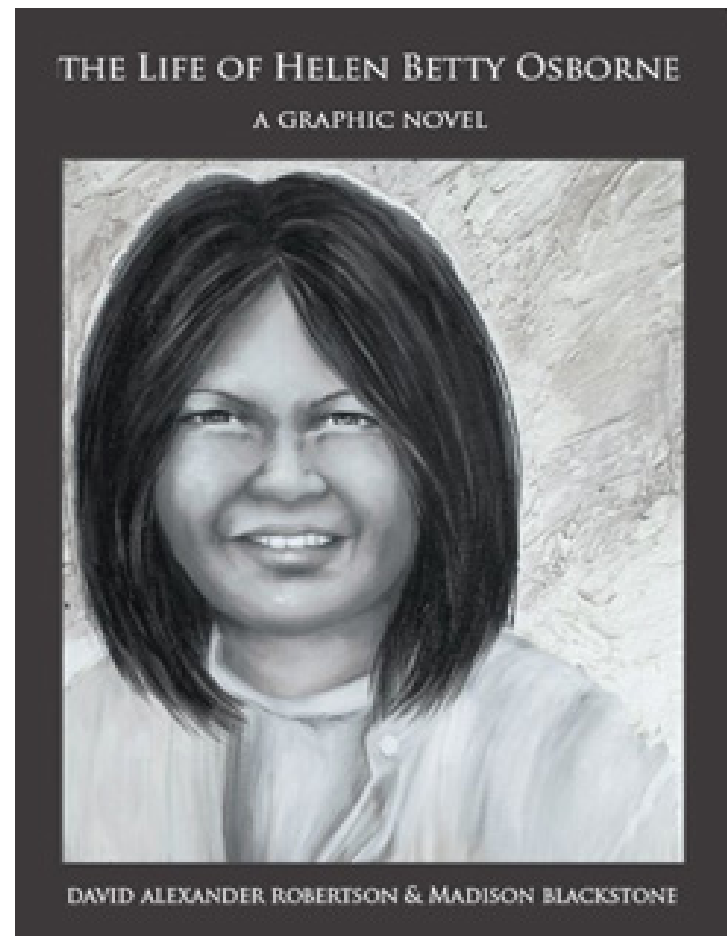


Teacher's Guide

By Pat Adamson and Lauree Kopetsky
for

The Life of Helen Betty Osborne: A Graphic Novel

By David Alexander Robertson/ illustrated by
Madison Blackstone



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Teacher's Guide for:

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INTRODUCTION

The Life of Helen Betty Osborne: A Graphic Novel is based on true events both preceding and following Helen Betty Osborne's death in November of 1971. Betty was born in Norway House, a Cree community in northern Manitoba. In 1969, at the age of 17, she left her community to pursue her education, with the dream of becoming a teacher and helping her people. For two years, Betty attended the Guy Hill Residential School outside The Pas. Then in 1971 she moved into The Pas to attend high school. This book provides a glimpse into the values and perspectives prevalent in the early seventies that inevitably led to Betty's murder and the lack of cooperation in pursuing justice. It wasn't until twenty years after her death that the Aboriginal Justice Inquiry came to the conclusion that "the murder of Helen Betty Osborne had been fuelled by racism and sexism." Today, the Helen Betty Osborne Memorial Foundation, created in her memory as a fitting tribute to her life, provides financial assistance to Aboriginal persons enrolled in post-secondary studies in Manitoba. The Foundation also recognizes deserving students who are making a difference in eliminating these barriers of racism, sexism, and indifference in our society.

BACKGROUND INFORMATION

David Robertson is an Aboriginal writer who lives in Winnipeg, Manitoba. This is David's first graphic novel as a writer and as a publisher. He states "since 2005 Betty has been a constant presence in my life and her undying spirit has driven and changed me." It is his hope that this graphic novel will motivate all of us to contribute to the elimination of racism and indifference.

Madison Blackstone lives in Yorkton, Saskatchewan and has been a professional artist since 1999. This is her first foray into the world of the graphic novel. Madison

appreciates the opportunity to honour the life of Helen Betty Osborne and believes that Betty has guided and touched her life in a spiritual way.

Note: The content may not be suitable for all readers. It is recommended that *The Life of Helen Betty Osborne: A Graphic Novel* should be considered for students in Grade 10 or above.

MANITOBA CURRICULUM CORRELATION

English Language Arts

- General Learning Outcomes 1–5

A Manitoba Residential School Survivors Social Studies Project

- edu.gov.mb.ca/kz12/cur/socstud/far/index.html

Grade 9 Social Studies

- Cluster 1: Diversity and Pluralism in Canada

Grade 11 History of Canada

- First Nations, Metis, and Inuit Peoples
- Identity, Diversity, and Citizenship

Physical Education

- General Learning Outcome for Personal Development

Diversity and Equity

- Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity

Grade 11 and 12 Family Studies

Note: Check the Manitoba Education, Citizenship and Youth website for further details. Go to edu.gov.mb.ca/k12/cur/index.html.

USING GRAPHIC NOVELS IN THE CLASSROOM

Graphic novel is a term used by librarians and educators to identify a specific publishing format – a book written and illustrated in the style of a comic book. This is quickly becoming a compelling genre for use in the school system. Graphic novels engage students and motivate them to read. They appear to be particularly popular with boys and struggling readers – students who are traditionally difficult to reach. Graphic novels generally have rich, complex plots and narrative structures that can satisfy all readers. However, the format can help to improve reading comprehension for many students who struggle because the illustrations provide contextual clues that enrich meaning and support understanding. Reading graphic novels can help students develop the critical skills necessary to read more challenging texts.

If students are unfamiliar with graphic novels, explain that a graphic novel is a story with text and pictures. Demonstrate that graphic novels provide several entry points into understanding, and discuss how these features can help them understand the story. Some features to consider include:

- facial expressions
- landscapes
- sound effects
- body language and relationships
- captions
- dialogue
- points of view
- sequences

It would be helpful to provide a variety of graphic novels for students to look through, noting the similarities to and differences from other books they have read. Then ask your students the following questions:

- How are graphic novels the same as other novels?
- How are they the same as comic books?
- Discuss how a graphic novel can be read: from left to right frame, top to bottom frame, and from highest to lowest speech balloon inside a frame.
- Are graphic novels “real books”?

- How many of you have read graphic novels before? If so, how was the experience enjoyable or not so enjoyable? Why, or why not?

INCORPORATING ABORIGINAL PERSPECTIVES IN THE CLASSROOM

Manitoba, Education, Citizenship, and Youth (MECY) support inclusion of Aboriginal cultural concepts in teaching and learning situations and encourage educators to seek the guidance of local community people who are most knowledgeable about the appropriate use of cultural concepts specific and/or unique to the context. It is important that students have the opportunity to develop a respectful and balanced view of Aboriginal people and Canadian culture and a richer understanding of the place of Aboriginal people in the history of Manitoba and Canada.

ESTABLISHING A COMMUNITY OF LEARNERS

Providing opportunities for meaningful dialogue and creating an atmosphere of trust in discussions are critical steps to help students deepen their understanding of what they read. The Talking Circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. In a Talking Circle, each one is equal and each one belongs. Students in a Talking Circle learn to listen and respect the views of others. A stick, stone or feather (something that symbolizes connectedness to the land) can be used to facilitate the circle. Whoever is holding the object has the right to speak and the others have the responsibility to listen. Douglas Cardinal explains, “When you put your knowledge in a circle, it’s not yours anymore, it’s shared by everyone.” (*Regina Leader Post*, November 28, 1995).

The Talking Circle

- is consistent with Aboriginal values of respecting all views and including all voices
- is a powerful symbol of connectivity and completeness; the circle is the earth, the sky, the sun, the moon, the tipi, the seasons, the cycle of life
- presents a place where everyone is equal, where all can have a say

- represents a place for healing, where the heart can be unburdened and words of consolation can be freely spoken
- supports students in learning how to listen respectfully and to express their ideas without fear of ridicule
- incorporates a talking stick, feather, or stone that can be held by the speaker to signal that she or he now has the right to speak and the others have the responsibility to listen
- helps students to develop confidence in presenting their views, exchanging ideas, examining concepts, raising questions, and exploring ideas
- provides an appropriate framework for learning to respect and appreciate differences between groups

More information on using Talking Circles in the classroom is available at the Saskatchewan Education website link <saskschools.ca/curr_content/aboriginal_res/supplem.htm#talk>

READING AND RESPONDING TO THE TEXT

1. ACTIVATING (before reading)

Many important and complex social issues are addressed in this graphic novel. Before reading *The Life of Helen Betty Osborne*, it is important to provide background information and discuss the following major themes with your students.

Major Themes

The Setting

- Use a map of Manitoba to locate The Pas and Norway House and a map of The Pas to locate the Opaskwayak Cree Nation Reserve.
- Provide a context of times (early seventies). What were the attitudes and values? How did people in small towns such as The Pas interact with one another?

Discrimination

Ask your students the following questions:

- What does the term *discrimination* mean to you?
- What are some examples of discrimination in our world, community, or school?
- How do the terms *racism* and *sexism* relate to discrimination?
- Why do people develop prejudices and stereotypes?
- How are people (both victims and perpetrators) affected by acts of discrimination?
- What actions can we take to prevent others and ourselves from becoming victims or perpetrators of prejudice and discrimination?

Justice

Ask your students the following questions:

- What does that word *justice* mean to you?
- Who gets to determine *justice*?
- What are some examples of justice and injustice in your life, our world, community, or school?
- What is the difference between “legal justice” and “moral justice”?
- What is our social responsibility related to justice?
- Is everyone treated with the same respect? Same justice?

The Aboriginal Education System

- Research and present information about residential schools.
- Discuss the impact these schools have had on Aboriginal culture and identity.

Suggested Activities

Anticipation Guide

An anticipation guide is a list of statements with which the students are asked to agree or disagree. The statements are related to concepts, issues, or attitudes presented in the reading selection. Typically, three to five statements are used in an anticipation guide, and an effort is made to use statements that will result in differences of opinion and thus lead to discussion and debate.

For example: Respond to the following statements (page 7) BEFORE and AFTER reading the graphic novel *The Life of Helen Betty Osborne: A Graphic Novel*. Do your opinions change? Reflect on why or why not your opinions change.

Before Reading	Statement	After Reading	Reflection
	1. Justice is equal for all individuals, regardless of culture, sexual orientation, and so on.		
	2. Aboriginal people and non-Aboriginal people are always treated equally, now and in the past.		
	3. Stereotyping is an appropriate way of understanding people.		
	4. Society's treatment of Aboriginal people is usually negative.		
	5. We can always learn from the past (including from both positive and negative events).		

Poetry Connection

Select a poem or song of your choice that depicts some aspects of discrimination or prejudice. Read the poem to the class and have students (alone or with a partner or in a small group) respond with an artistic representation of the mood, tone, and/or emotions in the poem or song. Invite students to find and share their own poems and/or song lyrics that help them make connections to the topic of discrimination. *Native Poetry in Canada: A Contemporary Anthology* by Jeannette Armstrong and the website Poem Hunter <poemhunter.com> are possible sources for appropriate poetry.

Guest Speaker

Invite someone who attended a residential school or lived away from his/her own community to attend high school to come and speak to the class. Students can prepare questions and follow an interview format for the presentation.

2. ACQUIRING (during reading)

It is important for students to make personal connections as they read, and to use specific strategies that will help them gain information from the text. Coding the text, double-entry journals and literature circles are tools that can be used to support students' understanding of the text and learning about the important themes in the text.

- *Post-it Notes.* Students use post-it notes to make annotations as they read (code the text) such as:
- √ This sounds familiar ... ! Wow, that's incredible ... ? I'm curious about ...
- *Double-entry journals* encourage students to not only analyze texts but also to make text-to-self connections, text-to-text connections and text-to-world connections. Explain to students that, in the first column, they should choose a quote or situation from the text that they can react to. Then, in the second column, they should record their reaction. Reinforce the fact that these reactions should make a connection between the text and themselves,

another text, or the world. See more information on Connection Prompts below.

- *Four-Quadrant Reading Response* (adapted from: Brownlie and Close 1992) is a comprehension strategy where students read through the novel and make comments, notes, or drawings in each of the quadrant areas:

- *Literature circles* allow students to work in small groups to construct meaning and expand their comprehension of texts.
- *Literature circles* provide a discussion format that encourages both students' personal interaction with the text and consideration of the perspectives of others. The Talking Circle, as described earlier, provides a similar context for exploring diverse perspectives in a respectful and thoughtful manner.

<p>Visual (draw or describe specific character, setting or event)</p>	<p>Language (record important or interesting words or phrases)</p>
<p>Emotional (write about feelings)</p>	<p>Questions (record questions or "I wonder" statements)</p>

Connection Prompts

1. **Text to Self:** connecting with the text through personal experience, thoughts, and feelings.
Ask your students the following questions:
 - What experiences have you had that are similar to any of the characters' experiences?
 - What do you think is the main message of this book/story?
 - What are some connections you may have to the text or the main message of the text?
 - Is this message important? Why? To whom?
 - What are your thoughts or feelings about this message?

2. **Text to Text:** connecting the main message with another text.
Ask your students the following questions:
 - Have you read another story or text with a similar message? How was the message the same? How was it different?
3. **Text to World:** refining thinking through sharing viewpoints, understanding the viewpoints of others, refining perspectives and extending understanding and taking a 'stance' to make the world a better place.

Ask your students the following questions:

- What are some of the viewpoints or perspectives of others to the main message? In what ways are the viewpoints the same? In what ways are the viewpoints different from each other?
- Are you familiar with an event that has happened in another community or another part of the world, in which people share a similar message? Is there an event in the world, or in our community, in which people could benefit from hearing this message?
- What might you do that could make the world a better place because of this message?

Reading and Responding

Ask your students the following questions:

Introduction; back of the book (pp. 30–32); back cover: “Kiskisitan: Let Us Remember”

- What do you think is the author’s purpose for writing this story? (Connect the information in the Introduction, the quote on the back of the book, and the About the Author and Illustrator sections to the initial class discussions).
- What is the main message that the author wants us to consider?
- How might remembering the tragedy of Helen Betty Osborne apply to us in present-day times?

Pages 1–6

Present Day: *The Life of Helen Betty Osborne* is told in graphic format – a weaving of a present-day fictional character, Daniel, and the true facts of a period of time in the life of Helen Betty Osborne.

The story begins in the present day with the fictional character, Daniel, struggling with the issue of not assisting a young Aboriginal woman who had been bullied by white students on the way to school. Racist comments and questions are raised in the classroom as the teacher assigns a research assignment on the life of Helen Betty Osborne.

- What were your thoughts and/or feelings seeing the young girl bullied, and then reading Daniel and Mark’s comments? Does this kind of discrimination happen in our school and com-

munity with Aboriginal and/or non-Aboriginal people? Who else might be affected by similar racist or sexist comments or actions?

- The teacher comments: “...if this girl had been white she wouldn’t have been murdered” (p. 6). Do you think this statement is true?
- “Who was Betty Osborne? She represents the truth of society’s treatment of aboriginal people, but she was also a young woman with real thoughts, emotions and aspirations” (p. 6). What are your thoughts on a 19-year-old woman being the representative of ‘the truth of society’s treatment of Aboriginal people’? Can one person be all of that? What responsibilities go with that role?
- What stereotypes are introduced in this section? What messages are being sent to students throughout the school? As a student, would you feel comfortable in speaking out against these stereotypes?

Pages 7–9

Flashback: We are introduced to Betty as she is abducted as she walked home on November 13, 1971. The story then moves abruptly to Betty’s mother who lives in Norway House as she is informed of her daughter’s death.

- “They thought Betty would be easy because they believed Aboriginal women were easy” (p. 7). How and why do people develop beliefs such as this about individuals?
- What stereotypical beliefs are present in our world today? Are these beliefs helpful? Or harmful?
- How do you think we can alter people’s beliefs about stereotypes?
- If you have read *In Search of April Raintree*, you may recall the rape scene. In what way is April’s story similar or dissimilar to Helen Betty Osborne’s?

Pages 10–14

Over the course of these pages, Betty’s story is further explained as she makes the decision to leave her home in Norway House to attend Guy Hill Residential School. She wanted to work toward her dream of becoming a teacher. The story suggests that Betty was very positive

about her experience at Guy Hill. She was determined to fulfill her dream and encouraged others to set goals and strive for success.

- In your opinion, what are the pros and cons of providing these types of alternative education systems? Using a T-Chart, what advantages and disadvantages do you see in setting up educational programs where students are required to live away from their own families in home stay situations and/or residences?
- Revisit the rationale behind the implementation of residential schools then and compare to present day residential schools (mainly private schools) and International Programs in various Manitoba school divisions. In our present day educational system, we invite students from other countries/cultures for extended visits so that these students can learn about our culture and language and we can learn about their culture. How has our understanding and valuing of cultural diversity changed since the seventies? Does this affect our purpose for residential schools? Consider the attitudes toward cultural diversity in the seventies and now.
- As noted on Page 12, “The goal of residential schools was education but as the government looked to cure the ‘Indian problem’ it is now widely accepted they committed cultural genocide.” *Cultural genocide* can be defined as “the systematic destruction of traditions, values, language, and other elements which make one group of people distinct from other groups.” (www.culturalgenocide.org). Do you agree or disagree with the use of this term in this story? Give reasons to support your thinking.
- If you were denied the opportunity to speak your own language, have contact with your families, practice your own religion, carry out your own traditions – how can you see yourself being affected? Changed? How would your family “at home” be affected? What if you no longer felt like you belonged in your home community because you had made the decision to “better yourself”?

Page 15

At this point the story returns to the present day and the character of Daniel and his realization that his beliefs have changed about “people like Betty.” In a discussion with his mom, she explains “Nobody can change the past, but we can learn from it. So maybe it happened for a reason.”

“The past” that the mother and Daniel are referring to would seem to be Daniel’s treatment of the young girl from the beginning of the story that he left lying in the snow.

- Do you agree with the mother’s statement that we can learn from the past?
- What has Daniel come to learn? What examples of your own past learning come to mind?
- In Think, Pair, Share format consider this statement in relation to Daniel and then yourself, share with a partner, and then bring your ideas back to the large group.
- Can you see Daniel attempting to rectify the situation with the young woman in any way?
- What can be learned from Helen Betty Osborne’s story? What has changed? What changes still need to be made?
- The loss of an individual’s life would seem to be a very harsh way to learn a lesson? How do you feel Betty’s family and friends would think about this “lesson”?

Pages 16–18

Betty moved to The Pas to attend high school in 1971. She was billeted with a caring family at 441 Lathlin. She was determined to finish high school with the hopes of becoming a teacher. However, life in The Pas was not easy for Betty and other Aboriginal people. We are introduced to many examples of discrimination and segregation throughout the town and high school. It is evident that there was a great divide between the Aboriginal people and the rest of the community.

- What are some examples of segregation and discrimination of Aboriginal people that existed in The Pas during the early seventies?
- How would such discriminatory treatment affect the Aboriginal peoples’ view of themselves, and of the other people in the town? Do you think it would

be difficult to value yourself when so many people around you treat you as worthless?

- Why do you think these discriminatory practices were perpetuated?
- How does the treatment of Aboriginal people in The Pas in the early seventies compare to the treatment of African Americans in the southern United States?

Page 19

The story returns to the present as Daniel talks with his mother to try and understand how Betty's death could have occurred and how racism marred the initial investigation into her death.

- How does Daniel's mother explain the racism in The Pas in the early seventies? Why do you think so many people "learned to hate" the Aboriginal people?
- Why did it take so long for the investigation into Betty's death to uncover what was already known? Do you think this could still happen today? Explain your thinking.

Pages 20–25

Betty is shown with various friends on the evening of November 12, 1971. It appears that she connects with many of her friends throughout the evening until just after midnight. Little is known about her whereabouts after that; she was last seen at 2:15 am walking alone down Edwards Avenue. A little later, she was abducted by four white young men and taken to a cabin where she was beaten and stabbed to death.

- Betty is shown meeting with many friends on the evening before her death. What can you infer about Betty's personality from these interactions?
- After Betty's death, it was very difficult for other Aboriginal students in the town of The Pas. Give examples from the text and explain how you think they would feel.

Pages 26–27

The discovery of Betty's body on the morning of November 13, 1971, is presented. It explains how horrific the crime was and how little was done to uncover the truth. In spite of this, the story suggests that Betty's death was not in vain and that those who knew Betty could see this as an opportunity for change. The story then moves to the

present and shows Daniel presenting some of the information he learned from the Aboriginal Justice Inquiry. He, too, seems hopeful that injustice can be overcome and that we can create a better world for all.

- Have the students interview their parents and/or grandparents about their recollections of the events related to the findings of the Aboriginal Justice Inquiry. The students might also want to ask what changes their parents and/or grandparents have noted since these events in relation to the treatment and lives of Aboriginal people in our communities and/or society in general?

Pages 28–29

Tributes to the memory of Helen Betty Osborne are still evident today at the Guy Hill Residential School. The voices of those who knew her best are presented in various images at her gravesite. Their tribute to her strength, determination, and goodness speak to the legacy she left behind for all Aboriginal people.

- Discuss with the class what they think Betty's legacy has been.
- Have the class (or a group who are interested in scrapbooking) create a Memory Book to honour the legacy of Helen Betty Osborne. Encourage them to create visuals that are symbolic of Betty's qualities and the impact that she has had on others.

3. APPLYING (after reading)

Reflection and Discussion Prompts

- What surprised you about this story?
- What questions do you still have about this story? About Helen Betty Osborne's life?
- What research could you do to learn more about the issues raised in this story?
- Pick one section that you think is the most important or interesting in the graphic novel. Why have you picked this particular section?
- What is the important message that the author and illustrator wish to convey?
- How does this message affect your beliefs about discrimination against Aboriginal people?
- How have your biases changed since reading this graphic novel?

Class Activities

Taking Alternate Perspectives

Have the students write a letter to Daniel and/or Betty expressing their thoughts and feelings after reading each of their stories. Or have Daniel write a letter of apology to the young woman who he ignored at the beginning of the story.

Connecting to Poetry

Share David Alexander Robertson's poem noted at the back of the novel and have the students locate the lines that are interspersed throughout the novel. Ask the students how these lines add to the story and what the author's purpose would be in including these lines.

Share the poem called "Betty" by Duncan Mercredi from the book *Native Poetry in Canada: A Contemporary Anthology* edited by Jeanette C. Armstrong. Discuss how it connects to the graphic novel.

Responding to the Genre

How does the artist's style and choice of font and illustrations influence and/or communicate the story and mood of the graphic novel? How might different choices in these areas change the book? How do illustrations add or detract to the story?

With a group, select an important event from the graphic novel and present it as a tableau. Tableaux are created by a group of individuals posing to represent a frozen picture based on an idea, theme, or key moment in a story. The rest of the class can guess which event has been portrayed and discuss its importance in relation to the story.

Comparing to Other Texts

Present the book and/or movie *Conspiracy of Silence*, both about the Helen Betty Osborne case, to the class. Have students compare and contrast the facts that are presented within the book and/or movie and in the graphic novel.

Learning Through Inquiry

As a class, discuss the key messages of the graphic novel, highlight key concepts, and think of five to ten higher level questions that emerge from your responses to the text and additional readings. This may be displayed in the form of a web to help students work either individually or with a partner to research further one key idea related to the graphic novel. Refer to the listed websites and further related readings and texts to help students in their research.

Inquiry Assignment for students:

After reading and discussing the graphic novel, *The Life of Helen Betty Osborne*, you and a partner will formulate a question you want to pursue further, and then create a display based on your research into the question you had formulated. You may include text, visuals, sounds, video or any medium that is deemed appropriate.

Optional: You will also give a four-to-seven minute speech that explains the display.

Research Steps:

- Choose one of these questions, then make note of what you and your partner already know about the question and assess whether you have enough of a base to conduct research into this topic.
- Find at least three different sources of relevant information for answering your question. Take notes on each source, recording source information. Reflect on the quality of the source information: did you include both text and Internet sources?
- Select and present the information using summaries, paraphrases, and quotations.
- Develop a display (pictures, text, symbols, objects, artifacts, models, sounds, borders other visuals,) to best represent the learning from your inquiry.

RESOURCES

FURTHER READINGS AND RELATED TEXTS AND MULTIMEDIA

- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown, 2007.
- Armstrong, Jeannette. *Native Poetry in Canada: A Contemporary Anthology*. Peterborough: Broadview Press, 2001.
- Brooks, Martha. *Bone Dance*. Groundwood Books, 1998.
- Conspiracy of Silence*, (television drama). Canadian Broadcasting Corporation, 1991.
- Erdrich, Louise. *Love Medicine*. New York: Harper Perennial, 1993.
- *The Bingo Palace*. New York: HarperCollins, 1988.
- Gifford, Clive. *Racism*. London: Chrysalis Children's, 2003.
- Miller, J.R. *Shingwauk's Vision: A History of Canadian Residential Schools*. University of Toronto Press, 1996.
- Morrison, Toni. *Beloved*. New York: Knopf, 1987.
- Mosionier, Beatrice. *In Search of April Raintree*. 25th Anniversary Edition. Portage & Main Press, 2008.
- Priest, Lisa. *Conspiracy of Silence*. Toronto: McLelland & Stewart, 1989.

TEACHER RESOURCES

- Brownlie, Faye and Susan Close. "Quadrants of Thought." *Beyond Chalk and Talk: Collaborative Strategies for Middle and High School Years*. Markham, ON: Pembroke Publishers Limited, 1992.
- Crawford, Phillip Charles. *Graphic Novels 101*. Salt Lake City: Hi Willow Research and Publishing, 2003.
- Frey, Nancy and Douglas Fisher. *Teaching Visual Literacy*. Thousand Oaks, CA: Corwin Press, 2008.

Gorman, Michele. *Getting Graphic: Using Graphic Novels to Promote Literacy with Teens and Preteens*. Santa Barbara: Linworth Publishing, 2003.

Lyga, Allyson A. W. and Barry Lyga. *Graphic Novels in Your Media Center: A Definitive Guide*. Santa Barbara: Libraries Unlimited, 2004.

RELATED WEBSITES

- A Lost Heritage: Canada's Residential Schools <archives.cbc.ca/society/education/topics/692/>
- CBC News in Review (1991) Video and Resource Book <newsinreview.cbclearning.ca/>
- Helen Betty Osborne Memorial Foundation <helenbettyosbornefdtn.ca/>
- The Report of the Aboriginal Justice Inquiry <ajic.mb.ca/volumell/toc.html>
- Missing Native Women <missingnativewomen.ca/>
- Stolen Sisters: Discrimination and Violence Against Indigenous Women <amnesty.ca/campaigns/sisters_overview.php>
- Humanity Quest: Racism <humanityquest.com/topic/art_activities/index.asp?theme1=racism>
- EdChange Multicultural Pavilion <edchange.org/multicultural/activities/activity3.html>
- Lesson Planet on Diversity <lessonplanet.com/search?keywords=diversity&rating=3>
- Wikipedia – Canadian Residential School System <en.wikipedia.org/wiki/Canadian_residential_school_system>
- "Canada accused of ignoring violence against aboriginal women." Article, CBC, October 4, 2004. <cbc.ca/canada/story/2004/10/04/ai_aboriginal041004.html>
- A Manitoba Residential Schools Survivors Social Studies Project <edu.gov.mb.ca/k12/cur/socstud/far/index.html>

