Guide</td>
<td>Available</td>
<td>Reading Recovery</td>
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<tr>
<td>Athabaskan/Tlingit Family</td>
<td>1</td>
<td>Family; Working Together; Family Needs; Special Days</td>
<td>Cultural Enrichment Kit</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Athabaskan/Tlingit Community</td>
<td>2</td>
<td>Communities; Origin of Communities; Housing and Community; Decision Making; Community Event</td>
<td>Cultural Enrichment Kit</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Athabaskan/Tlingit Transition</td>
<td>3</td>
<td>Land; Trade and Migration; Nineteenth Century Change; Twentieth Century Change</td>
<td>Cultural Enrichment Kit</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Early Yukon Cultures</td>
<td>4</td>
<td>Ways People Live; The World of the North; How Cultures Solve Problems</td>
<td>Teachers Guide</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Potlatch: The Southern Tutchone Way</td>
<td>4-8</td>
<td>Significance of the Potlatch; Rites of Passage; Burial Practices; Ceremonies; Today; Potlatch System in the School System; Stories</td>
<td>Video &amp; Booklet</td>
<td>Available</td>
<td>Social Studies, English, Science</td>
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<tr>
<td>Yukon First Nations Four</td>
<td>4</td>
<td>Languages; Clans</td>
<td>Unit: Student Booklets &amp; Teachers Guide</td>
<td>Available, also available online</td>
<td>Social Studies, English</td>
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<tr>
<td>Yukon First Nations Five</td>
<td>5</td>
<td>Citizenship; Traditional Governance</td>
<td>Unit: Student Booklets &amp; Teachers Guide</td>
<td>Available, also available online</td>
<td>Social Studies, English</td>
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<tr>
<td>Land of My Ancestors</td>
<td>5-9</td>
<td>The Art of Clothing; Plants as Food and Medicine; Trees and Forests</td>
<td>3 Booklets</td>
<td>Available, also available in French</td>
<td>Social Studies, English, Science</td>
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<tr>
<td>Society and Culture (Shared Learnings, B.C. Ministry of Education)</td>
<td>6</td>
<td>Social and Economic Organization; Environment; Family; Arts</td>
<td>Unit</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>(Dene) Genděni: Traditional Lifestyles of Kaska Women</td>
<td>8/9</td>
<td>Stories of Kaska Women, Traditional Lifestyles</td>
<td>Book</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Ancestral Technology</td>
<td>9/10</td>
<td>Traditional</td>
<td>Dept. Authorized Courses</td>
<td>Available</td>
<td>Social Studies, English, Science</td>
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<tr>
<td>Part of the Land, Part of the Water</td>
<td>9</td>
<td>Changing Ways; Landscape; Contact; Languages; Traditional Ways; Today</td>
<td>Teacher &amp; Student Text</td>
<td>Available</td>
<td>Social Studies, English</td>
</tr>
<tr>
<td>Dän Dhà Ts’esdenintth’h /Reading Voices</td>
<td>10</td>
<td>Oral &amp; Written Interpretations of the Past; Yukon Environment; Contact; Gold Rush; Varieties of History</td>
<td>Student Text</td>
<td>Available</td>
<td>Social Studies, English</td>
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<tr>
<td>Land Claims (1993)</td>
<td>10</td>
<td>Introduction to the Yukon Land Claims; Historical Basis; Legal Grounds; The Process; The Futures</td>
<td>Teacher &amp; Student Text</td>
<td>Available</td>
<td>Social Studies, English, Law</td>
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<tr>
<td>Building the Future (Indian and Northern Affairs)</td>
<td>10-12</td>
<td>Yukon First Nation Self-Government</td>
<td>Information Booklet &amp; DVD</td>
<td>Available, also available in French</td>
<td>Social Studies, English, Law</td>
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<tr>
<td>Yukon First Nations Studies (B.C. Ministry of Education)</td>
<td>12</td>
<td>Skills &amp; Processes; Relationships; Land; Water &amp; Air; Contact; Colonialism &amp; Resistance; Cultural Expressions; Leadership &amp; Self-Determination</td>
<td>Course</td>
<td>Being Adapted</td>
<td>First Nation Studies</td>
</tr>
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</table>
# First Nations Resources

## Curriculum Links

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</tr>
</thead>
<tbody>
<tr>
<td>First Nation Languages, A Guidebook for Native Language Instructors</td>
<td>Elementary</td>
<td>A guide to teaching Athabaskan and Tlingit language classes at the elementary level, curriculum outline, teaching activities and resource materials</td>
<td>Teachers Guide</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>Yukon Native Peoples and Languages</td>
<td>All</td>
<td>Shows the areas traditionally occupied by speakers of Yukon Native Languages</td>
<td>Map</td>
<td>Available</td>
<td>First Nation Languages, First Nations Studies, Social Studies</td>
</tr>
<tr>
<td>Yukon Place Names in Native Language</td>
<td>All</td>
<td>Shows the traditional language areas featuring traditional names for rivers, lakes, and other features. Inset table gives English translations</td>
<td>Map</td>
<td>Available</td>
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<td>Teaching Yukon Native Languages: A Guidebook for Native Language Instructors</td>
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<tr>
<td>Yukon Native Languages Game Board</td>
<td>New Language Learners</td>
<td>Showing the regions and communities where eight Yukon Native languages are spoken</td>
<td>Board Game</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>Trapping Board Game</td>
<td>New Language Learners</td>
<td>Practice naming animals</td>
<td>Board Game</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>History, Culture and Family Stories</td>
<td>All</td>
<td>Place names of the Tagish region, Nindal Kwáindo (I'm going to tell you a story), Haa Shagóon (our family history) and many more</td>
<td>Books</td>
<td>Available</td>
<td>First Nation Languages, First Nations Studies</td>
</tr>
<tr>
<td>Print Story Books</td>
<td>Beginner</td>
<td>The picture pages with First Nation language text are followed by translation pages with both First Nation language and English</td>
<td>Books, based on audio story books</td>
<td>Available</td>
<td>First Nation Languages</td>
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</table>

The Yukon Native Language Centre has created a number of resources & materials on Yukon First Nations languages. For more information on these materials go to: [www.ynlc.ca](http://www.ynlc.ca). The following is a list of some of the resources available through the Yukon Native Language Centre:

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<tr>
<td>Language Lesson Booklet Sets</td>
<td>New Language Learners</td>
<td>Gwich'in, Kaska, Northern Tutchone, Southern Tutchone, Tagish, Tlingit, Han, Upper Tanana</td>
<td>Booklet &amp; Audio Recording</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>Literacy Sessions</td>
<td>New Language Learners</td>
<td>Literacy training sessions in Yukon First Nation Languages</td>
<td>Workshop Booklet</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>Listening Exercises</td>
<td>New Language Learners</td>
<td>Exercises generally have three parts: a short list of common words, which contrast the sounds, a series of sentences containing one or more of the target sounds, a sheet with pictures for each of the sentences</td>
<td>Exercises</td>
<td>Available</td>
<td>First Nation Languages</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>All</td>
<td>Tlingit, Gwich'in, Northern Tutchone, Han</td>
<td>Dictionaries</td>
<td>Available</td>
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The Resource Services website [www.resourceservices.gov.yk.ca](http://www.resourceservices.gov.yk.ca) has additional First Nations curriculum resources.
Màhsí’ choo (Gwich’in)
Màhsí’ cho (Hän)
Máhsin cho (Northern Tutchone)
Tsin’jj choh (Upper Tanana)
Sógá sénlá’ (Kaska)
Shåw níthän (Southern Tutchone)
Gunalchîsh (Tlingit)
Shro neethun (Tagish)
Thank you

References

First Nations Programs & Partnerships
Department of Education
Government of Yukon
PO Box 2703 (E-1)
1000 Lewes Blvd
Whitehorse, Yukon
Canada Y1A 2C6

Phone: (867) 456-6752
Toll free (In Yukon): 1-800-661-0408, ext. 6752
Email: ruby.grant@gov.yk.ca
Website: http://lss.yukonschools.ca/fnpp.html