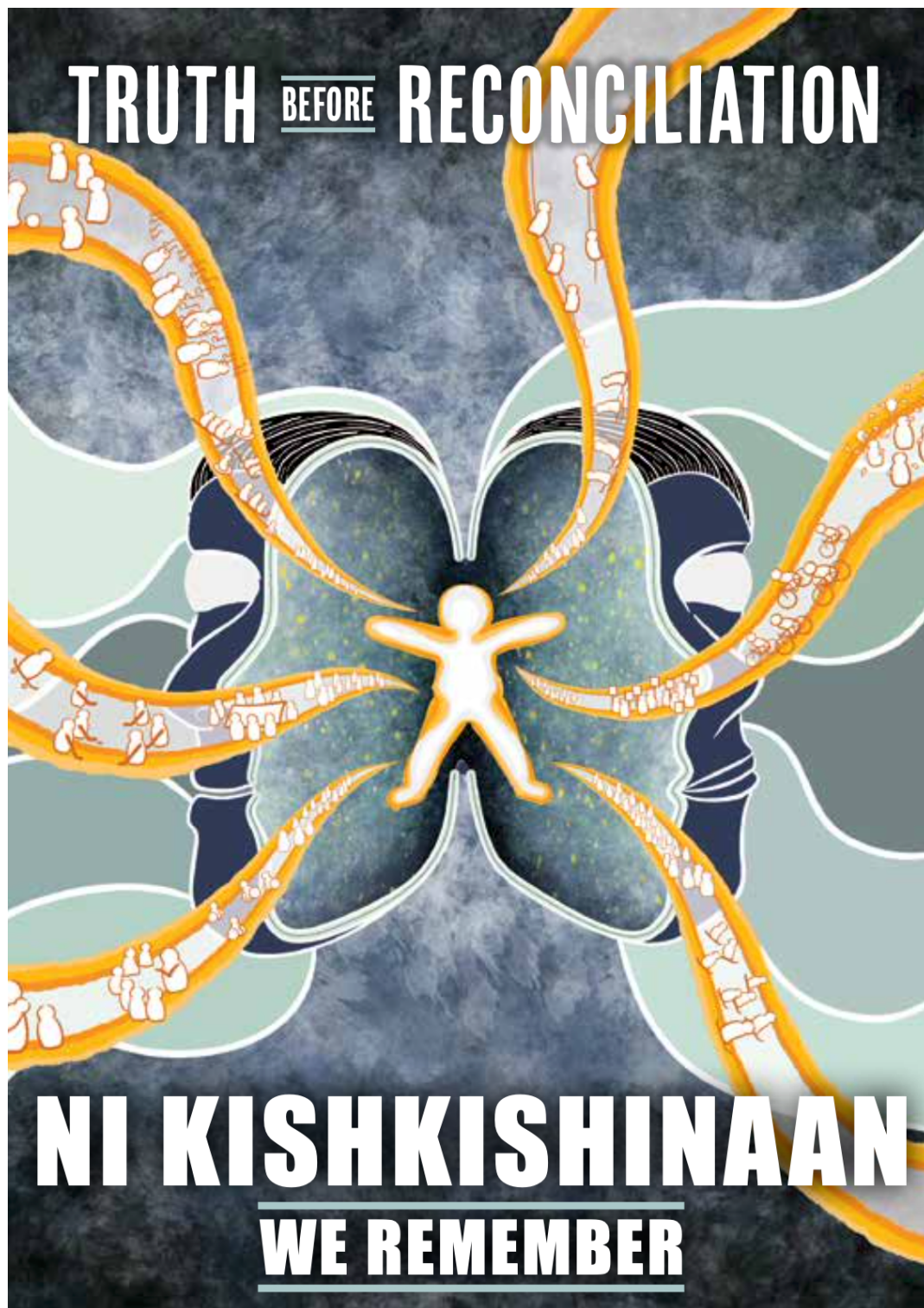




EDUCATOR'S GUIDE

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Activity 2 | What is Memory... And How Do We Remember?

In this activity, students will explore the power of memory and remembrance in connection with truth and reconciliation in Canada. Students will explore memory and how we remember as individuals and collectively as community members. This lesson connects with broader themes of Truth and Reconciliation, the impacts of colonialism, residential schools, decolonization, Indigenous rights, identity and histories.

INTRODUCTION

Dear educators,

This guide accompanies the publication *Truth Before Reconciliation: Ni Kishkishinaan (We Remember)*, produced by the National Centre for Truth and Reconciliation in collaboration with Canada's National History Society. The publication and accompanying activities invite teachers and students to explore memory – what it means to remember, keep collective memories alive, and honour the lives of people who lived through difficult moments in Canada's history.

You may also access the publications and guides from previous years:

- [*Truth Before Reconciliation: Indigenous Law and Legal Orders*](#) (2025)
- [*Truth Before Reconciliation: Mino-pimatisiwin: Living the Good Life*](#) (2024)
- [*Truth Before Reconciliation: Listening to Survivors*](#) (2023)
- [*Remembering the Children*](#) (2022)
- [*Truth and Reconciliation Week*](#) (2021)
- [*Every Child Matters*](#) (2020)

Ni Kishkishinaan translates to “We remember,” a term in Heritage Michif, the language spoken historically by Métis living in Manitoba and across the Métis homeland. Memories are vessels for Indigenous histories, culture and ways of life – holding good and difficult moments. They capture the duality of trauma and resistance / repression and reclamation. Settler colonialism and its effects on Indigenous communities is ongoing. The Canadian state policies, laws and (in)action is at the centre of some of these difficult moments, including residential school, Sixties Scoop and the disruption of ways of life.

Memory not only holds the truths of the past but is a path forward for the future. Collective memory is an invitation to interrogate what is remembered and how it fits into the fabric of reconciliation. The National Centre for Truth Reconciliation is a living archive, preserving the collective social memory of Indigenous Peoples, residential schools, Survivors and Canadian history. Several Calls to Action from the Truth and Reconciliation Commission's (TRC) final report directly and indirectly support memory work. As the TRC's Final Report states, “We believe that true reconciliation can take

place only through a reshaping of a shared, national, collective memory: our understanding of who we are and what has come before.”

The publication and this teacher’s guide are designed to be adaptable across grade levels. The guide is scaffolded, with activities that offer simple entry points for younger students while also building toward more complex scenarios and examples that encourage older students to engage in deeper exploration. Together, the publication and guide aim to help students and teachers:

- Understand and be able to explain the role of collective memory, memory making and keeping in shaping the narratives that become the fabric of Canadian histories.
- Learn about sites of Indigenous memory and how they act as physical reminders of history for remembering and healing.
- Engage with sites of consciousness, to honour the past and ensure history is never repeated.
- Explore how the practice of remembering Indigenous histories takes place in galleries, libraries, archives, and museums (GLAM).
- Create a plan for how to take up their role as active keepers of memory, using the tools and technology we can access.
- Recognize that memory does not belong in the past but is roadmap for how we live in the present and future.

We extend our sincere thanks to Jerica Ryan for research and writing, and to Carla Peck and Connie Wyatt-Anderson for their review of this guide.

Canada’s National History Society with the National Centre for Truth and Reconciliation

Residential School Survivor Support Line 1-866-925-4419

CURRICULUM CONNECTIONS

Memory and remembrance are central topics to the study of history. While we often teach history as a series of events, it is also essential to explore what it means to remember and the impact of the past in our lives today. By gathering evidence, considering different perspectives, and weighing significance, students will practice applying historical thinking skills and develop a deeper understanding of the process of studying history.

Studying the legacy of residential schools, Indigenous worldviews, and the use of maps connects to various provincial/territorial outcomes and can be integrated into broader units of study. Additionally, each of these lessons engages with local histories, grounding the lessons in your specific community context.

Below are some expectations and competencies from several provincial curricula that connect to the knowledge and skills addressed through these lessons. Please note that this list is not exhaustive:

Alberta

- Social Studies 3: Landmarks with historical significance can be designated as historical sites. Describe landmarks with historical significance in Alberta; Identify Métis Settlements on a map of Alberta.; Explore the history of distinct Métis culture. [2026 curriculum]
- Social Studies 5: Relate historical issues and events to contemporary issues and events; Compare perspectives about an issue or event. [2026 curriculum]
- Social Studies 9: Analyze the impact of residential schools and the Sixties Scoop on Indigenous communities; Relate advocacy to the changing social and political landscape of Canada. [Please note that this is based on the 2026 draft curriculum, rather than the earlier 2006 curriculum.]
- Social Studies 10: Analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations (consequences of residential schools, social impact on Indigenous peoples, loss of Indigenous languages, civil strife); Evaluate various attempts to address consequences of imperialist policies and practices on Indigenous peoples in Canada and other locations.

British Columbia

- Social Studies 3: Explain why people, events, or places are significant to various individuals and groups; Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events; Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.
- Social Studies 4: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; communicate findings and decisions; construct arguments defending the significance of individuals/groups, places, events, or developments. Students are expected to know the impact of colonization on First Peoples societies in British Columbia and Canada; the history of the local community and of local First Peoples communities.
- Social Studies 5: Students are expected to be able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions; construct arguments defending the significance of individuals/groups, places, events, or developments. Students are expected to know the past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments; First Peoples land ownership and use.
- Social Studies 9: Students are expected to make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond; assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group. Students are expected to know about local, regional, and global conflicts; discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and First World War internment.
- B.C. First Peoples 12: Explain different perspectives on past and present people, places, issues, or events, and distinguish between worldviews of today and the past; Explain and infer perspectives and sense of place, and compare varying perspectives on land and place; Make reasoned ethical judgements about actions in the past and present, and assess appropriate ways to remember, reconcile, or respond; Traditional territories of the B.C. First Nations and relationships with the land; Contemporary challenges facing B.C. First Peoples, including legacies of colonialism.

Ontario

- Social Studies 4: Analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society
- Social Studies 5: Analyse some key short- and long- term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada; use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved; use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives.
- Social Studies 6: Assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions; use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada.
- Social Studies 8: Gather and evaluate evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period; describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous Nations and the Crown, and the residential school system, and explain their impact; identify some key factors that contributed to the establishment of the residential school system, and explain the impact of this system on Indigenous individuals and communities.
- Civics 10: Explain, with reference to issues of civic importance, including economic issues, how various domestic, foreign, and international groups and institutions can influence government policy, and describe ways in which government policy affects individuals' lives and the economy; explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups have engaged, and continue to engage, in such action, using both historical and current examples; analyse ways in which

various beliefs, values, and perspectives are represented in their communities, and assess whether they are equitably represented and/or valued.

- First Nations, Métis, and Inuit Studies 10: Analyse how Indigenous beliefs about the environment, spirituality, and the land conflicted with the attitudes and/or policy of colonial/dominion governments, and explain how this conflict affected First Nations, Métis, and Inuit individuals and communities during this period; Analyse some key government policies and practices affecting Indigenous peoples during this period, and explain their significance for Indigenous peoples and non-Indigenous Canadians; Analyse various short- and long-term consequences of Indian residential school policy and the practices associated with it; Explain how some social trends, movements, and developments have affected Indigenous individuals and communities in Canada during this period, including in interactions with non-Indigenous Canadians; Explain the significance of the Truth and Reconciliation Commission of Canada for residential school Survivors as well as the impact of the commission's calls to action.

Saskatchewan

- Social Studies 3: Give examples of how culture is reflected in daily life in various communities, and examine why these cultural elements are important; Research the view of land as held by indigenous peoples in communities studied; Identify ways in which people in communities studied interact with the land; Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.
- Social Studies 5: Identify the historic origins of a variety of place names in Canada, and investigate the reason for the naming; Analyze the historic and contemporary relationship of people to land in Canada; Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.
- Social Studies 9: Investigate the worldview of the local community as represented through features including literature, the arts, cultural celebrations and traditions, education (including Elders' teachings of Indigenous peoples), sports and recreation, and architecture; Judge the importance of an event in the history of the societies studied to the people in the society, in historical context as well as to the current era.

Nova Scotia

- Social Studies 6: Research and describe historical events and ideas from different perspectives; describe how perspectives influence the ways in which experiences are interpreted; describe how culture is preserved, modified, and transmitted.
- Social Studies 8: Reflect on the impacts of residential schools on Indigenous peoples of Canada; Investigate experiences of inequity and resistance from various perspectives; Investigate the impacts of various conflicts on Canadian society; Investigate the role and purpose of reconciliation in addressing conflict in Canada.
- Contemporary Canadian Studies 11: Investigate the ways in which Mi'kmaw and other Indigenous Peoples' interconnective relationships with the land are reflected in their cultures; Analyse the continuing effects of colonization on Mi'kmaw and other Indigenous cultures in Canada; Investigate the purpose and scope of discriminatory laws, policies, and programs in Canada; Analyse the impacts of the residential school system for Mi'kmaw and other Indigenous communities; Investigate the factors that influence decisions around land use; Evaluate how various perspectives shape the way an issue is understood.

Manitoba

- Social Studies 4: Describe Canadian and provincial or territorial symbols and monuments; Describe places of historic, cultural, or environmental significance in Manitoba; Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba; Give examples of the impact of European settlement on Aboriginal communities in Manitoba; Give examples of changes to place names in the northern territory studied.
- Social Studies 7: Treat places and objects of historical significance with respect; Select and interpret various types of maps for specific purposes; Compare diverse perspectives in the media and other information sources; Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged; Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources; Give examples of events and achievements that enhance understanding among peoples and nations.

- History 11 (30F): Demonstrate how an event, person, or development is significant either by showing how it is embedded in a larger, meaningful narrative OR by showing how it sheds light on an enduring or emerging issue; Explain how and why historical significance varies over time and from group to group.

New Brunswick

- Social Studies 6: Discuss what reconciliation means; Identify examples of reconciliation in own communities and other Atlantic Canadian communities; Discuss the responsibilities of non-Indigenous people to be allies and support reconciliation; Describe the ways in which Wabanaki Peoples demonstrate their worldview.
- Social Studies 8: Assess perspectives on a contemporary local, national, or international issue; Identify the historical roots of a selected issue; Identify the purposes for and the harm caused by Indian Residential and Indian Day Schools.
- Canadian History 121/2/3: Explain the implementation of the Indian Act and the creation of reservations and the Residential School System; examine the impact of Canadian Western expansion policies on Canadians and Indigenous Peoples.

ACTIVITY 1 | SITES OF CONSCIENCE: SITES OF MEMORY

In this activity, students explore how sites of conscience can be ways to honour and remember the truths about residential school histories in Canada. This lesson connects with broader themes of Truth and Reconciliation, the impacts of colonialism and residential schools, Indigenous rights, identity and histories.

Grade Level: Upper elementary, middle or high school

Time Required: One to two classes (60-90 minutes)

Essential Question: In what ways do sites of conscience provide ways to honour and remember the truths about residential school histories in Canada?

Teacher Background:

- It is important to know your learners and know of the supports available in your school board to help support students through difficult and sensitive conversations. (e.g., Indigenous Lead, social workers, child and youth councillors, trauma-informed care, etc.)
- We suggest that you consider sending a letter home prior to discussing this content to inform families, specifically Indigenous families, about the content being taught as they may choose to have conversations with their children prior to these learning activities or opt out if they are not ready for these conversations to happen.

Question Bank:

- What are sites of conscience? How might these sites help individuals and communities remember and honour certain events/experiences? In what ways are sites of conscience different from other historical sites?
- Why might sites of conscience be important for the communities harmed and for those who caused the harm respectively?

- What criteria is used to determine a site of conscience? Use the article to support your ideas.
- How might we decide collectively which memories are important and/or historically significant? In what ways have ideas about the significance of certain memories changed over time? What has changed? What has stayed the same?
- Why is it important to avoid a “one size fits all” approach to sites of conscience, specifically former sites of residential schools in Canada? What harms might this cause?
- What role do galleries, libraries, archives and museums (GLAM) play in honouring sites of conscience and around Truth and Reconciliation? How have their roles changed over time?
- How might galleries, libraries, archives and museums (GLAM) move from a place of memory to a place of action? Using the prompts in the article, discuss the exhibits you have visited and the information provided. How are GLAM currently doing this work? How is their work related to the TRC’s Calls to Action? (*Teacher’s note: you might need to review TRC’s Calls to Action content with students prior to engaging in the articles/discussion.*)
- What might be your next steps in supporting memory work? How might you get there?

Activity:

PART 1

Introduce the topic by starting a class discussion using the prompt highlighted in the article on page 19: “Is there a location near you that remembers a difficult but important event?”

Have students brainstorm in pairs and then share their ideas with the class.

Students may research locations if they are unfamiliar with local sites. If the school is in a small community without multiple sites to discuss, consider having a larger group discussion about a site in your local or surrounding community.

Invite students to share their contributions using the guiding questions below:

- What is the location? What event does the site you chose honour and/or remember?

- What might be the difference between honour and remembrance? How might you distinguish between these terms? *Remembrance focuses more the memory of an important person, place or event while honour is how we express and recognize that memory.*
- Which of the site(s) discussed have you visited? What can be learned by visiting these sites firsthand?
- Record student responses so they are visible (e.g., Google slides, white board, etc.) to revisit later in the class.

Next, introduce the article on page 18, "Sites of Memory and Conscience," students will be reading. Educators are encouraged to ask students what they know about Truth and Reconciliation in Canada prior to reading the article so that they can make connections to these themes in the article specifically about how important sites are remembered in communities, particularly harmful and sensitive places like residential schools.

Have students read through the article either independently or in pairs.

After students have read the article, return to the student responses that were previously recorded and use the discussion questions below to deepen their understanding and make connections between the article and their communities/experiences.

- What are sites of conscience? In what ways do these sites help us remember and honour certain events/experiences? How are they different from sites of memory or honour?
- Ask students if they would consider any of the sites they listed previously in their community to be sites of conscience based on the description provided in the article. Why or why not? Ask students to explain their thinking.
- Why might sites of conscience be important for the communities harmed? What about for those who caused the harm?

Next, as a class, consider the following questions to explore as a larger group:

- What criteria are used to determine a site of conscience? Use the article to support your ideas. Are there any criteria that you would add?
- How might we decide collectively which memories are important and/or historically significant? In what ways have ideas about the significance of

certain memories changed over time? What has changed? What has stayed the same?

- Why is it important to avoid a “one size fits all” approach to sites of conscience, specifically former sites of residential schools in Canada? What harms might this cause? *For example, all residential school memorials and former school buildings are not treated the same across First Nations, Métis and Inuit communities. The choice to tear down may be tied to government funding or lack thereof or completely out of the control of Survivors. Teacher note: consider having a discussion with your class about the significance of “nothing about us without us” as it relates working with, consulting, and foregrounding First Nations, Métis and Inuit perspectives when creating sites of conscience at former residential school sites.*
- What role do galleries, libraries, archives and museums (GLAM) play in honouring sites of conscience and around Truth and Reconciliation? How have their roles changed over time?
- How might galleries, libraries, archives and museums (GLAM) move from a place of memory to a place of action? Using the prompts in the article, discuss the exhibits you have visited and the information provided. How are GLAM currently doing this work? How is their work related to the TRC’s Calls to Action? *Teacher note: you can consider virtual visits to sites of conscience if a field is not possible.*
- What might be your next steps in supporting memory work? How might you get there?

Bring the class back together to discuss their responses and help further develop students’ knowledge and understanding.

Ask students to fill out an exit card/reflection about educational campaigns they would design to raise awareness around sites of conscience in their school. How might they connect this to learning to Truth and Reconciliation and the TRC’s Calls to Action?

PART 2

Encourage students to research how different sites of former residential schools are being remembered and honoured throughout Canada. Students might use the following inquiry question to guide their research: **How are people honouring and remembering sites of former residential schools across Canada? What activities or initiatives are they implementing?**

Students can choose to research the closest school to them or a variety of locations to learn more about the diversity in and across First Nations, Métis and Inuit communities and experience.

In groups, students should be encouraged to make connections between the article and their local communities by researching using the prompts provided in the article, accessing NCTR's online interactive map and using the questions below as guide.

Students can explore former residential schools further by researching using trustworthy sources from community organizations, CBC Indigenous, APTN or from specific First Nations, Métis and Inuit communities and using the residential school names listed on NCTR's interactive map as a tool in their search.

Students can use the guiding questions below to support their research:

- Which former residential school did you choose to research?
- What is happening with this site? Is it still standing?
- Is there a memorial or site of conscience presently on site?
- Do Survivors and/or their families have access to their records at this former residential school?
- Are there processes in place to locate unmarked graves or proper burials of these children?
- Based on your research, in what ways do attempts to remember and honour residential school Survivors reflect community aspirations? In what ways do they not?

Students should compile their research and present their findings to their peers in a method of their choice (slideshow, short video, podcast, etc.)

Extension/Additional Reading:

- Invite students to consider their role as a community member and active citizen and how they might support the aspirations of local Indigenous communities in sites of conscience/sites of memory, as part of citizens' ongoing responsibility to Truth and Reconciliation and fulfilling the TRC's Calls to Action. *For example: fundraising for a memorial placard, amplifying Indigenous community members' voices, support organizations that uncovered unmarked graves from residential schools across the country.*
- Encourage students to connect their research to action and the guidelines within the TRC's Calls to Action for all Canadians. Support students to understand that the purpose of their action is to work towards supporting what the community has outlined as their needs and next steps, not what they as individuals might want to do.
- Consider broadening and deepening students' learning by planning an on-site or virtual excursion to a local gallery, library, archive or museum to have them investigate the representation and repatriation efforts as examples for supporting Indigenous community aspirations. Use the prompts provided in the article to guide their learning.

Additional Resources:

- [National Centre for Truth and Reconciliation Interactive Map](#)
- [National Centre for Truth and Reconciliation Calls to Action](#)
- [Site of Conscience](#)
- [Repatriation](#)

ACTIVITY 2 | WHAT IS MEMORY... AND HOW DO WE REMEMBER?

In this activity, students will explore the power of memory and remembrance in connection with Truth and Reconciliation in Canada. Students will explore memory and how we remember as individuals and collectively as community members. This lesson connects with broader themes of Truth and Reconciliation, the impacts of colonialism, residential schools, decolonization, Indigenous rights, identity and histories.

Grade Level: Middle to upper elementary classes

Time Required: One to two classes (60-90 minutes)

Activity:

PART 1

First, introduce the topic by starting a class discussion using the prompt highlighted in the article on page 6: "What is collective memory? What is a collective memory you can think of? Is it an event, an experience, or something else? Reflect on your own experiences of that memory. Are there things that were unique and special to you? How were those different from the experiences of others? How were they the same?"

Next, ask students what they know and remember about maps (e.g., What are common features? What do they usually show?).

Introduce students to the [Coming Home Map](#) (available for order or download) and how this map honours Indigenous place names in Canada.

This map was researched and compiled by the University of Maine and cartographer Dr. Margaret Wickens Pearce. It seeks to restore Indigenous place names, while also asserting Indigenous sovereignty through places that have been disrupted by colonialism and colonial naming practices.

Teacher note: another map you might consider using is the [Stories from the Land Map](#). This map was researched and compiled by the Geographical Names Board of

Canada. It reflects Indigenous place names adopted across Canada, honouring diverse Indigenous languages and cultures.

Have students walk up to the map and explore it using the questions below. If possible, have the map displayed in multiple areas of the classroom for smaller groups discussions:

- What do you notice? What do you wonder about this map?
- Why do you think the title of this map is “Coming Home”? What might the creator of the map be trying to say about place and belonging by using this title?
- In what ways does this map look different or the same as other maps you’ve encountered? What’s similar? What’s different?
- What do you notice about the names included in this map vs. other maps of Canada you have seen?
- What kinds of memories do you think can be found in this map? (e.g., important places, events, activities, etc.)
- How do you think these memories have been passed down from generation to generation? By whom? For how long do you think these memories have been passed down?
- Looking at the map, do you think people living in Canada remember and honour the history of the land we live on? Why or why not?

In their groups, have students sit and read the article together and summarize the ideas shared in the article.

Have groups join another group and share their ideas to check their understandings. As a larger class, discuss what the article was about and what was learned through their reading.

Ask students to consider in what ways the article connects with the Coming Home Map. What examples can they think of?

PART 2

Have students return to the [Coming Home Map](#) and investigate the following questions in their groups. *Teacher note: it may be helpful to have access to a current map of Canada to support students as they explore some of the following questions:*

- Do you think these are individual or collective memories shared on the Coming Home Map? Why or why not?
- Can you find examples in Canada of where these memories are remembered in current place names? Can you find examples where they are not?
- What are some of the differences between how Indigenous Peoples and settlers name specific places?
- Whose memories are usually included in naming throughout Canada? Whose memories are not?
- What might be the consequences of losing collective memory of a place?
- What might schools and/or communities do to ensure these collective memories are not forgotten? What ideas can you think of? *Teacher note: it is important to remind students that these are not just places of memory for Indigenous Peoples, rather they were and continue to be sites of significance, traditional and current territories, and places of deep cultural respect and connection.*

Bring the class back together to share their ideas and reflect on their learning with the following questions:

- How do you think your ideas are connected to Truth and Reconciliation in Canada?
- How might you, as an individual, classroom and/or community work to ensure that memories of the land we live on are not forgotten? How might you educate your school community about what you learned so far?
- How might I move from a place of learning to one of action?

Have students reflect using the following prompt: "I Used to Think / Now I Think" to consider how their thinking has changed throughout the activity.

Extension/Additional Reading:

Encourage students to present their findings to the broader school community in a method of their choice (awareness campaign, social media posts, PSA, Heritage Fair project, etc.) to share their learning.

Consider broadening and deepening students' learning by walking around the local community to investigate the place names in their surrounding area.

- Select a site (school, community building, road or town name).
- What is the history behind this name? What connection does this name have to a particular person, activity or event?
- What memories are visible or invisible in this name? Whose perspective do these memories reflect?
- Whose perspectives are missing from the place names in your community?

If possible, research using the resources located in local galleries, archives, libraries and museums (either in-person or online) as well as reliable sources on the Internet. If place names are connected to Indigenous Peoples, lands and/or histories, ensure that the source is from a local Indigenous community and/or Nation.

For example, a place named using an Indigenous language should be translated by a language speaker and/or members of that community and cited as such) to ensure its authenticity and reliability. See the resources from the City of Edmonton, listed below, for examples on how a city renamed its municipal wards.

After researching a place name in the community, encourage students to think how they might educate others about these place names so that the community's memories of this place include Indigenous perspectives.

Consider creating a QR code or a placard that can accompany the research the students did on their chosen place name to help preserve the memory within this place. Encourage students to connect their research to the Calls to Action for all Canadians.

Connect with the Indigenous Lead in your school board (where possible) for additional support/guidance to help deepen students' knowledge and understanding by connecting local Elders and Knowledge Keepers.

Encourage students to deepen their understanding by researching the ways in which communities are restoring of Indigenous place names. For example, renaming streets that were named after problematic historical figures, local schools being named or renamed using Indigenous naming practices such as naming using the land as a reference vs. after particular people, etc.

Additional Resources:

- Beck, Lauren. (2022). [*Canada's Place Names & How to Change Them*](#). Concordia University Press.
- [Coming Home Map](#)
- "[Gifting Tradition: The story behind Edmonton's ward names](#)." *Why Edmonton*.
- [Indigenous Ward Naming Knowledge Committee](#). *Why Edmonton*.
- [National Centre for Truth and Reconciliation Calls to Action](#)

GLOSSARY

COLLECTIVE MEMORIES: the things that we remember together with others

HISTORICAL SIGNIFICANCE: how we determine the historical events we choose to remember

MEMORIAL: a way to honour and remember an event or person's life

MEMORY-KEEPING WORK: actions people take to remember something or keep a memory alive

SITES OF CONSCIENCE: locations that help remind the world of the things that went wrong to make sure these things never happen again

SITES OF MEMORY: places, objects and symbols that help people honour/remember significant collective memories. *For example, Memorial Cloth helps remember and honour the children who never returned home from residential schools.*