

# *Your Big River Journey* Teacher's Guide



Draft for pilot 2020-2021  
[www.nwtexhibits.ca/bigriver](http://www.nwtexhibits.ca/bigriver)



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## Introduction

Welcome to *Your Big River Journey*! This suite of resources was created to enrich student knowledge and understanding about the land, the people, and the places along the **Big River**, known in English as the Mackenzie River.


This set of resources is designed to help you meet the Grade 4 Social Studies curricular outcomes. It is a vehicle for cross-curricular student engagement and learning in the areas of Social Studies, Science and English Language Arts, while also strengthening connections made between curricula and Indigenous language and knowledge. This resource is tailored for Grade 4 but can easily be adapted to meet outcomes for students in other grades and to provide differentiated learning opportunities to meet a variety of learners' needs.

This website is designed for teacher/student flexibility and can be used in a variety of ways to meet outcomes. While each teacher has the option of selecting the particular stops they want students to visit, we highly recommend that all students begin their journey at Thebacha (Fort Smith). At this stop, students learn the protocol of paying the water, a traditional way to show respect before starting your journey.



### Pay the River

Before you start your journey take a moment to "Pay the Water." When people use any part of the land (plants, animals or water), they show respect. This can be done by talking to the animals or by 'paying' the land. Nothing is to be taken from the land or water without giving something back to it.



To pay the land or water, place something of importance such as tobacco, tea or a twist of willow in to the water.

## MATERIAL LIST

- Teacher's Guide
- My Big River Journal (one copy)
- [www.nwtexhibits.ca/bigriver](http://www.nwtexhibits.ca/bigriver)
- Class set of *The Mackenzie River Guide* book

## OTHER SUGGESTED RESOURCES THAT SCHOOLS HAVE

- *The Land is Our Story Book* series (copies of all 9 books sent to each school)
- *Indigenous Languages Map*
- Social Studies EduKits (5)

# The Mackenzie River Guide



Michelle Swallow with her book *The Mackenzie River Guide – A Paddler’s Guide to Canada’s Longest River.*

Your *Big River Journey* project was initiated by Michelle Swallow and inspired by her book, *The Mackenzie River Guide – A Paddler’s Guide to Canada’s Longest River.*

In her guidebook, Michelle makes the Big River easily accessible without having to leave dry land.

We partnered with Michelle to create a resource that provides teachers and students with the opportunity to explore this important traditional transportation route through the engaging and dynamic website. The stories and history come alive as you navigate the mighty Big River. We have provided copies of Michelle’s book for students to read for more information.

**▲** We found a flat camping spot near a RAM barge marker at Point Separation, camping at the same place where Sir John Franklin left supplies for an Arctic exploration party in 1825. (July 24, 2007)

**🌲** Muskrats, or dzan, in the Gwich'in language were once a major source of income in the delta economy. In the 1920s and '30s the price of a skinned muskrat was \$1.50: good money at that time. Hunting and trapping dzan continued for decades and peaked in the early 1970s, when more than 20,000 skins were sent to auction in a single season. Muskrats are mostly black, sometimes a rusty colour and even rarer white. White muskrats are called oonjin in the Gwich'in language which means "white man". It is considered good luck to trap an oonjin muskrat.

**🔥** **Muskrat- Open Fire** Get a "Y" shaped stick, put the rat on it and roast the meat slowly over an open fire. This is the best lunch when one is out shooting muskrats – tea and roasted muskrat. Taken from: *Northern Cookbook (1967)*

*all the mud*

"They say that, one time, all this was just water, everything! All just water. No island, no channel, nothing... all the mud comes from the Mackenzie River; that's what made the Delta."  
 – *Hyacinthe Andre (1993) in Gwich'ya Gwich'in Googwandak (2001)*

**Point Separation (67°37'N, 134°05'W)**  
**Srehtadhadlaji, "where water separates"**  
 It is at Point Separation where the delta begins and the Mackenzie River splits into channels. The three main channels are the middle channel, taken by Sir Alexander Mackenzie in 1768, the East Channel – the most common route which leads to Inuvik -- and the main channel, which streams west.

Rat Sunday - muskrat skins were put on the collection plate 1933

**Muskrats, "Dzan"**  
*(Ondatra zibethica)*  
 These small black aquatic rodents weigh just over a kg with a tail that can be up to 30cm long. Muskrats build conical houses in marshes that can be up to a meter above the water, with an underwater entrance. Each year a female muskrat will have between 5 and 6 kits in a litter and will normally have between 2 and 3 litters each year.

An excerpt from *The Mackenzie River Guide – A Paddler’s Guide to Canada’s Longest River*, the inspiration for the *Your Big River Journey* resource.

## The Interactive Website

This website can be found at [www.nwtexhibits.ca/bigriver](http://www.nwtexhibits.ca/bigriver) and is set up to be interactive. At each stop, students will learn about a community or other special location. They will be prompted to answer questions. There are a total of 32 stops that connect to the Grade 4 Social Studies and/or Science curricular outcomes. It is up to you to set up your own timeline for the completion of the journey, whether you choose to work on it throughout the year, or in a shorter time frame. You can choose which stops your students will visit and complete based on your own goals, and those of your students.

It is important for students to read the following three introductory pages on the website as they explain how to navigate and use the website:

- the *Welcome* page,
- the *Preparing for your Journey* page, and
- the *People and the Land* page.

## My Big River Journal

At each stop on *Your Big River Journey*, students are asked questions prompting reflection based upon what they discover from each place they visit. The journal is where they answer these questions and collect their “stamps” by colouring them in on the two pages dedicated to all the stamps at the beginning of the journal. These pages act as a quick reference guide for teachers to check the progress of each student. There are a total of 32 stops with a unique stamp corresponding to each location.

*My Big River Journal* can be downloaded directly from the website as a PDF. This allows you to remove pages that you do not want included prior to printing a class set for your students. We have also provided one hardcopy. Please note that the pages are designed to have two stops per page, so pay attention to which stops you are removing. The journal contains pages in addition to the passport and stop pages. Please review the journal in its entirety prior to printing.

## Stops Along the Journey:

The Big River passes through four regions of the NWT, and below is a breakdown of stops. Note: Regions are a government designation and not everyone agrees which region a certain place is in. They are placed in order of travel on the website from south to north.

**South Slave:** Fort Smith, Grand Detour, Slave River Delta, Fort Resolution, Pine Point, Buffalo River, Hay River and Kátł'odeeche First Nation, Point Desmarais

**Dehcho:** Deh Cho Bridge, Fort Providence, Mills Lake, Sambaa Deh, Jean Marie River, Fort Simpson, Willowlake River, Wrigley

**Sahtu:** Blackwater River, Keele River, Tulit'a, Norman Wells, Carcajou Ridge, Ramparts, Fort Good Hope

**Beaufort Delta:** Arctic Circle, Thunder River, Tsiigehtchic, Point Separation, Aklavik, Inuvik, Reindeer Station, Arctic Ocean, Tuktoyaktuk

## Curricular Connections:

**Dene Kede & Inuuqatigiit** are the foundational mandatory curricula in the NWT. They were the main resources for the creation of the Social Studies curriculum and many connections to these curricular outcomes can be achieved by using *Your Big River Journey*.

**Grade 4 Social Studies:** In Grade 4, NWT students learn about the people, places, and land of the NWT. There are 4 main themes for Grade 4 social studies:

- The land and people
- Beginnings and traditions
- Continuity and change in the NWT
- Living in the NWT

Many of the outcomes are intentionally targeted in the resource and can be found in the appendix to this teacher guide.

**Grade 4 Science:** Most schools in the NWT are non-rotary, meaning many of you will be teaching multiple/all subject areas to the same group of students. There are two Grade 4 Science themes that we have focused on;

- Habitat and community, and
- rocks, minerals, and erosion.

Many Grade 4 Science and Social Studies themes are interconnected, and we hope that providing the curricular connections will empower teachers in designing cross-curricular learning. The connected science outcomes are also listed in the appendix.

**Literacy:** All teachers, across all disciplines, are teachers of literacy. The website and journal are designed to help students build connections with their communities, as well as with communities around the Territories. The initial pilot showed high interest among users. Students will develop their skills of reading for purpose and communicating their thoughts and understanding throughout the journal. This tool will also help build foundational literacy skills.



## EduKits for Grade 4 Social Studies:

EduKits were created to support the Grade 4 Social Studies curricula. Since being written, some of the language used within the kits has become outdated, however, having been created in collaboration with Indigenous people in the NWT, they continue to serve as excellent resources. *Your Big River Journey* is an additional support, not a replacement for the existing EduKits. Further information on the kits can be viewed and downloaded at:

<https://www.ece.gov.nt.ca/en/services/curriculum/social-studies>

The five EduKits include:

- **Stories of Our Origin:** Within the *My Big River Journey* students have the opportunity to learn some stories. Within these EduKits, you will find seven story bags to support student learning.
- **A Dene Way of Life:** The Dene are the largest Indigenous group in the NWT and many stops along the journey connect with the themes also shared in this EduKit.
  - Who are the Dene?
  - Plants and Animals
  - Tools/Technology and Transportation
  - Food/ Clothing/ Shelter and Entertainment.
- **Inuvialuit Way of Life:** The Inuvialuit land and places connect with these *Your Big River Journey* stops: Arctic Circle, Thunder River, Point Separation, Aklavik, Inuvik, the Arctic Ocean, Reindeer Station, and Tuktoyaktuk. The kit provided in each school shares the following themes:
  - Who are the Inuvialuit?
  - Natural Resources
  - Tools and Transportation
  - Food, Clothing and Shelter
  - Entertainment (Drum Dancing, Northern Games, Festivals)
- **Fur Trade:** The fur trade greatly impacted the NWT. Many communities still have official government names that stem from the fur trade, including Fort Smith, the first stop. The fur trade is incorporated in the southern part of *Your Big River Journey* and connects with the themes in the kit including:
  - Paddling, Portaging and Working in the Forts
  - Cooperation and Conflict in the Fur Trade
  - People of the northern fur trade
  - Métis people
  - The Changing Fur Trade in the NWT
  - The Fur Trade Today
- **Resource Development:** The NWT is rich in both renewable and non-renewable resources. Students will learn about different resources in the NWT, as well as these themes from the kit:
  - The land provides
  - History of resource use in the NWT
  - Mapping the NWT
  - Minerals, what are they?
  - Protecting our special places

## EduKits Available for Loan from PWNHC

The PWNHC has several EduKits available for loan that connect to the topics and cultures profiled in *Your Big River Journey*. You can find a list of available EduKits in the attached brochure or at the PWNHC website: <https://www.pwnhc.ca/education/educational-programs-and-services/>. EduKit requests or any questions can be directed to the Curator of Education at [pwnhc\\_education@gov.nt.ca](mailto:pwnhc_education@gov.nt.ca).

## The Indigenous Ways of Being, Knowing and Doing

**Dene Laws:** The Dene laws guide Dene society. Nine Dene Laws are highlighted in different locations along the river. The chart below is a reference guide to the Dene Laws and where they are located.

Dene Laws:	Corresponding Stop on the Website:
Young girls & boys should behave respectfully	Buffalo River
Sleep at night and work during the day	Point Desmarais
Help each other	Sambaa Deh
Be as happy as possible at all times	Willowlake River / Zahndaa Deh
Be polite and don't argue with anyone	Wrigley/Pehdzeh Ki
Share what you have	Blackwater River
Be respectful of Elders and everything around you	Carcajou Ridge/ No'gha Daweda
Pass on the teachings	Thunder River/Vihtr'ii Njik
Love each other as much as possible	Tsiigehtchic

**Inuvialuit Way of Being:** While not as formalized as the laws for the Dene, the Inuvialuit way of being, knowing, and doing, is also expressed in *Inuuqatigiit*. The importance of being connected to the land and one another is tied in with several stops and students are asked to reflect on these ideas in the journal.

## Other Resources

At each stop there is an Additional Resource section for teachers which highlights supplementary ideas and websites. Schools have also been provided with resources to support the implementation of *Your Big River Journey*, including:

- **A Floor Map:** There is a floor map that was sent to Grade 5 teachers and to Northern Studies 10 teachers. Each school should have two of these cloth floor maps. The map includes a rope (representing the Big River) and 4 cut out pieces which are the shape of Great Slave Lake, Great Bear Lake, Banks Island and Victoria Island. The ziplock bag also came with a simplified map with just these shapes. The idea is that students place the pieces on the floor as a base for telling stories and learning about the communities and other places in the NWT.
- **Indigenous Languages Map:** All schools were mailed a wall map of the Indigenous languages of the NWT. Posting this map in the classroom will help students to connect where they are on the journey with the language families of the NWT.

- **The Land is Our Storybook series:** There are 9 books in the series to date. The books about the people and places of the NWT, each one co-written by an Indigenous person from each of the official Indigenous languages in the NWT. Class sets of each book were mailed to each school in the spring of 2020. In the Additional Resource section the books that connect with each stop are highlighted. For a quick reference, a map with the book covers can be found in the Appendix.
- **Museum Education Program and Services Brochure:** A complete list of school programs, EduKits, archival resources, and online exhibits are available through the PWNHC.

## Other Ideas for Teachers:

**Vocabulary Page:** A vocabulary page can be found at the back of the journal. As students come across words they are unfamiliar with they should include them on their vocabulary page. Ask students to share some of the words and discuss as a class. Add the new words to a word wall in your classroom.

**NWT Communities:** Many communities in the NWT are located along the Big River, but others are not. After completing this resource to the extent that you have chosen, extend student learning by asking them to think about NWT communities that are not included in this resource. This will provide an opportunity for inquiry learning as students research another NWT community. They can compare and contrast communities and teach their classmates what they learned.



Communities not Part of *Your Big River Journey* include:

Behchokò, Wekweèti, Whati, Gamèti, Detah, Ndiłò, Łutselk'e, Déline, Enterprise, Fort Liard, Kakisa, Nahanni Butte, Fort McPherson, Paulatuk, Sachs Harbour, Ulukhaktok, Sachs Harbour, and Yellowknife

**Connections to Grade 2 Social Studies:** Grade 2 teachers are also invited to use the site. The reading level is designed for older students so we ask that the journal not be used. However, there are many possible curricular connections as many of the curated artefacts will be accessible to younger students. Grade 4 students can be partnered with Grade 2 students to act as mentors, teaching the younger students.

## Appendix A: Curricular Links

### Social Studies Curricular Outcomes

Unit Theme	Specific Learning Outcomes, Grouped by General Learning Outcomes
<b>Outcome Incorporated into all Themes</b>	<i>Communication</i>
	<ul style="list-style-type: none"> <li>○ 4-S-007 listen respectfully to the accounts and points of view of others</li> <li>○ 4-S-007A listen respectfully to the accounts and points of view of Elders</li> <li>○ 4-S-009 express reasons for their ideas and opinions</li> <li>○ 4-S-010 present information and ideas using oral, visual, material, print or electronic media appropriate to specific audience</li> <li>○ 4-S-012 take notes on graphic organizers</li> <li>○ 4-S-013 use illustrations, charts and graphs to support written work</li> </ul>
	<i>Creative and Critical Thinking</i>
	<ul style="list-style-type: none"> <li>○ 4-S-016 distinguish fact from fiction in stories</li> <li>○ 4-S-017 observe and describe material and visual evidence for research, e.g. artefacts</li> <li>○ 4-S-018 consider advantages and disadvantages of solutions to problems, e.g. environmental impact of resource development</li> <li>○ 4-S-020 evaluate personal assumptions based on new information and ideas</li> <li>○ 4-S-021 reflect on how stories of other times and places connect to their personal experience</li> <li>○ 4-S-022 demonstrate an understanding that ways of living reflect values</li> </ul>
<b>Theme 1: Canada and the NWT</b>	<i>The Land, Peoples, and Places</i>
	<ul style="list-style-type: none"> <li>○ 4-K-C-002 describe personal experiences, events, or places that have made them feel connected to Canada and the NWT</li> <li>○ 4-K-L-007 identify on a map key physical features of our territory</li> <li>○ 4-K-L-008 identify on a map the major lakes, rivers, and communities of the NWT</li> <li>○ 4-K-L-009 locate traditional areas of Aboriginal peoples and language groups on a map of the NWT</li> </ul>
<b>Theme 2: Beginnings and Traditions</b>	<i>Culture and Community</i>
	<ul style="list-style-type: none"> <li>○ 4-V-I-003 value their cultural, social and Northern identities</li> <li>○ 4-V-I-004 value the First Peoples of this land</li> <li>○ 4-K-L-012 demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other</li> <li>○ 4-K-I-011 demonstrate an understanding of a variety of stories related to the origins of people in the NWT</li> </ul>
	<i>The Land, Peoples, and Places</i>
	<ul style="list-style-type: none"> <li>○ 4-V-L-005 demonstrate an appreciation of how stories both reflect and foster a connection to the land in which one lives</li> </ul>

<b>Theme 2:</b> (Continued)	<ul style="list-style-type: none"> <li>○ 4-K-L-012 demonstrate awareness of Aboriginal peoples’ traditional relationships with the land and each other</li> <li>○ 4-K-L-012A demonstrate an understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters,, and clothing of First Peoples</li> <li>○ 4-K-LI-013 demonstrate an understanding of the origins, meanings, and stories connected to a variety of places in their territory</li> <li>○ 4-K-L-014 demonstrate an understanding of traditional stories related to First peoples, the land. and animals of the North</li> </ul>
	<i>Economics and Resources</i>
	<ul style="list-style-type: none"> <li>○ 4-V-E-008 demonstrate respect for the land</li> <li>○ 4-V-E-008A demonstrate respectful relationship with the land</li> <li>○ 4-K-E-019 demonstrate understanding of how the land was traditionally used by the people of the NWT and where particular resources were found in your region (fish, caribou, medicines, tool materials, etc.)</li> </ul>
<b>Theme 3:</b> <b>Continuity and Change in the NWT</b>	<i>Culture and Community</i>
	<ul style="list-style-type: none"> <li>○ 4-V-CC-009 value artistic and cultural practices in their region and territory</li> <li>○ 4-K-CC-020 give examples of traditional artistic and cultural practices in their region and in the NWT</li> <li>○ 4-K-CC-021 demonstrate understanding of how the education of young people in the NWT changed after contact between Aboriginal and European societies, particularly the nature and impact of residential schools</li> </ul>
	<i>The Land, Peoples, and Places</i>
	<ul style="list-style-type: none"> <li>○ 4-V-L-010 appreciate how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income)</li> <li>○ 4-K-L-022 demonstrate an understanding of how the fur trade represented both continuity and change for the way people lived in the North</li> <li>○ 4-K-L-023 explain the significance of the renaming of places in northern Canada</li> </ul>
	<i>Time, Continuity, and Change</i>
	<ul style="list-style-type: none"> <li>○ 4-K-T-024 demonstrate awareness of key people, events and processes that shaped their territory</li> <li>○ 4-K-T-027 give examples of how technology has changed ways of life in the NWT</li> <li>○ 4-K-T-028 demonstrate awareness of the stories of people who participated in exploring the NWT</li> <li>○ 4-K-T-031 demonstrate awareness of the changing modes of transportation</li> <li>○ 4-K-T-033 demonstrate awareness of the existence of residential schools in the NWT and some of the impacts that these schools have had</li> </ul>
	<i>Global Connections</i>
<ul style="list-style-type: none"> <li>○ 4-K-G-036 identify ways in which the peoples of our territory were and are connected to other peoples and other parts of the world, (i.e.: <i>circumpolar peoples and countries, languages, travel, jobs, resources</i>)</li> </ul>	

<b>Theme 4: Living in the NWT</b>	<i>Identity</i>
	<ul style="list-style-type: none"> <li>○ 4-K-I-040 demonstrate awareness of the importance of culture and community in shaping who they are</li> <li>○ 4-K-I-040 demonstrate awareness that belonging to more than one culture or community can affect identity</li> </ul>
<b>Theme 4: (Continued)</b>	<i>Culture and Community</i>
	<ul style="list-style-type: none"> <li>○ 4-K-CC-043 give examples of artistic and cultural achievements in our territory</li> <li>○ 4-K-CC-048 demonstrate an understanding of how education in the NWT has changed</li> </ul>
	<i>The Land, Peoples, and Places</i>
	<ul style="list-style-type: none"> <li>○ 4-K-L-049 demonstrate an awareness of different perspectives on land use in the NWT (i.e.: traditional relationship with the land as provider; economic understanding of land as resource)</li> <li>○ 4-K-L-050 demonstrate an understanding of why certain places have been designated as Protected Areas in the NWT (ecological, species, cultural/historical)</li> <li>○ 4-K-L-051 demonstrate an understanding of how certain places have been designated as Protected Areas in the NWT (traditional knowledge, land use plans, land claims, national parks, NWTPAS)</li> </ul>
	<i>Economics and Resources</i>
<ul style="list-style-type: none"> <li>○ 4-V-E-015 identify NWT renewable and non-renewable resources</li> <li>○ 4-K-E-054 explore different ways that people earn their living in the NWT</li> </ul>	

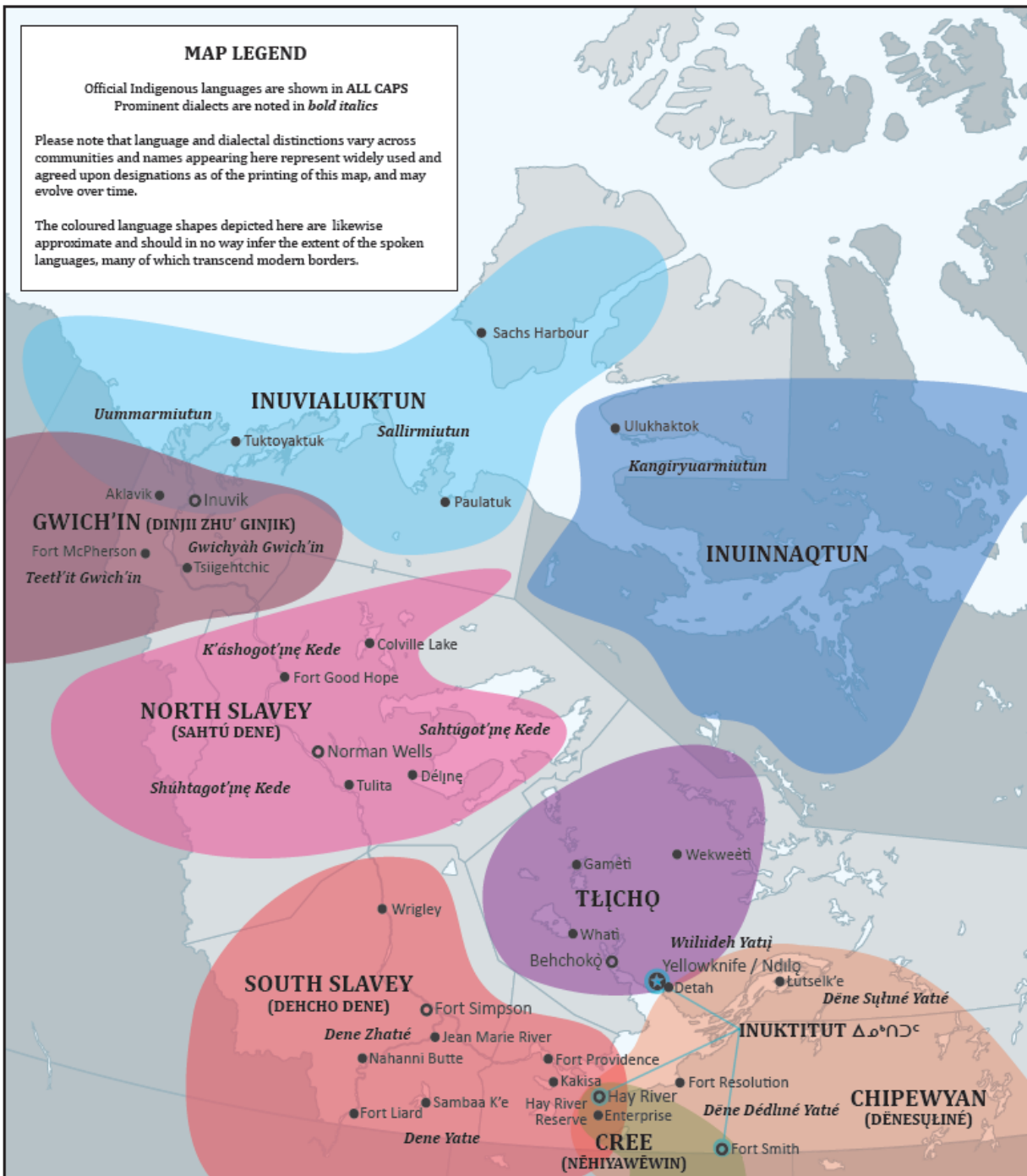
## Science Curricular Outcomes

Unit Theme	Specific Learning Outcomes, Grouped by General Learning Outcomes
<b>Theme 1: Life Systems - Habitats and Communities</b>	<i>Big Idea</i>
	<ul style="list-style-type: none"> <li>○ Habitats and communities are groups of interdependent plants and animals living together in order to survive.</li> </ul>
	<i>General Learning Outcomes</i>
	<ul style="list-style-type: none"> <li>○ Investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat</li> </ul>
	<i>Specific Learning Outcomes</i>
	<ul style="list-style-type: none"> <li>○ Describe the structural adaptations of plants and animals that demonstrate a response to their environment (e.g.; the height of a plant depends on the amount of sunlight the plant gets; many animals that live in the Arctic have white camouflage)</li> <li>○ Recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them (e.g.; duck/geese live in marshes because they provide food, water, shelter, and a place to nest)</li> </ul>
	<i>Developing Skills of Inquiry, Design, and Communication</i>
<ul style="list-style-type: none"> <li>○ Formulate questions about and identify the needs of animals and plants in particular habitat, and explore possible answers to these questions and ways of meeting these needs.</li> <li>○ Predict the structural adaptations that help plants/animals survive in their environment (e.g., do webbed feet help ducks and geese survive in a marsh? Do hooves help caribou move around the tundra? Do river otters, muskrat, beavers, or birch/pine/spruce trees share similar characteristics)</li> </ul>	
<i>Relating Science and Technology to the World Outside the School</i>	
<ul style="list-style-type: none"> <li>○ Describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, heat, lumber, other building materials, and clothing (e.g., moose/caribou hides, cotton)</li> <li>○ Show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites for ducks can be destroyed if a road acts as a dam, global warming)</li> </ul>	
<b>Theme 5: Earth and Space Systems - Rocks, Minerals, and Erosions</b>	<i>Big Idea</i>
	<ul style="list-style-type: none"> <li>○ Rocks and minerals have unique characteristics and the landscape is affected by erosion.</li> </ul>
	<i>General Learning Outcomes</i>
<ul style="list-style-type: none"> <li>○ Describe the effects of human activity (e.g., land development, building of dams, mine development, erosion preventing measures) on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.</li> </ul>	

<b>Theme 5:</b> (Continued)	<i>Specific Learning Outcomes</i>
	<ul style="list-style-type: none"> <li>○ Compare different rocks and minerals from the local environment with rocks and minerals from other places.</li> <li>○ Identify and describe rocks that contain records of the Earth’s history (e.g., fossils, layer of rock strata), and explain how they were formed.</li> </ul>
	<i>Relating Science and Technology to the World Outside the School</i>
	<ul style="list-style-type: none"> <li>○ Distinguish between natural features of the landscape and those that are the result of human activity (e.g., Virginia Falls, pingos, rapids, farm land, vineyards, mountains, valleys, dames and dykes)</li> <li>○ Determine positive and negative effects of human alteration of the landscape (e.g., use of farmland for housing developments; use of wilderness areas for mining, pipeline development; creation of parks)</li> </ul>



## Appendix B: Indigenous Languages Maps



## The Land is Our Storybook

A series of books about the diverse lands and cultures of Canada's Northwest Territories and Nunavut. In the books, storytellers, Elders, and cultural leaders from different language groups share real stories about everyday life in the North today.

Published by Fifth House Publishers  
[www.fifthhousepublishers.ca](http://www.fifthhousepublishers.ca)

## MAP LEGEND

- Official languages are shown in ALL CAPS

Please note that language and dialectal distinctions vary across communities.

The names appearing here represent widely used and agreed upon designations as of the printing of this map, and may evolve over time.

The coloured language shapes depicted here are likewise approximate and should in no way infer the extent of the spoken language that transcends borders.

