

# Indigenous Literature Kit: *Growing Our Collective Understanding of Truth and Reconciliation*

## Kindergarten - Grade 12

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***A Collaborative Professional Learning Project***



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## Acknowledgements

This collaborative project began with a mission – to create a professional learning resource that would support educators to grow in their collective understanding of Truth and Reconciliation. In the *Truth and Reconciliation Commission of Canada: Calls to Action* (2012) report, the Canadian government defined “reconciliation” as learning what it means to establish and maintain mutually respectful relationships between Indigenous and non-Indigenous peoples. To that end, there must be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour (pp. 6–7). The TRC presented 94 Calls to Action that outline concrete steps that can be taken to begin the process of reconciliation, and we focused on *Education for Reconciliation*, 62-65 (pp. 7-9).

As educators, we sought the guidance of our local elders in understanding *Education for Reconciliation*. They urged us “to do something” and “not just to talk about it”. Given their extensive backgrounds in education and health care in the Cree community of Alexander First Nation Kipohtakaw, they had many excellent suggestions as to how to begin this journey. One of the first steps was to share the stories of residential school survivors through elders and through multimodal texts (print, visual, digital, drama, art). “Put literature in the libraries and in the hands of our students” and “share the work of Indigenous role models.” To that end, we approached the Executive Director of the Edmonton Regional Learning Consortium (ERLC), Therese deChamplain-Good and our local St. Albert-Sturgeon Regional Collaborative Service Delivery (RCSD) community and applied for grant funds to develop this kit.

We were granted such funds through ERLC and RCSD and began our work as a team of originally five and eventually six teachers at the school and district levels (Billie-Jo Grant, Phyllis Kelly, Charlotte Kirchner, Rhonda Nixon, Yvonne Stang, and Nicole Wenger). We worked from an existing kit, *Literacy Seed Kit* <http://empoweringthespirit.ca/literacy/literacy-seed-kit/> available on Alberta Regional Professional Development Consortia’s website, *Empowering the Spirit*: <http://empoweringthespirit.ca/>. We also contacted Cheryl Devin, our Walking Together Consultant, to join us and suggest content from which to work to consider what ought to be the “scope” of our scope and sequence in this literature kit. She went above and beyond and spent several meetings sharing resources with our First Nations, Métis, and Inuit committees and with our elders.

We thank Therese DeChamplain, Executive Director of ERLC, and Vicki Cooke, Regional Manager of the St. Albert- Sturgeon RCSD for listening to our idea and for supporting it with development funds. To date, we have worked from the existing Literacy Seed Kit and added new titles, which we look forward to growing through our continued work on this journey. We also look forward to engaging in professional development sessions within and across our local and provincial jurisdictions, and to revising this kit, which is necessarily ecological and open to revision.

From the District perspective, we are thankful for Barb Brochu’s time in collaboratively writing the grant applications and putting forward the request to RCSD, and to the teachers for their time in meetings to review the vision for the resource, to read through existing and new titles, and to build, together, the foundation of annotations and scope and sequence that made for an excellent soil in which to grow future annotations. We also acknowledge the principals— Jan Maslyk and Greg Lamer— for making it possible for the teachers to take days away for such meetings. We also thank Jane Davis for her tireless efforts to order books and to prepare the document that we have today and that will continue to be refreshed as we add titles and commit to future revisions.

## Table of Contents

1	Scope and Sequence: Exploring First Nations, Métis, and Inuit Foundational Knowledge.....	p.5
2	Sample Book Annotation... ..	p.6
3	Scope and Sequence Book List by Division and TC1-TC7.....	p.8
4	Book List Annotations .....	p.17
5	Book Title Annotations (Lesson Ideas).....	p.49
6	Appendix.....	p.398
	• <i>Draft First Nation, Métis, and Inuit Foundational Knowledge</i>	

## Scope and Sequence: Exploring First Nations, Métis, and Inuit Foundational Knowledge

Alberta Education has traditionally defined curriculum by a “program of study”, which was subject-based and grade-based. In each program of study, they provided teachers with a **scope** (what students were expected to learn in the form of outcomes) in a **sequence** (when students were expected to learn the outcomes). Presently, Alberta Education is in the midst of re-conceptualizing and rewriting curriculum, and they have articulated their approach in *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* (September 2016). We have developed our scope and sequence from guiding principles in this framework as well as from collaborating with our Walking Together Consultant, Cheryl Devin, who is working with Alberta Education’s Curriculum Branch, First Nations, Métis, and Inuit Education Division.

We determined our “scope” by referring to the *Draft First Nations, Métis, and Inuit Foundational Knowledge* curriculum (See appendix) and considered which terms and concepts each book title explored. This document provided the “foundations for understanding concepts, terms, and knowledge to shift thinking and attitudes to advance reconciliation” (p.1). In our **Scope and Sequence Book List by Division and TC1-TC7**, we have listed the book titles for each division and detailed the connection to this draft curriculum for Indigenous education. In *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum*, the ministry is focused on sequencing curriculum on a continuum “that aligns with the descriptions of the three transitions from early to middle to later schooling” that are meant to be “overlapping developmental progressions” (p. 10). For that reason, in our **Book List Annotations**, we have organized book titles into divisions:

Division One: Kindergarten-Grade 3, Division Two: Grades 4-6, Division Three: Grades 7-9, and Division Four: Grades 10-12. In our **Book Title Annotations**, each book title has been annotated with ideas for how to explore the terms and concepts from the Indigenous education draft terms and concepts (TC1-TC7). We envisioned our scope as a **series of four learning progressions** for each division:

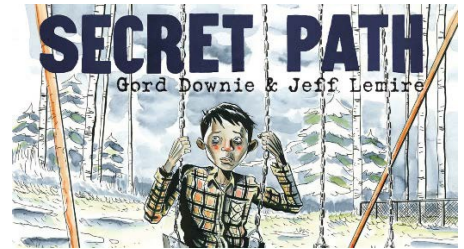
<b>Exploring First, Nations, Métis, and Inuit Foundational Knowledge through Literature</b>				
<b>Learning Progression:</b> Indigenous Terms and Concepts (TC1-TC7) are explored through stages of knowledge and skill development paralleled to divisions.	<b>Initiating</b> I define and explain key terms and concepts.	<b>Developing</b> I make connections with key terms and concepts to my life, other texts, and/or to the world	<b>Consolidating</b> I explain and analyze, terms and concepts based on my knowledge of varied connected texts.	<b>Mastering</b> I teach others about the terms and concepts using creative representations of ideas (e.g., analogies, metaphors).
	<b>DIVISION ONE</b> <b>(K-3)</b>	<b>DIVISION TWO</b> <b>(4-6)</b>	<b>DIVISION THREE</b> <b>(7-9)</b>	<b>DIVISION FOUR</b> <b>(10-12)</b>

On the following pages, you will see a sample book annotation with labels that show you where to find the scope and sequence within each book annotation.

## Sample Book Annotation

In this Indigenous Literature Kit, we have structured each annotation to provide you with a scope (what to teach) and sequence (division-specific designation) and teaching suggestion.

*Visual: provides a picture of the book cover.*



*Annotation: describes what the text is about and relevant background information.*

**Book Title:** Secret Path  
**Author:** Gord Downie  
**Illustrator:** Jeff Lemire

**Annotation:** This is a multimodal (print, visual, oral, digital) postmodern text in an enlarged graphic novella comprised of ten poems that are poignantly illustrated to evoke strong emotion from readers. This story is also available as a ten-song digital download album that accompanies a 60-minute animated film <http://secretpath.ca/>. These texts tell the story of Chanie/ "Charlie" Wenjack, a twelve-year-old Ojibwe boy who died while attempting to run away from the Cecilia Jeffrey Indian Residential School in Kenora, Ontario about fifty years ago. Charlie /Chanie died on October 22, 1966; his body was found along the railroad tracks that were on his way home.

Chanie's story was the first to be the subject of a Canadian public inquiry into residential schools and the atrocities that took place in them. Numerous artists have taken an interest in profiling such stories to bring honour and attention to lost lives and to lives of residential school survivors today. Jeff Lemire and his friend, *Tragically Hip* frontman Gord Downie, first learned of Chanie's story from Downie's brother, Mike who drew their attention to a 1967 Maclean's article by Ian Adams called "The Lonely Death of Chanie Wenjack."

**Text Sets:** lists of related texts (by the same author; exploring the same terms and concepts; and/or in a different multimodal format (animated movie of the book as an example).

**Text Sets:** The author's website has information about the *Secret Path* <http://secretpath.ca/#Book>. As well, in this literature kit, another novels, Joseph Boyden's *Wenjak* tells Chanie's story in a different medium.

*First Nations, Métis, and Inuit Foundational Knowledge: lists Terms and Concepts (TC1-TC7) explored in the text.*



### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5, TC6, TC7 Key Concepts:**

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood, Western Eurocentric paradigm vs. Indigenous, Collectivism (vs. Western Individualism), Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide, Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization Symbolism, Ceremony, Stewardship and sustainability, Connection to land, Spirituality, Roles and responsibilities of women, men and children

*We note sensitivities in the text as well as themes and reading complexity to provide guidance on a suggested division (and specific grade level teaching suggestions).*

**Sensitivities:** There are references to sexual abuse (visual and text) as well as being an emotionally poignant text.

#### **Themes & Topics at a Glance:**

**Themes:** Journeys of Loss and Hope, Dreams and Reality, Identity, Culture, and Reconciliation

**Topics:** residential schooling, residential schools, Cecilia Jeffrey Indian Residential School

**Recommended Grade Level:** Grade 10-12

**Project, Ideas and Activities:** Describes what a teacher might consider doing with students to explore the terms and concepts listed.

**Curriculum Connections:** Lists one example grade of Alberta Education K-9 English Language Arts Outcomes and, at times, other subject area outcomes.

## DIVISION ONE TC1-TC7 Book List

**Note:** To see a detailed review of the TC1-TC7 Terms and Concepts, see the Draft First Nations, Métis, and Inuit Foundational Knowledge curriculum (appendix).

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Ansloos, Shezza	I Loved Her							
Blondin, John and Translated by Sundberg, Mary Rose	The Legend of the Caribou Boy							
Bouchard, David	The Elders Are Watching							
Bruchac, Joseph and Bruchac, James	How Chipmunk Got His Stripes							
Bruchac, Joseph and Bruchac, James	Turtle's Race with Beaver							
Campbell, Nicola I.	Shi-shi-etko							
Campbell, Nicola I.	Shin-chi's Canoe							
Dorion, Leah	The Giving Tree: A Retelling of a Traditional Métis Story							
Dunphy, Madeleine	Here is the Arctic Winter							
Dupuis, Jenny Kay and Kacer, Kathy	I Am Not a Number							
Einarson, Earl	The Moccasins							
Eyvindson, Peter	Kookum's Red Shoes							
Eyvindson, Peter	Red Parka Mary							
Florence, Melanie	Stolen Words							
Goble, Paul	Buffalo Woman							
Hainnu, Rebecca and Ziegler, Anna	A Walk on the Tundra							
Holloway, Pam	Berries							
Ipellie, Alootook	The Inuit Thought of It – Amazing Arctic Innovations							
Jameson, Catherine	Zoe and the Fawn							
Johnson, E. Pauline	The Lost Island							
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	Not My Girl							



Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	When I Was Eight							
Jumbo, Sheyenne and Willett, Mindy	Come and Learn With Me							
Krensky, Stephen	How Coyote Stole the Summer							
Kusugak, Michael Arvaarluk	Arctic Stories							
Mack, Terri	We Greet the Four Animals							
McDermott, Gerald	Raven: A Trickster Tale from the Pacific Northwest							
Meuse, Theresa	The Sharing Circle							
Munsch, Robert	Blackflies							
Native Northwest/Garfinkel Publications	Learn the Alphabet with Northwest Coast Native Art							
Nelson, S.D.	Coyote Christmas – A Lakota Story							
Nicholson, Caitlin Dale and Morin-Neilson, Leona	Niwechihaw / I Help							
Olsen, Sylvia with Martin, Ron	Which Way Should I Go?							
Olsen, Sylvia	Yetsa's Sweater							
Pokiak, James and Willett, Mindy	Proud to be Inuvialuit / Quviahuktunga Inuvialuugama							
Robertson, David A	When We Were Alone							
Savageau, Cheryl	Muskrat Will Be Swimming							
Scholastic Canada	First Nations Moving Forward and The Territories							
Sloat, Teri and Huffmon, Betty	Berry Magic							
Sloat, Teri	There Was an Old Lady Who Swallowed a Trout!							
Spalding, Andrea and Scow, Alfred	Secret of the Dance							
Vickers, Roy Henry and Budd, Robert	Peace Dancer							
Wheeler, Jordan	Chuck in the City							

<b>Author</b>	<b>Title</b>	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Wiebe, Rudy	Hidden Buffalo							
Yerxa, Leo	Ancient Thunder							

## DIVISION TWO TC1-TC7 Book List

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Ahenakew, Freda	Wisahkecahk Flies to the Moon							
Alexander, Karen	Upper Canada: First Nations & Upper Canada: Early Settlers							
Alexie, Sherman	Thunder Boy Jr.							
Auger, Dale	Mwâkwa Talks to the Loon – A Cree Story for Children							
Bear, Cheryl and Huff, Tim	The Honour Drum							
Blondin, John and Translated by Sundberg, Mary Rose	The Legend of the Caribou Boy							
Bouchard, David	The Elders Are Watching							
Brodsky, Beverly	Buffalo							
Bruchac, Joseph and Bruchac, James	How Chipmunk Got His Stripes							
Bruchac, Joseph and Bruchac, James	Turtle’s Race with Beaver							
Bruchac, Joseph and London, Jonathan	Thirteen Moons on Turtle’s Back							
Carriere, Ken	The Bulrush Helps the Pond							
Cutting, Robert	Falling Star							
Dorion, Leah	The Giving Tree: A Retelling of a Traditional Métis Story							
Dupuis, Jenny Kay and Kacer, Kathy	I Am Not a Number							
Eyvindson, Peter	Kookum’s Red Shoes							
Eyvindson, Peter	Red Parka Mary							
Florence, Melanie	Stolen Words							
Fournel, Kelly	Great Women from our First Nations							
Goble, Paul	Buffalo Woman							
Gray Smith, Monique	Speaking Our Truth							
Guest, Jacqueline	Belle of Batoche							

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Ipellie, Alooook	I Shall Wait and Wait							
Johnson, E. Pauline	The Lost Island							
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	A Stanger at Home							
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	Fatty Legs							
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	Not My Girl							
Jordan-Fenton, Christy and Pokiak-Fenton, Margaret	When I Was Eight							
Leitich Smith, Cynthia	Jingle Dancer							
Loyie, Larry with Brissenden, Constance	As Long as the Rivers Flow							
Loyie, Larry with Brissenden, Constance	Goodbye Buffalo Bay							
Nicholson, Caitlin Dale and Morin-Neilson, Leona	Niwechihaw / I Help							
Pokiak, James and Willett, Mindy	Proud to be Inuvialuit / Quviahuktunga Inuvialuugama							
Savageau, Cheryl	Muskrat Will Be Swimming							
Slipperjack, Ruby	Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens							
Sloat, Teri and Huffmon, Betty Huffmon	Berry Magic							
Spalding, Andrea and Scow, Alfred	Secret of the Dance							
Stellings, Caroline	The Contest							
Stephenson, Wendy	Idaa Trail - In the Steps of our Ancestors							
Sterling, Shirley	My Name is Seepeetza							
The Royal Canadian Geographical Society/Canadian Geographic	Indigenous Peoples Atlas of Canada							
VanCamp, Richard, Gray Smith, Monique and Flett, Julie	Lucy & Lola/When We Play Our Drums, They Sing!							
Vickers, Roy Henry and Budd, Robert	Peace Dancer							
Wallace, Mary	Inuksuk Journey - An Artist at the Top of the World							
Wiebe, Rudy	Hidden Buffalo							

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Wilson, Janet	Shannen and the Dream for a School							
Wollison, Mary Anne	Code Talkers							
Yerxa, Leo	Ancient Thunder							

### DIVISION THREE TC1-TC7 Book List

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Akiwenzie-Damm, Kateri et al.	This Place: 150 Years Retold							
Auger, Dale	Mwâkwa Talks to the Loon – A Cree Story for Children							
Bouchard, David	The Elders Are Watching							
Cutting, Robert	Falling Star							
Dance, Jennifer	Red Wolf							
Eyvindson, Peter	Kookum’s Red Shoes							
Florence, Melanie	Missing Nimâmâ							
Fournell, Kelly	Great Women from our First Nations							
Gray Smith, Monique	Speaking Our Truth							
Guest, Jacqueline	Lightning Rider							
Loyie, Larry with Brissenden, Constance	As Long as the Rivers Flow							
Olsen, Sylvia with Morris, Rita and Sam, Ann.	No Time to Say Goodbye							
Robertson, David Alexander	Sugar Falls: A Residential School Story							
Robertson, David Alexander and Blackstone, Madison	The Life of Helen Betty Osborne							
Slipperjack, Ruby	Dear Canada: These are My Words: The Residential School Diary of Violet Pesheens							
Stellings, Caroline	The Contest							
Sterling, Shirley	My Name is Seepeetza							
Stewart, Elizabeth	The Lynching of Louie Sam							
The Royal Canadian Geographical Society/Canadian Geographic	Indigenous Peoples Atlas of Canada							
Tichenor, Harold	The Blanket: An Illustrated History of the Hudson’s Bay Point Blanket							
VanCamp, Richard, Gray Smith, Monique and Flett, Julie	Lucy& Lola/When We Play Our Drums, They Sing!							

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Wagamese, Richard	One Story, One Song							
Wallace, Mary	Inuksuk Journey – An Artist at the Top of the World							
Wilson, Janet	Shannen and the Dream for a School							

### DIVISION FOUR TC1-TC7 Book List

Author	Title	TC1	TC2	TC3	TC4	TC5	TC6	TC7
Boyden, Joseph	Wenjak							
Dennis, Darrell	Peace Pipe Dreams							
Dimaline, Cherie	The Marrow Thieves							
Downie, Gord and Lemire, Jeff	Secret Path							
Florence, Melanie	Missing Nimâmâ							
Mishene, Rachel A. and Toulouse, Pamela Rose	Strength and Struggle: Perspectives from First Nations, Inuit and Métis Peoples in Canada							
Olsen, Sylvia with Morris, Rita and Sam, Ann	No Time to Say Goodbye							
Ruffo, Armand Garnet	The Thunderbird Poems							
The Royal Canadian Geographical Society/Canadian Geographic	Indigenous Peoples Atlas of Canada							
Wagamese, Richard	One Story, One Song							



## Book List Annotations

### Division One (Kindergarten to Grade 3)

Ansloos, Shezza (2015). I Loved Her

This is a picture book that shares a young Métis girl's recollection of her wise and loving grandmother. From singing songs together at the piano to playing indoor games on rainy days, their bond was strong, and the young girl's treasured memories of her grandmother carry her forward.

Blondin, John and Translated by Sundberg, Mary Rose (2009). The Legend of the Caribou Boy

Written in both English and Dene, this simple story revolves around a young boy who is travelling with his extended family in the winter. Over several nights, when the family stops to rest, the boy has recurring dreams. During his sleep, he moans and groans but he forgets his dream upon awakening. The boy's parents and grandfather assist in discovering the issue. The grandfather uses his medicines to determine the problem but finds no answer. The next night, the parents wake to find their son missing. The family tracks the boy and discovers an amazing occurrence - the boy changes into a caribou before their eyes! The boy explains that he is being called to fulfill his destiny and that his transformation is a gift to his family and the Dene people. When the Dene people need food, they should call on him and he will ensure that the people have meat for their families.

Bouchard, David (2003). The Elders Are Watching

This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

Bruchac, Joseph and Bruchac, James (2003). How Chipmunk Got His Stripes

This is an Iroquois original pourquoi tale that is retold by the author who recalls hearing it from a Mohawk storyteller and as a Cherokee tale. This picture book version of the tale is about how the brown squirrel got his stripes. It begins with the protagonist, Big Bear, who brags about being able to be so big and strong that he can do "anything," including stopping the sun from coming up in the morning. Brown Squirrel challenged Big Bear and said that he could not wish away the sun from coming up. It turned out that Brown Squirrel was correct, but instead of accepting his "win" graciously as his grandmother had advised, Brown Squirrel decided to taunt and tease Big Bear for being wrong. The result was that Big Bear caught Brown Squirrel with his claws as the squirrel tried to run away. The claw marks are what created what is now known by such Indigenous communities as the reason why brown squirrels have their stripes.

Bruchac, Joseph and Bruchac, James (2005). Turtle's Race with Beaver

This charming fable of brains versus brawn is a great read for all young readers. Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage and perseverance in the face of adversity.

Campbell, Nicola I. (2005). Shi-shi-etko

Shi-shi-etko is the protagonist of the story and she is about to leave her family to attend residential school. She spends her last days at home filling her heart with the treasures she is about to leave behind - the beauty of her surroundings (creek, grass, sun) and her family - mother, father and grandmother who each share valuable teachings and mentoring (gathering food, hunting, fishing, making medicine, making clothes) that they want her to remember. Shi-shi-etko finds comfort in the beauty around her even though she is about to endure a great loss.

Campbell, Nicola I. (2008). Shin-chi's Canoe

This is the picture book sequel to the award-winning, *Shi-shi-etko*. It tells the story of two children's experiences at residential school. Shi-shi-etko is about to return for her second year, but this time her six-year-old brother, Shin-chi, is going, too. Shi-shi-etko urges her brother to remember their surroundings as they make the long journey to the residential school. Upon their arrival, Shi-shi-etko gives him a tiny cedar canoe, a gift from their father. Shin-chi endures hunger, sadness, and loneliness but, finally, the salmon swim up the river and the children return home for a joyful family reunion. This text is much more explicit about what happened at the residential school (the expectations to use English names, to speak English, to hide treasures from home, to adopt new roles as males and females). It is based on Campbell's interviews of elders who are residential school survivors, so the text represents residential schooling experiences generally in North America.

Dorion, Leah (2009). The Giving Tree: A Retelling of a Traditional Métis Story

Based on a true story the author learned from Elder Frank Tomkins, this charming tale focuses on the boyhood reminiscences of Moushoom as he describes finding the "Great Giving Tree" with his mother and father. The book explains the concept of the giving tree where Métis travellers often left food packages or everyday utensils in a special tree along the trail. This was to ensure that future travellers would have adequate food supplies or necessary tools if required along the trail. The traveller could take something from the cache and in return was obliged to leave something for the next person. The story teaches about the sacred law of reciprocity and emphasizes Métis core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most importantly, the connection with the Creator and Mother Earth. The illustrations include representations of traditional Métis cultural symbols and lifestyle practices and integrate the vibrant colours historically used by Métis women in their beadwork and related designs. The book also includes an accompanying narration CD in English and Michif.

Dunphy, Madeleine (2007). [Here is the Arctic Winter](#)

This poetic cumulative tale describes the cold, barren Arctic winter and how the arctic wolf, hare, cod, fox, snowy owl, polar bear, ringed seal, and Peary caribou are interdependently linked to each other in the chain of life (food chain). The pattern of the text makes the book easy to recall and retell.

Dupuis, Jenny Kay and Kacer, Kathy (2016). [I Am Not a Number](#)

This picture book story is based on a true story about an eight year old girl named Irene who is sent to residential school. Despite being mistreated and having her identity challenged, Irene remembers her mother's words "to stay true to who she is." Her prayers are answered when she and her siblings are sent home for the summer. When it is time to go back to residential school and the Indian Agent comes, Irene and her family have a plan.

Einarson, Earl (2004). [The Moccasins](#)

Earl Einarson is a Kyunax First Nations author who writes about a protagonist, a small boy, who tells his story about feeling loved by his foster family. The moccasins that the boy wears become a symbol of the love that he felt while living in this family. He cherishes those moccasins so much that when his son is born, he puts the moccasins on a shelf to give to him when he gets big enough.

Eyvindson, Peter (2015). [Kookum's Red Shoes](#)

This is a picture book that compares the protagonist's experience to that of Dorothy in *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed her into the back of the truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

Eyvindson, Peter (1996). [Red Parka Mary](#)

*Red Parka Mary* is about how a young Indigenous boy and an elderly woman build what initially appears to be an unlikely friendship. Originally, when the boy first saw Mary, he was skeptical about her because of her appearance (floppy moccasins lined with rabbit fur, thick grey wool socks, Montreal Canadian red toque and "her skin was brown and wrinkled"). Eventually, he came to know her as she gave him berries, and then his mother asked him to return a cup of sugar to Mary. Over time, they had more opportunities to share and to become good friends who exchanged Christmas gifts (a beautiful red parka for Mary and a beautiful red heart on rabbit fur for the boy). By the end of the story, we see a blossoming of an awkward friendship into a warm familial connection.

Florence, Melanie (2017). Stolen Words

*Stolen Words* explores the intergenerational impact of the residential school system that separated young Indigenous children from their families. In the story, a little girl asks her grandfather how to say something in Cree, but he can't remember because his language was stolen from him when he was a boy. The little girl takes action and sets out to help her grandfather find his language again. Although the picture book recognizes the pain of those whose culture and language were stripped from them, the story also takes the reader on a path of discovery, healing, reconciliation, and Cree language reclamation.

Goble, Paul (1987). Buffalo Woman

A talented young hunter draws his arrow against a buffalo cow drinking from a stream. Before he releases his arrow, the buffalo transforms into a beautiful and mysterious maiden, whom he knows he must marry. A son is born to the married couple, however, the hunter's tribe shun the Buffalo Woman because she is different and not considered one of them. The young bride and her son leave to return to her people. The hunter's heart compels him to follow, but he has been warned: The Buffalo Nation is angry at the Straight-up People. His love for his family is tested and if he cannot find his wife and son among the many buffalo, they will be lost to him forever. With the help of his son, the hunter passes his test and is given the honor of joining the buffalo. His bravery results in the union between his People and those belonging to The Buffalo Nation. In the telling of this legend, the close interdependent relationship between man and the buffalo is celebrated and the value of the hero sacrificing himself for his family and his people is taught to the next generation.

Hainnu, Rebecca and Ziegler, Anna (2011). A Walk on the Tundra

Rebecca Hainnu shares a glimpse into her own life on the tundra. She tells the story of Inuujaq who is bored, so she decides to join her Grandma for a walk on the tundra. To Inuujaq's amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. Inuujaq comes to realize the wealth of knowledge that her grandmother holds and embraces the experience so much that she asks to join her again on their next walk. There is a glossary of Inuktitut words and phrases. In addition to an informative storyline that teaches the importance of Arctic plants, this book includes a plant glossary with photographs and scientific information about various plants found throughout the Arctic.

Holloway, Pam (2006). Berries

This is a simple predictable text intended to introduce students to different kinds of berries such as salmonberries, huckleberries, salalberries, and thimbleberries. Because numerous texts in this literature kit and others mention the importance of berries in Cree, Métis, Iroquois and other Indigenous communities' medicine-making, ceremonial preparations, and cooking traditions, this text may compliment others that mention these traditions.

Ipellie, Alootook with MacDonald, David (2007). The Inuit Thought of It - Amazing Arctic Innovations

Alootook Ipellie and David MacDonald explore the amazing innovations of traditional Inuit and how their ideas continue to echo around the world. Some inventions are still familiar to us: the one-person watercraft known as a kayak (Inuit name). Other innovations have been replaced by modern technologies (e.g., slitted snow goggles protected Inuit eyes long before sunglasses arrived on the scene). Other innovations were necessary and reflective of Inuit ingenuity (e.g., using human-shaped stone stacks [Inunnguat] to trick and trap caribou). More than 40 Inuit innovations are explored, including: dog sleds, shelter, clothing, kids' stuff, food preservation, and medicine.

Jameson, Catherine (2006). Zoe and the Fawn

This is a story of a young girl and her father and their search for the mother of a visiting fawn. Each time they spot a new animal, Zoe wonders if that is the mother they are looking for. After a long search, they return home to a surprise. The repetitive text and illustrations make this book a great choice for young readers. Animal names are featured in both English and Okanagan Syilx.

Johnson, E. Pauline (2004). The Lost Island

This picture book portrays a boy learning from an elder about a legend from hundreds of years ago about how Sagalie Tyee, a medicine man, who had a vision that the "Island of the North Arm" would no longer exist and "pale faces" would create huge buildings on the coast (what is now Vancouver) and camp there. The elder makes a plea that extends from this Chief Tyee, to never forget about the power of the island, its animals, the water, and the Earth. This legend is about lamenting the loss of land, animals, traditions, and culture as well as courage and perseverance.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2014). Not My Girl

Two years ago, Margaret left her Arctic home for the outsiders' school. Now she has returned and can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2013). When I Was Eight

This picture book memoir begins with Olemaun living on the land with her family. Her older sister has attended residential school and brought back a special book about a girl named Alice. Olemaun wants to attend this school too. Reluctantly her father agrees. A rude awakening occurs when Olemaun's long braids are cut off and her warm Inuk clothing is replaced by thin clothes and scratchy underwear. Even her name is taken and she is now known as Margaret. Hard work scrubbing floors and overseen by black-robed nuns was how the students passed their time in this school. Finally, the students are taken

to a classroom and Margaret now believes she will at last learn to read. Overcoming her inability to speak English and dealing with the harsh discipline of the nuns, Margaret finally succeeds. She can read her precious book about a magical world and a girl named Alice. Readers can identify with this Inuk girl whose courage and determination help her to overcome the challenges of a foreign culture and learn to read.

Jumbo, Sheyenne and Willett, Mindy (2009). Come and Learn with Me

Nine-year-old Sheyenne lives in Sambaa K'e (Trout Lake), Northwest Territories, and she is the co-author of this text about her life experiences being mentored by the many adult role models in her life (mother, father, grandfather, aunties, uncles). She takes the reader on a journey through her eyes as she re-lives what her community is like in the fall, the season of moose, over two weeks while school is out. This is the fourth book in the popular series *The Land Is Our Storybook* and features the Dehcho region of the Dene.

Krensky, Dr. Stephen (2009). How Coyote Stole the Summer

This is a trickster tale about the protagonist, Coyote, tricking an "Old Woman" and her children into sharing her magic black bag containing summer. Coyote meets Raven who shares this information about the "Old Woman" having a bag containing summer and suggesting a plan for how Coyote might trick her to get the bag away from her. Coyote follows this plan, and to that end, gathers his friends: Wolf, Moose, Elk, Stag, and Antelope to make a plan to steal summer. Although Coyote gets the bag of summer away from the "Old Woman", he decided that instead of enduring "war", he negotiated sharing summer for part of the year. This proposal was deemed to be "fair" and that is how the season of summer came to be understood by Eastern Shoshones Indigenous peoples in Wyoming and the grassy plains of the Rocky Mountains.

Kusugak, Michael Arvaarluk (1998). Arctic Stories

In the prologue, the reader learns that in the summer of 1958, U.S., Canadian, and Russian scientists, who were studying ice in a large black helium-filled airship, "ZPG-2", toured Alaska and northern Canada. The problem was that residents of the Arctic Circle (Repulse Bay) had never seen anything like this airship and mistook it for a threat. This book is a collection of stories told from the perspective of Agatha, the protagonist, who lives in Repulse Bay. The author weaves a tapestry of simply told stories, each of which, by skillful use of detail, manages to bring to life the experience of growing up in a small Inuit community. The last story details Agatha's experience of being flown into Chesterfield Inlet to attend residential school.

Mack, Terri (2013). We Greet the Four Animals

The Medicine Wheel is a guide to living a healthy life. People use it all around the world. There are four parts to the Medicine Wheel that teach us many different things. There are four animals in each of the four directions that are respected. In this short, colourful text the reader learns about thanking the Eagle, Bear, Wolf, and Buffalo. Their gifts teach us the skill of setting goals for ourselves; the courage to learn, share, and teach; the joy of life, laughter, and love; and the importance of being a good friend. This book lends itself to movement and further exploration of the meaning of the medicine

wheel.

McDermott, Gerald (2001). Raven: A Trickster Tale from the Pacific Northwest

This is a mythic creation tale in a picture book format about how the sun was brought to world. It begins with the protagonist and trickster, Raven, a central and recurring character in myths of the Pacific Northwest. He roams Earth and discovers that the world is blanketed in darkness. He decides to bring light to the world and in his search for light, the Raven uncovers Sky Chief's house, which has light beaming from the windows. To gain access to it, Raven turned himself into a pine needle and was swallowed by the Sky Chief's daughter and reborn as her son. While Raven was her son, he played with some nested boxes and inside the last box was the sun. Once he came into contact with the sun, he was transformed back to his raven form and flew away to give the world the sun. The end pages (beginning and end of the book) contain important information about the Pacific Northwest and trickster tales as part of the culture and history of Pacific Northwest Indigenous peoples.

Meuse, Theresa (2003). The Sharing Circle

*Sharing Circle* is a compilation of seven children's stories about First Nations culture. Each of the seven stories, *The Eagle Feather*, *The Dream Catcher*, *The Sacred Herbs*, *The Talking Circle*, *The Medicine Wheel*, *The Drum*, and *The Medicine Pouch* explore First Nations cultural practices and teaches children about Mi'kmaq beliefs and heritage. Matthew, the protagonist, shares his special treasures that remind him of his First Nations culture. One of his favourite treasures is the medicine pouch that his grandfather made for him. In it, he keeps sacred herbs his mother gave him, which remind him to be grateful for nature's gift; an eagle feather from his father, which is a symbol of the spiritual strength of his culture; and a dream catcher that Matthew gave to his friend Dustin to help him not have bad dreams.

Munsch, Robert (2017). Blackflies

*Blackflies* is set on a reserve in northern Alberta, and it is a picture book narrative written in the repetitive style of Robert Munsch. It is about a young girl named Helen, whose sister and father have been swept up by a swarm of blackflies.

Native Northwest/Garfinkel Publications (2010). Learn the Alphabet with Northwest Coast Native Art

A board book that has traditional symbols and Northwest Coast art for letters of the alphabet. The format is simple; each page teaches a letter, a word and features an illustration. **E** is for a bright magenta **Eagle** and **R** is for a dynamic red, black and white **Raven**. Other images relate to Indigenous culture.

Nelson, S.D. (2007). Coyote Christmas - A Lakota Christmas

In this picture book, the protagonist, Coyote, wants to find some people "to trick" in order to get a hot meal on Christmas Eve. Sneaky Coyote is known in this Sioux traditional tale as a trickster, and he is aware that there's one character people can't refuse on Christmas Eve - Santa Claus! Using straw for a jolly belly and wool for his Santa's beard, Sneaky Coyote fools a family into welcoming him into their home for a Christmas meal. But just when he thinks he's gotten away with his ruse, taking their food

and leaving the family with nothing, he's foiled by a strange occurrence. Raven has been observing Coyote's antics and decides to outdo him with her own powers. Unbeknownst to Coyote, she turns the straw into gifts. When the family asks Coyote to open gifts with them, he starts to run to the door and trips over the bag. Coyote is astounded by the gifts that spill out. The little girl and her parents open theirs and find terrific items. The boy opens his, but it is empty. In a panic, Coyote runs from the house. The family - including the boy - races after them. Raven's gift to the boy was the ability to walk again. From atop a fence in the farmyard, Coyote waves back at them, loses his balance and, falls. Raven and the farm animals laugh as Sneaky Coyote slinks into the snowy night.

Nicholson, Caitlin Dale and Morin-Neilson, Leona (2008). Niwechihaw/I Help

This simple story told simultaneously in Cree and English explores a young child's relationship to his Kokhom. As the young child follows his Kokhom on a walk, he absorbs the rich cultural traditions and values of his Cree heritage. The traditions involved him in "listening, picking, praying, eating . . . just as she does." Beautiful paintings help illustrate many of the cultural traditions and evoke the beauty of the relationship between this boy and his Kokhom.

Olsen, Sylvia and Martin, Robert (2007). Which Way Should I Go?

Joey is a happy Nuu-chah-nulth boy, eager to help and quick to see the bright side of things. Joey's grandma was his favourite person in the whole world. But when he loses his beloved grandmother, the sun goes out in his world. Joey grieves the loss of his grandmother and has a difficult time enjoying activities and things he previously loved. Fortunately, Grandma has left something of herself behind - a song, which keeps knocking on Joey's heart, and a dance, which urges him to get up on his feet and embrace life again.

Olsen, Sylvia (2013). Yetsa's Sweater

A beautiful real life narrative of connection between three generations: Yetsa, her mother, and her grandmother. Through the creation of each unique Cowichan sweater, from sheep herding to teasing, carding and spinning, the story of tradition is explored. *Yetsa's Sweater* describes the symbols that are knit into the design that tell a personal story. The text is vibrant and rich in imagery: "cloud mountain", "witch's stew", "wool is heavy and hot", "swishing in the spring breeze", "wound as big as soccer balls". At the end of the story is a short history of the Cowichan Sweater.

Pokiak, James and Willett, Mindy (2010). Proud to be Inuvialuit: Quviahuktunga Inuvialuugama

This true narrative is told by James, who lives in the hamlet of Tuktoyuktuk, North West Territories, which is above the Arctic Circle on the shore of the Arctic Ocean. James grew up on the land, learning the traditional values and survival skills of his people. He is now passing on those traditions to his children. James and his daughter Rebecca share their Inuvialuit culture and history by explaining the importance of and taking part in the beluga whale harvest.



Robertson, David A. and Flett, Julie (2016). When We Were Alone

This picture book is a gentle introduction to residential schools and the difficult time that Indigenous children and their families had during this time in Canadian history. This picture book shares a loving connection between a young girl and her grandmother. As they tend to the grandmother's garden together, the little girl asks questions about why the grandmother is the way she is. The grandmother shares sad historical truths that have shaped her identity. Cree language is interspersed throughout the story. She shares how she and other children attended school far away from their families, that they were required to cut their hair against their wishes, and that they were required to dress the same, and that their children were not allowed to speak their Cree language. What was hardest was that children and their families were separated.

Savageau, Cheryl (2006). Muskrat Will Be Swimming

This picture book is a layered text, with a story about the protagonist, a young girl named Jeannie, and the Sky Woman creation story of the Haudenononsaunee, People of the Longhouse, also known as the Iroquois. In the primary story, Jeannie laments being called "Lake Rat" by her elementary classmates. She explains her frustration to her grandfather. Her grandfather helps Jeannie understand that her identity as a Métis person is rooted in a spiritual relationship with the land and water. He illuminates this teaching using his own story about being called "frog" in school because of his French and Indigenous background. He then tells Jeannie a creation story about "Sky Woman" falling through a hole in the sky and the sea animals gathering together to bring Earth to her feet so that she would have somewhere to stand in the water. This book is about embracing one's cultural roots and identity.

Scholastic Canada (2010). First Nations Moving Forward and The Territories

*First Nations Moving Forward* is a text that introduces students to the overall timeline and events of historical significance in Canada that highlight how Indigenous peoples are diverse and have managed tensions with European communities since the 1800s. Scholastic published a second text, *The Territories: Aboriginal Peoples* in the same series. This text provides an overview of the same period of history and details information about the three Canadian territories and the diverse cultural groups who live there. Both texts are helpful background information resources to help teachers and students in primary grades to develop a general timeline of changing relationships between Indigenous and non-Indigenous peoples in Canada.

Sloat, Teri and Huffmon, Betty (2004). Berry Magic

This is a pourquoi tale "origin" story that explains how the protagonist, Anana, listens to an older woman complaining as they pick the "hard, dry crowberries". During berry picking, Anana thinks up a plan to give them pleasure. She sews four dolls, each with a different color pelatuuk, or head scarf. After carrying them to the hills, she sings a special song and dances, transforming each doll into a berry girl who speckles the fields with cranberries, blueberries, raspberries, and salmonberries. The rich language enlightens readers to different elements of the Eskimo culture such as reindeer-skin bags, muskrat parkas, and the "ice cream" called akutaq.

Sloat, Teri (2002). There Was an Old Lady Who Swallowed a Trout!

This picture book is a circle story and patterned after the traditional poem, “I Know an Old Lady Who Swallowed a Fly!”, but, in this book, this old lady swallows a salmon, an otter, a seal, a walrus, and more, until eventually she swallows the entire sea and the trout swims free! Beautiful illustrations in this story capture the scenery and wildlife of the Pacific Northwest based on the author’s experiences living and working along the Bering Sea in Alaska teaching and learning alongside varied Indigenous communities.

Spalding, Andrea and Scow, Alfred (2009). Secret of the Dance

In 1885, the Canadian government passed a law forbidding Indigenous people to hold ceremonies, including the Potlatch. But these ceremonies were the essence of Indigenous culture and so were continued in secrecy. This story, although fiction, is based on an incident in the life of the child Watl’kina, now known as retired Judge Alfred Scow. The young boy in the story travels with his family to honour their tradition, defying the Indian agent and government rulings regarding ceremony. The boy sneaks into a forbidden potlatch and sees his father dance for the first and last time. Time passes and the boy grows older. Each time he steps in procession and wears the regalia that was once forbidden, he remembers his father and rejoices.

Vickers, Roy Henry and Budd, Robert (2016). Peace Dancer

*Peace Dancer* is a parable about love and respect for the natural world around us. The age-old story takes place in the village of Kitkatla where the children love to play at being hunters, eager for their turn to join the grown-ups. But when they capture and mistreat a crow, the Chief of the Heavens, angered at their disrespect, brings down a powerful storm. The rain floods the Earth and villagers have no choice but to abandon their homes and flee to their canoes. As the seas rise, the villagers tie themselves to the top of Anchor Mountain, where they pray for days on end and promise to teach their children to value all life. The storm stops and the waters recede. From that point on, the villagers appoint a chief to perform the Peace Dance at every potlatch and, with it, pass on the story and a very important message that in a world where everything is connected, our actions have consequences and therefore carry responsibilities.

Wheeler, Jordon (2009). Chuck in the City

This is a picture book about a little boy, Chuck, who visits the city for the first time with his mom. He finds that his exploration leads him to see things he hasn’t seen before (alley cats, sewer rats, big stray dogs). He gets lost and eventually is found by the city police. This is a rhyming picture book with limited references to Chuck’s background except that he mentions his kookum now lives in a city and he imagines that her life must be like his exploration.

Wiebe, Ruby (2006). Hidden Buffalo

This is a wondrous tale of the buffalo based on an ancient Cree legend. As the Cree people watch summer drift into autumn, they search the Prairie for the great buffalo herds that will provide food for the coming winter. But they find none and grow desperate with hunger. Sky Running wants to help his people. One night he has a vision that reveals to him where the great herds are in the Badlands to the

south, the territory of his tribe's fiercest rivals. The tribe must risk venturing into enemy territory to survive. The story shows the connections between Elders and thanking the Creator for the bounty of the buffalo.

Yerxa, Leo (2012). Ancient Thunder

This wonderfully lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art. The compositions feel more akin to cave paintings and evoke a sense of wonder. A must have for aspiring artists interested in native cultures and teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

## **Division Two (Grade 4 to Grade 6)**

Ahenakew, Freda (2015). Wisahkecahk Flies to the Moon

This book, written in English and Cree, is another story to add to the collection of famous Indigenous trickster tales. This story is about Wisahkecahk and his attempt to go to the moon. He convinces Crane to fly him to the moon. On the trip, Wisahkecahk clings to Crane's legs and by the time they reach the moon's surface, Crane's legs have stretched to great length. Crane returns home and Wisahkecahk thinks he will remain on the moon because the view of Earth is wonderful. But something happens and the moon begins to shrink and finally disappears. Wisahkecahk falls back to Earth. Because he created the things on Earth, Wisahkecahk wishes to fall in a soft spot. He lands in soft mud that becomes a wasteland called muskeg. Wisahkecahk tells the muskeg that it will have no value for humans.

Alexander, Karen (2010). Upper Canada: First Nations and Upper Canada: Early Settlers

In the late 1700s and early 1800s, people from many different places chose to settle in Upper Canada or what has now become the province of Ontario. The Flip Point of View examines the settlement of Upper Canada from two different perspectives, both equally weighted. One side of the book details the settlement as related to Early Settlers, immigrants from the United States and Europe. The reverse side of the book details the same timeline but how the settlement of Upper Canada impacted the First Nations peoples of the region. The book engages the reader by providing opportunities for debate, discussion, and critical thinking. It also includes a table of contents, timelines, glossaries, quotes, maps, illustrations, and historical photographs from across Canada.

Alexie, Sherman (2016). Thunder Boy Jr.

This is a contemporary story about a young boy, Thunder Boy Jr., who is named after his father but wishes to have a name that's all his own. He wants a name that celebrates his accomplishments and aspirations, like "Touch the Clouds", "Not Afraid of Ten Thousand Teeth", or "Full of Wonder". Just when Thunder Boy Jr. thinks all hope is lost, he and his father pick the perfect name. While reading the text, the author wishes children to know that "as one person, as one member of a family, you can make your unit larger with your ambitions and your ideas about yourself." The text welcomes readers to explore their gifts and talents as well as gain a better understanding of who they are and wish to become.

Auger, Dale (2007). Mwâkwa Talks to the Loon - A Cree Story for Children

This Cree story tells of Kayas, a talented hunter who knows the ways of the "beings" he hunts. He can even talk to them. But, Kayas grows too proud and loses his gift. His people grow weary and hungry. With the help of the Elders, Kayas learns that he must respect and share the gifts that he has been bestowed. A glossary with a pronunciation guide to Cree words and phrases is included.

Bear, Cheryl and Huff, Tim (2016). The Honor Drum

Two Canadian authors created a book to share conversations about Indigenous peoples in Canada and how to appreciate Indigenous culture, how to discuss cultural stereotypes, and how to address misunderstandings as they arise. Specifically, the authors explore how Indigenous communities are diverse, but all of them tend to refer to: creator stories and the spiritual connection of people to land and animals; the importance of drums and drumming; the significance of traditional songs and dances and traditional and ceremonial clothing; the well-known powwow as a social gathering bringing together many Indigenous communities; the centrality of language, story, and oral traditions; and the importance of elders. These commonalities are starting points for learning about similarities and differences amongst Indigenous communities. The authors also explore common stereotypes associated with Indigenous peoples: that all First Nations people lived in tipis; that all Indigenous peoples have totem poles; that names such as “Indians” and “Aboriginal Peoples” are correct terms for referring to Indigenous peoples; that all Indigenous peoples honour the same symbols such as inukshuks, and so on.

Blondin, John and Translated by Sundberg, Mary Rose (2009). The Legend of the Caribou Boy

Written in both English and Dene, this simple story revolves around a young boy who is travelling with his extended family in the winter. Over several nights, when the family stops to rest, the boy has recurring dreams. During his sleep, he moans and groans but he forgets his dream upon awakening. The boy's parents and grandfather assist in discovering the issue. The grandfather uses his medicines to determine the problem but finds no answer. The next night, the parents wake to find their son missing. The family tracks the boy and discovers an amazing occurrence - the boy changes into a caribou before their eyes! The boy explains that he is being called to fulfill his destiny and that his transformation is a gift to his family and the Dene people. When the Dene people need food, they should call on him and he will ensure that the people have meat for their families.

Bouchard, David (2003). The Elders Are Watching

This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

Brodsky, Beverly (2006). Buffalo

*Buffalo* is a powerful tribute to the sacred buffalo. Through tribal song-poems and impressionistic watercolour and oil paintings, the book explores the plight of the buffalo as it relates to the Native American experience. The background text for each song-poem gives facts about hunting and the importance of buffalo to First Nations customs.

Bruchac, Joseph and Bruchac, James (2003). How Chipmunk Got His Stripes

This is an Iroquois original *pourquoi* tale that is retold by the author who recalls hearing it from a Mohawk storyteller and as a Cherokee tale. This picture book version of the tale is about how the brown squirrel got his stripes. It begins with the protagonist, Big Bear, who brags about being able to be so big and strong that he can do “anything,” including stopping the sun from coming up in the morning. Brown Squirrel challenged Big Bear and said that he could not wish away the sun from coming up. It turned out that Brown Squirrel was correct, but instead of accepting his “win” graciously as his grandmother had advised, Brown Squirrel decided to taunt and tease Big Bear for being wrong. The result was that Big Bear caught Brown Squirrel with his claws as the squirrel tried to run away. The claw marks are what created what is now known by such Indigenous communities as the reason why brown squirrels have their stripes.

Bruchac, Joseph and Bruchac, James (2005). Turtle’s Race with Beaver

This charming fable of brains versus brawn is a great read for all young readers. Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage and perseverance in the face of adversity.

Bruchac, Joseph and London, Jonathan (1997). Thirteen Moons on Turtle’s Back

To many Indigenous peoples, the thirteen cycles of the moon represent the changing seasons and passage of time. Each moon has its own special name that, while varying among the tribal nations, is consistent with the legend that the thirteen scales of Old Turtle’s back hold to the key to these moons. The book is comprised of thirteen lyrical poems that take the reader through the year. The striking oil paintings reflect the sublime beauty of the land. Readers gain an understanding of Native American culture and relationship with the natural world.

Carriere, Ken (2002). The Bulrush Helps the Pond

Written in Swampy Cree and English, *The Bulrush Helps the Pond*, describes the Prairie wetland ecosystem, the plants, birds and animals. It follows the progression of the seasons and the migratory patterns of the animals. The text provides young readers with an opportunity to gain an appreciation of diversity and fragility of the Prairie wetland ecosystem while demonstrating that traditional Indigenous culture is parallel to the dominant paradigm of Western Science. The author preserves the Swampy Cree’s oldest generation’s terminology and knowledge of the marshland ecology.

Cutting, Robert (2006). Falling Star

In 1870, a Caucasian baby is rescued by the Lakota people. They name him “Falling Star” and raise him as one of their own. Years later, 1874-1875, the Lakota people are pushed off their land in the Black Hills and forced to live on reservations. Chief Sitting Bull refused and was joined by many others who defeated the U.S. Army at the Battle of Little Bighorn in 1876. By 1877, Chief Crazy Horse, Chief of the

band of Lakota called Oglala. Eventually, he gave up fighting against the U.S. Army and led his people to live on a reservation at Fort Robinson, Nebraska. This text details those two stories to uncover the tensions and the moments of beauty that existed between Indigenous and non-Indigenous peoples in the late 1800s (early 19thC) in America.

Dorion, Leah (2009). The Giving Tree: A Retelling of a Traditional Métis Story

Based on a true story the author learned from Elder Frank Tomkins, this charming tale focuses on the boyhood reminiscences of Moushoom as he describes finding the “Great Giving Tree” with his mother and father. The book explains the concept of the giving tree where Métis travellers often left food packages or everyday utensils in a special tree along the trail. This was to ensure that future travellers would have adequate food supplies or necessary tools if required along the trail. The traveller could take something from the cache and in return was obliged to leave something for the next person. The story teaches about the sacred law of reciprocity and emphasizes Métis core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most importantly, the connection with the Creator and Mother Earth. The illustrations include representations of traditional Métis cultural symbols and lifestyle practices and integrate the vibrant colours historically used by Métis women in their beadwork and related designs. The book also includes an accompanying narration CD in English and Michif.

Dupuis, Jenny Kay and Kacer, Kathy (2016). I Am Not a Number

This picture book story is based on a true story about an eight year old girl named Irene who is sent to residential school. Despite being mistreated and having her identity challenged, Irene remembers her mother’s words “to stay true to who she is.” Her prayers are answered when she and her siblings are sent home for the summer. When it is time to go back to residential school and the Indian Agent comes, Irene and her family have a plan.

Eyvindson, Peter (2015). Kookum’s Red Shoes

This is a picture book that compares the protagonist’s experience to that of Dorothy in *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came “knifing” its way down a dirt road from the residential school to her home. A man grabbed her and tossed into the back of truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

Eyvindson, Peter (2015). Red Parka Mary

*Red Parka Mary* is about how a young Indigenous boy and an elderly woman build what initially appears to be an unlikely friendship. Originally, when the boy first saw Mary, he was skeptical about her because of her appearance (floppy moccasins lined with rabbit fur, thick grey wool socks, Montreal Canadian red toque and “her skin was brown and wrinkled”). Eventually, he came to know her as she gave him berries, and then his mother asked him to return a cup of sugar to Mary. Over time, they had more opportunities to share and to become good friends who exchanged Christmas gifts (a beautiful red parka for Mary and a beautiful red heart on rabbit fur for the boy). By the end of the story, we see a blossoming of an awkward friendship into a warm familial connection.

Florence, Melanie (2017). Stolen Words

*Stolen Words* explores the intergenerational impact of the residential school system that separated young Indigenous children from their families. In the story, a little girl asks her grandfather how to say something in Cree, but he can't remember because his language was stolen from him when he was a boy. The little girl takes action and sets out to help her grandfather find his language again. Although the picture book recognizes the pain of those whose culture and language were stripped from them, the story also takes the reader on a path of discovery, healing, reconciliation, and Cree language reclamation.

Fournel, Kelly (2007). Great Women from our First Nations

Fournel, a Métis author, born in Winnipeg, Manitoba, wrote a collection of ten biographical accounts of North American Indigenous women's lives as Métis or First Nations community members. Each of these women overcame difficulties connected to discrimination and domination by Europeans (i.e., Indian Agents, nuns, priests, armies). Each Indigenous woman proved to be resilient in their struggles. For example, Susan Rochon-Burnett, a Métis Quebecois woman suffered discrimination at school, but despite her struggles, she honed her French language skills and eventually became a successful journalist, radio show producer and owner. She was the first Indigenous woman inducted into the "Canadian Council for Aboriginal Business Hall of Fame." Each biographical account illuminates a struggle and how the individual overcame such circumstances and illuminated resilience.

Goble, Paul (1987). Buffalo Woman

A talented young hunter draws his arrow against a buffalo cow drinking from a stream. Before he releases his arrow, the buffalo transforms into a beautiful and mysterious maiden, whom he knows he must marry. A son is born to the married couple, however, the hunter's tribe shun the Buffalo Woman because she is different and not considered one of them. The young bride and her son leave to return to her people. The hunter's heart compels him to follow, but he has been warned: The Buffalo Nation is angry at the Straight-up People. His love for his family is tested and if he cannot find his wife and son among the many buffalo, they will be lost to him forever. With the help of his son, the hunter passes his test and is given the honor of joining the buffalo. His bravery results in the union between his People and those belonging to The Buffalo Nation. In the telling of this legend, the close interdependent relationship between man and the buffalo is celebrated and the value of the hero sacrificing himself for his family and his people is taught to the next generation.

Gray Smith, Monique (2017). Speaking Our Truth

Author Monique Gray Smith invites readers to walk with her on a journey to examine the impacts of colonialism on Canada's First Nations, Métis and Inuit families and communities. By looking closely and compassionately at the ongoing effects of the Indian Act and the Residential School system, readers will not only begin to understand the complexities of Indigenous and non-Indigenous relationships in Canada, but will be encouraged to envision what kinds of relationships, policies and systems would ensure equity for all children in the future.



Guest, Jacqueline (2004). Belle of Batoche

The Métis rebellion is brought to life for young readers in this fictional story of Belle Tourond who lived in Batoche, Saskatchewan when the government forces surrounded the town in 1885. Author, Jacqueline Guest, whose great-great-grandmother lived in Batoche, draws on her family history to weave the story of the rebellion into the life of Belle and her family. Belle wishes to become the new bell ringer at her church. When her rival, Sarah, decides that she, too, would like to become the bell ringer, a competition ensues. Each girl must embroider an altar cloth and present it for judging. Although Belle is a tomboy of sorts, she enlists the help of her talented mother to show her the most beautiful stitches to use on her cloth. When Belle suspects Sarah of cheating on her task, she sets out to prove it. Before Belle can prove to the church members that Sarah paid an elder to stitch for her, General Middleton's forces advance on Batoche in the Riel Rebellion. Belle and Sarah must join forces to save their families from the dangerous battle. Hiding out in a root cellar together, Belle and Sarah take charge of the situation and care for their injured family members. For many readers, Belle will serve as a role model with her bravery in the face of danger, her determination to succeed and her loyalty to family and friends. The book is a welcome addition to the growing body of historical fiction that serves to entertain and inform young readers about the history of Canada.

Ipellie, Alooook (2009). I Shall Wait and Wait

This is a graphic poetic novel about the protagonist who is waiting at the ice for a seal to come within sight in order to kill it for his family to eat. This text depicts his longing to serve his family through his hunting expedition. As he waits, we see his patience as a virtue and a theme of the text.

Johnson, E. Pauline (2004). The Lost Island

This picture book portrays a boy learning from an elder about a legend from hundreds of years ago about how Sagalie Tyee, a medicine man, who had a vision that the "Island of the North Arm" would no longer exist and "pale faces" would create huge buildings on the coast (what is now Vancouver) and camp there. The elder makes a plea that extends from this Chief Tyee, to never forget about the power of the island, its animals, the water, and the Earth. This legend is about lamenting the loss of land, animals, traditions, and culture as well as courage and perseverance.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2011). A Stranger at Home

This is a short memoir with greater written detail than its picture book companion, *Not My Girl*. It is the sequel to *Fatty Legs*, so it the continuing story of Olemaun, (Margaret) and her difficulty connecting with her family and her culture when she returns to her Inuit community after attending residential school.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2010). Fatty Legs

This is a short novel rooted in real life experiences of residential school survivor and coauthor, Margaret Pokiak-Fenton. It offers more detail than its parallel picture book, *When I Was Eight*. It illuminates the story of Olemaun, renamed Margaret, who attended residential school in Canada's North. Eight-year-old Margaret Pokiak set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey

to attend school, but he warns Margaret of the terrors of residential schools. At school Margaret soon encounters the Raven, a black-cloaked nun with a hooked nose and bony fingers that resemble claws. She immediately dislikes the strong-willed young Margaret. Intending to humiliate her, the heartless Raven gives gray stockings to all the girls - all except Margaret, who gets red ones. In an instant Margaret is the laughingstock of the entire school. In the face of such cruelty, Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret, in the end, it is this brave young girl who gives the Raven a lesson in the power of human dignity. Complemented by archival photos from Margaret Pokiak-Fenton's collection and striking artworks from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor will linger with young readers.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2014). Not My Girl

Two years ago, Margaret left her Arctic home for the outsiders' school. Now she has returned and can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret (2013). When I Was Eight

This picture book memoir begins with Olemaun living on the land with her family. Her older sister has attended residential school and brought back a special book about a girl named Alice. Olemaun wants to attend this school too. Reluctantly her father agrees. A rude awakening occurs when Olemaun's long braids are cut off and her warm Inuk clothing is replaced by thin clothes and scratchy underwear. Even her name is taken and she is now known as Margaret. Hard work scrubbing floors and overseen by black-robed nuns was how the students passed their time in this school. Finally, the students are taken to a classroom and Margaret now believes she will at last learn to read. Overcoming her inability to speak English and dealing with the harsh discipline of the nuns, Margaret finally succeeds. She can read her precious book about a magical world and a girl named Alice. Readers can identify with this Inuk girl whose courage and determination help her to overcome the challenges of a foreign culture and learn to read.

Leitch Smith, Cynthia (2000). Jingle Dancer

This is a picture book about the protagonist, Jenna, a young Muscogee (Creek Nation and Ojibway Chippewa/Anishinabe) girl, who looks forward to taking part in a jingle dance at a Powwow like her Grandma Wolfe. After watching a video of how Grandma Wolfe danced, Jenna knew that she needed to have more bells on her dress to have a "voice" in the dance. Jenna approached three people in the story, her neighbour, her cousin, and her grandma who each gave her additional bells from their dresses. The jingle dance is a tradition of the Ojibway people who lived in the Great Lake region.

Loyie, Larry with Brissenden, Constance (2005). As Long as the Rivers Flow

This is a four-chapter picture book, an autobiographical (first person) account of the author's life as a boy living near Slave Lake with his family prior to being taken away to St. Bernard's Mission Residential School in northern Alberta. In each chapter, the reader grows closer to understanding Larry's experiences of living as a Cree boy and learning firsthand about his family's traditions (stories of fishing on his own, hunting with his kokom, gathering berries with his siblings and cousins, and camping and listening to stories told by elders). Loyie illuminates how close the family is and how when Lawrence is taken away at ten years old to go to "mission" school, everyone is devastated. When Lawrence returns home at the age of 18, he finds it difficult to pick back up with his family's traditions. His experience of loss is explained in the epilogue.

Loyie, Larry with Brissenden, Constance (2008). Goodbye Buffalo Bay

Lawrence just has to make it through his final year of residential school and then he will never have to set foot in this horrible place again. Fortunately, his friendships and the tutelage of Sister Theresa help make his last school days bearable. When he returns home, Lawrence struggles to find acceptance in a community that seems to have forgotten him. With hard work, increased confidence, and the money he has saved up, he leaves Slave Lake to fulfill his dream of living in the mountains.

Nicholson, Caitlin Dale and Morin-Neilson, Leona (2008). Niwechihaw / I Help

This simple story told simultaneously in Cree and English explores a young child's relationship to his Kokhom. As the young child follows his Kokhom on a walk, he absorbs the rich cultural traditions and values of his Cree heritage. The traditions involved him in "listening, picking, praying, eating . . . just as she does." Beautiful paintings help illustrate many of the cultural traditions and evoke the beauty of the relationship between this boy and his Kokhom.

Pokiak, James and Willett, Mindy (2010). Proud to be Inuvialuit / Quviahuktunga Inuvialuugama

This true narrative is told by James, who lives in the hamlet of Tuktoyuktuk, North West Territories, which is above the Arctic Circle on the shore of the Arctic Ocean. James grew up on the land, learning the traditional values and survival skills of his people. He is now passing on those traditions to his children. James and his daughter Rebecca share their Inuvialuit culture and history by explaining the importance of and taking part in the beluga whale harvest.

Savageau, Cheryl (2006). Muskrat Will Be Swimming

This picture book is a layered text, with a story about the protagonist, a young girl named Jeannie, and the Sky Woman creation story of the Haudenonsaunee, People of the Longhouse, also known as the Iroquois. In the primary story, Jeannie laments being called "Lake Rat" by her elementary classmates. She explains her frustration to her grandfather. Her grandfather helps Jeannie understand that her identity as a Métis person is rooted in a spiritual relationship with the land and water. He illuminates this teaching using his own story about being called "frog" in school because of his French and Indigenous background. He then tells Jeannie a creation story about "Sky Woman" falling through a hole in the sky and the sea animals gathering together to bring Earth to her feet so that she would have

somewhere to stand in the water. This book is about embracing one's cultural roots and identity.

Slipperjack, Ruby (2016). Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens

This is a novel written as a fictional account in diary format about the protagonist, Violet Pesheens, who lived in a village in the Northern Ontario railway settlement, Flint Lake. Violet attended residential school in a nearby city. In the fall of 1966, 14-year-old Violet and seven other children leave Flint Lake for school in the city. *These Are My Words* presents the story of that year through Violet's eyes, starting with the tearful goodbyes as they board the "Train of Tears" (an allusion to the "Trail of Tears", the 1838 forced relocation of the Cherokee nation in the United States, a 1,000 mile forced march in winter, on which a quarter of the Cherokee died). In *These Are My Words*, the First Nations children heading for the city survive their trip, but it is clear from Violet's account that it was dangerous and poorly planned by Indian Affairs. Drawing from her own experiences at residential school, Ruby Slipperjack creates a brave, yet heartbreaking heroine in Violet, and lets young readers glimpse into an all-too important chapter in our nation's history. The account illuminates her struggles to feel comfortable in this environment because she is stripped of her identity (her name is replaced with a number and her belongings from home are taken from her), and she misses her Grandma. Violet is not making friends easily with Cree girls at her "white" school, and she finds that she is an "outsider" and "everyone just stares" at her. As she stays in the school, she shares her fear of forgetting the things she treasures most: her Anishnabe language, the names of those she knew before, and her traditional customs. Her notebook is the one place she can record all of her worries, and heartbreaks, and memories.

Sloat, Teri and Huffmon, Betty (2004). Berry Magic

This is a pourquoi tale "origin" story that explains how the protagonist, Anana, listens to an older women complaining as they pick the "hard, dry crowberries". During berry picking, Anana thinks up a plan to give them pleasure. She sews four dolls, each with a different color pelatuuk, or head scarf. After carrying them to the hills, she sings a special song and dances, transforming each doll into a berry girl who speckles the fields with cranberries, blueberries, raspberries, and salmonberries. The rich language enlightens readers to different elements of the Eskimo culture such as reindeer-skin bags, muskrat parkas, and the "ice cream" called akutaq.

Spalding, Andrea and Scow, Alfred (2009). Secret of the Dance

In 1885, the Canadian government passed a law forbidding Indigenous people to hold ceremonies, including the Potlatch. But these ceremonies were the essence of Indigenous culture and so were continued in secrecy. This story, although fiction, is based on an incident in the life of the child Watl'kina, now known as retired Judge Alfred Scow. The young boy in the story travels with his family to honour their tradition, defying the Indian agent and government rulings regarding ceremony. The boy sneaks into a forbidden potlatch and sees his father dance for the first and last time. Time passes and the boy grows older. Each time he steps in procession and wears the regalia that was once forbidden, he remembers his father and rejoices.

Stellings, Caroline (2010). The Contest

Rosy, a humorous, spunky, dark-haired, girl is the first and only half-Mohawk girl to enter an *Anne of Green Gables* look-alike contest. Rosy meets Lydia, a young girl her age, and they become close friends. The only challenge is that they are both competing in an Anne look-alike contest and they spend the majority of the novel building up to that event.

Stephenson, Wendy (2005). Idaa Trail - In the Steps of our Ancestors

This picture book is the story of three grandchildren travelling with their grandparents and learning about their family's' history while travelling the Northwest Territories, following their ancestors' traditional route. They are following the Idaa Trail just as the Dogrib community members had done hundreds of years ago. In their travels, they learn about their own history (stories about special sites, people such as Chief K'aawidaa, legends like the legend of Yamozhah and the Giant Wolverine at the Sliding Hill and so on).

Sterling, Shirley (1992). My Name is Seepeetza

This novel is written as a first person diary account by the protagonist, who has two names, Seepeetza at home and Martha Stone at residential school. She shares poignantly about her life as a twelve year old girl in a residential school during the late 50s in Kalamak, British Columbia. She provides a clear picture of her identities at school and at home, which encourages the reader to think about where she should have grown up and the methods and quality of her learning between the two different cultures.

The Royal Canadian Geographical Society/Canadian Geographic (2018). Indigenous Peoples Atlas of Canada

The four-volume atlas was inspired by the Truth and Reconciliation Commission's Calls to Action and shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples. Each book explores themes of language, demographics, economy, environment and culture, with in-depth coverage of treaties and residential schools. The rich narratives are told through the eyes of Indigenous writers and include reference maps and hundreds of historical and contemporary photographs. The resource is an excellent support to young Canadians who are learning about diverse Indigenous values, practices, cultures, traditional lands and language systems that have been systematically destroyed.

VanCamp, Richard, Gray Smith, Monique and Flett, Julie (2018). Lucy & Lola/When We Play Our Drums, They Sing!

*Lucy & Lola* and *When We Play Our Drums, They Sing!* focus on two contemporary Indigenous families who are experiencing the lasting impacts of residential school. The two novellas have been bound together in a flipbook format giving the reader a chance to experience two points-of-view on Residential schools and reconciliation.

*Lucy & Lola* is a story about 11 year-old twins who spend the summer with their Kookum so their mom, Mary, can focus on studying for the bar exam. The girls are taught to be proud of their Indigenous identity and culture; they smudge to feel closer to their ancestors and learn words in the language of the Snuneymuxw people, whose traditional territory includes Gabriola Island where their Kookum lives. The author reveals the

realities of deeply entrenched racism when the twins encounter a woman who assumes when they say their mom is getting ready for the bar, that they mean tavern, not law exam. Mary and her mother's experiences at residential schools run as a current through the story; however, the daily interactions between characters, more poignantly, the woman's apology for her unintentional racist comment, provides opportunity for healing and understanding, both for the characters and the reader.

*When We Play Our Drums, They Sing!* is a story told from the perspective of Dene, an adolescent boy living in a small Northwest Territories community. His mother, a residential school survivor, is the town mayor and overwhelmed with grief after losing her husband to illness. Dene is at constant conflict with his school principal, who despite having lived in the community for 30 years, has made no effort to learn about the local Indigenous culture or language. Following an incident involving defiant behaviour, Dene is granted a four-day excused absence which he spends with a blind Elder named Snowbird. Dene expresses his concern about elders in the community dying and the risk of their history not being passed down to the next generation. He also asserts his frustration with the education system; they spend hours studying colonial history but not their own traditional ways of hunting, fishing, and celebrating. The shadow of residential schools looms over their daily existence, but they are not taught about the atrocity in class or, in many cases, at home. Snowbird teaches Dene many of the things he wants to know, including words in their Tlicho language, what it was like during the time when Indian agents were taking children away to residential schools, and even a traditional drum song that Dene's father used to sing. By the end of his time with Snowbird, Dene is grateful for the knowledge, but no less adamant in his belief that things need to change.

Vickers, Roy Henry and Budd, Robert (2016). Peace Dancer

*Peace Dancer* is a parable about love and respect for the natural world around us. The age-old story takes place in the village of Kitkatla where the children love to play at being hunters, eager for their turn to join the grown-ups. But when they capture and mistreat a crow, the Chief of the Heavens, angered at their disrespect, brings down a powerful storm. The rain floods the Earth and villagers have no choice but to abandon their homes and flee to their canoes. As the seas rise, the villagers tie themselves to the top of Anchor Mountain, where they pray for days on end and promise to teach their children to value all life. The storm stops and the waters recede. From that point on, the villagers appoint a chief to perform the Peace Dance at every potlatch and, with it, pass on the story and a very important message that in a world where everything is connected, our actions have consequences and therefore carry responsibilities.

Wallace, Mary (2008). Inuksuk Journey – An Artist at the Top of the World

This picture book is the artistic journal of the author's summer trip to the Arctic. It contains a variety of photographs, sketches, and artifacts of Inuit life, including her experiences with Arctic wildlife, hunting, fishing, and living off of the land in traditional ways. Mary also writes about being accompanied by Inuit guides and learns about undisturbed relics of Inuit life dating back thousands of years.

Wiebe, Ruby (2006). Hidden Buffalo

This is a wondrous tale of the buffalo based on an ancient Cree legend. As the Cree people watch summer drift into autumn, they search the Prairie for the great buffalo herds that will provide food for the coming winter. But they find none and grow desperate with hunger. Sky Running wants to help his people. One night he has a vision that reveals to him where the great herds are in the Badlands to the

south, the territory of his tribe's fiercest rivals. The tribe must risk venturing into enemy territory to survive. The story shows the connections between Elders and thanking the Creator for the bounty of the buffalo.

Wilson, Janet (2011). Shannen and the Dream for a School

This is a nonfiction text that tells the story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. By 2008, Shannen and students at J.R. Nakogee Elementary created a YouTube video describing the poor conditions in their school (smelly portables) and their plea for a decent school. This video captured attention and support from community leaders and children across the country. Because of the momentum, the students decided to visit Ottawa to speak to the Canadian government. Once there, Shannen spoke passionately to the politicians about the need to give Indigenous children the opportunity to succeed. The following summer, Shannen was nominated for the International Children's Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country. Tragically, Shannen was killed in a car crash in 2010. Her family, friends, and supporters are continuing to fight and to honor her memory as they work for equality for children in communities everywhere.

Wollison, Mary Anne (2007). Code Talkers

This is a graphic novel that tells the tale of two brothers, Lee and Charlie Yazhee, who are Navajo members of the U.S. military. Although, while in residential school, they were forbidden to speak their own language, when the Japanese attack Pearl Harbor, the brothers find that their native language is key to winning World War II. "Code talkers" in WWII are those military men who could speak Navajo. The result of sharing the U.S. military's plans for attack in Navajo meant that no one knew when or where the U.S. army would attack and the Japanese eventually lost the war.

Yerxa, Leo (2012). Ancient Thunder

This wonderfully lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art. The compositions feel more akin to cave paintings and evoke a sense of wonder. A must have for aspiring artists interested in native cultures and teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

### **Division Three (Grade 7 to Grade 9)**

Akiwenzie-Damm, Kateri et al. (2019). This Place: 150 Years Retold

*This Place: 150 Years Retold* is a graphic novel anthology that presents Canadian history over the last 150 years through the eyes of Indigenous creators. It includes ten historical and contemporary stories that recount the actions of historical figures and highlight the important moments in Indigenous history. Through Indigenous wonderworks, psychic battles, and time travel, the reader explores the demographic, historical, and cultural uniqueness among Indigenous groups and the specific acts of sovereignty and resilience in Indigenous and Canadian history.

Auger, Dale (2007). Mwâkwa Talks to the Loon - A Cree Story for Children

This Cree story tells of Kayas, a talented hunter who knows the ways of the “beings” he hunts. He can even talk to them. But, Kayas grows too proud and loses his gift. His people grow weary and hungry. With the help of the Elders, Kayas learns that he must respect and share the gifts that he has been bestowed. A glossary with a pronunciation guide to Cree words and phrases is included.

Bouchard, David (2003). The Elders Are Watching

This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers’ paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

Cutting, Robert (2006). Falling Star

In 1870, a Caucasian baby is rescued by the Lakota people. They name him “Falling Star” and raise him as one of their own. Years later, 1874-1875, the Lakota people are pushed off their land in the Black Hills and forced to live on reservations. Chief Sitting Bull refused and was joined by many others who defeated the U.S. Army at the Battle of Little Bighorn in 1876. By 1877, Chief Crazy Horse, Chief of the band of Lakota called Oglala. Eventually, he gave up fighting against the U.S. Army and led his people to live on a reservation at Fort Robinson, Nebraska. This text details those two stories to uncover the tensions and the moments of beauty that existed between Indigenous and non-Indigenous peoples in the late 1800s (early 19thC) in America.

Dance, Jennifer (2014). Red Wolf

Red Wolf, an Anishinaabe boy, is five when he is taken to Residential School by his father, HeWhoWhistles, at the request of the local Indian Agent. HeWhoWhistles hopes his son will learn the ‘white man’s signs’ in order to lead his people into the future. At school, Red Wolf is given the name George Grant, number 366. He is beaten when he speaks his native language, stripped of his clothing which is burned and has his hair washed in kerosene and cut short. Crooked Ear, a young wolf, lives a parallel story to Red Wolf. As Red Wolf tries to survive the harsh treatment at the Residential School, Crooked Ear waits at the edges for his return. When Red Wolf returns home, Crooked Ear is his companion. Similar to Crooked Ear, who never quite fits in with humans or a pack, Red Wolf experiences difficulty finding his place among his people after Residential



School.

Eyvindson, Peter (2015). Kookum's Red Shoes

This is a picture book that compares the protagonist's experience to that of Dorothy in *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed into the back of truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

Florence, Melanie (2015). Missing Nimâmâ

*Missing Nimâmâ* is the true story of missing and murdered Indigenous women written as a free verse picture book. It is told in two voices. The first voice is that of Kateri, a young girl. The second voice, in italicized text, is an ethereal one, that of Kateri's mother. *Missing Nimâmâ* is heartbreaking. It is soulful and breathtakingly painful. *Missing Nimâmâ* is a haunting story of lives lost and lived and shared, beautifully rendered in words and art.

Fournel, Kelly (2007). Great Women from our First Nations

Fournel, a Métis author, born in Winnipeg, Manitoba, wrote a collection of ten biographical accounts of North American Indigenous women's lives as Métis or First Nations community members. Each of these women overcame difficulties connected to discrimination and domination by Europeans (i.e., Indian Agents, Nuns, Priests, Armies). Each Indigenous woman proved to be resilient in their struggles. For example, Susan Rochon-Burnett, a Métis Quebecois woman suffered discrimination at school, but despite her struggles, she honed her French language skills and eventually became a successful journalist, radio show producer and owner. She was the first Indigenous woman inducted into the "Canadian Council for Aboriginal Business Hall of Fame." Each biographical account illuminates a struggle and how the individual overcame such circumstances and illuminated resilience.

Gray Smith, Monique (2017). Speaking Our Truth

Author Monique Gray Smith invites readers to walk with her on a journey to examine the impacts of colonialism on Canada's First Nations, Métis and Inuit families and communities. By looking closely and compassionately at the ongoing effects of the Indian Act and the Residential School system, readers will not only begin to understand the complexities of Indigenous and non-Indigenous relationships in Canada, but will be encouraged to envision what kinds of relationships, policies and systems would ensure equity for all children in the future.

Guest, Jacqueline (2000). Lightning Rider

January Fournier learns that her brother was in a horrible motorcycle accident and has become the prime suspect in string of motorcycle thefts. Jan knows her brother is not guilty but also knows that the local law enforcement, with the exception of Constable McKenna, are not fond of her brother because of his reputation in town. Jan and her brother face obstacles from the townspeople because of their Métis heritage. Throughout the novel, we learn of how she is treated simply because her family claims Métis status. We are also enlightened with a look at traditions of her people and their practices when

faced with adversity.

Loyie, Larry with Brissenden, Constance (2005). As Long as the Rivers Flow

This is a four-chapter picture book, an autobiographical (first person) account of the author's life as a boy living near Slave Lake with his family prior to being taken away to St. Bernard's Mission Residential School in northern Alberta. In each chapter, the reader grows closer to understanding Larry's experiences of living as a Cree boy and learning firsthand about his family's traditions (stories of fishing on his own, hunting with his kokom, gathering berries with his siblings and cousins, and camping and listening to stories told by elders). Loyie illuminates how close the family is and how when Lawrence is taken away at ten years old to go to "mission" school, everyone is devastated. When Lawrence returns home at the age of 18, he finds it difficult to pick back up with his family's traditions. His experience of loss is explained in the epilogue.

Olsen, Sylvia with Morris, Rita and Sam, Ann (2001). No Time to Say Goodbye

This is a fictional account of five children from Tsartslip school on Vancouver Island who were sent to live in Kuper Island Residential School, which is a Pacific West Coast island in British Columbia. Their stories are rooted in true stories told by residential school survivors from that school. The stories illuminate their experiences of pain of homesickness and confusion while trying to adjust to a world completely different from their own. Their lives are no longer organized by fishing, hunting, and family, but by bells, line-ups, and chores.

Robertson, David Alexander (2012). Sugar Falls: A Residential School Story

This is a short black and white graphic novel, a biographical (second person) account of Betsy Ross's life. Betsy is an Elder from Cross Lake First Nation. The story is told by protagonists, Daniel and April, two high school students. Daniel has to write an essay about a residential school survivor. April asks her kokum, Betsy Ross, to share her story with Daniel. She shares her story, which is an emotionally poignant account of how she was abandoned by her birth mother who had been abused in a residential school and unable to care for Betsy. Betsy then lived with a new family and she grew very close to them. Her father knew that Betsy would be taken away by priests and nuns to a nearby residential school. To prepare Betsy for this eventuality, he takes her to a beautiful location where the "water crashes over the rocks" and looks like "white sugar" and shares with her that when she remembers this place, she will be touching his heart and their relationship would be stronger than anything; no one could break them apart or take away who she is if she takes time to remember. Betsy recounts how she was abused (i.e., rough treatment, hair cut against her will; asked not to speak Cree; and sexually abused).

Robertson, David Alexander and Blackstone, Madison (2008). The Life of Helen Betty Osborne

This is a short black and white graphic novel, a biographical (second person) account of Helen Osborne's life just before she was murdered. Helen left her home in Norway House, Manitoba to attend Guy Hill Residential School in 1969 and in September 1971, she entered Margaret Barbour Collegiate in The Pas, Manitoba. Two months later, on November 13, 1971, she was brutally murdered by four young, white men. Years later, an inquiry concluded that her murder was the result of racism, sexism, and

indifference. *The Life of Helen Betty Osborne* is a graphic novel about Betty's life up to that tragic November day. Her story is told by a young boy named Daniel. The events in Betty's story are true.

Slipperjack, Ruby (2016). *Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens*

This is a novel written as a fictional account in diary format about the protagonist, Violet Pesheens, who lived in a village in the Northern Ontario railway settlement, Flint Lake. Violet attended residential school in a nearby city. In the fall of 1966, 14-year-old Violet and seven other children leave Flint Lake for school in the city. *These Are My Words* presents the story of that year through Violet's eyes, starting with the tearful goodbyes as they board the "Train of Tears" (an allusion to the "Trail of Tears", the 1838 forced relocation of the Cherokee nation in the United States, a 1,000 mile forced march in winter, on which a quarter of the Cherokee died.) In *These Are My Words*, the First Nations children heading for the city survive their trip, but it is clear from Violet's account that it was dangerous and poorly planned by Indian Affairs. Drawing from her own experiences at residential school, Ruby Slipperjack creates a brave, yet heartbreaking heroine in Violet, and lets young readers glimpse into an all-too important chapter in our nation's history. The account illuminates her struggles to feel comfortable in this environment because she is stripped of her identity (her name is replaced with a number and her belongings from home are taken from her), and she misses her Grandma. Violet is not making friends easily with Cree girls at her "white" school, and she finds that she is an "outsider" and "everyone just stares" at her. As she stays in the school, she shares her fear of forgetting the things she treasures most: her Anishnabe language, the names of those she knew before, and her traditional customs. Her notebook is the one place she can record all of her worries, and heartbreaks, and memories.

Stellings, Caroline (2010). *The Contest*

Rosy, a humorous, spunky, dark-haired, girl is the first and only half-Mohawk girl to enter an *Anne of Green Gables* look-alike contest. Rosy meets Lydia, a young girl her age, and they become close friends. The only challenge is that they are both competing in an Anne look-alike contest and they spend the majority of the novel building up to that event.

Sterling, Shirley (1992). *My Name is Seepeetza*

This novel is written as a first person diary account by the protagonist, who has two names, Seepeetza at home and Martha Stone at residential school. She shares poignantly about her life as a twelve year old girl in a residential school during the late 50s in Kalamak, British Columbia. She provides a clear picture of her identities at school and at home, which encourages the reader to think about where she should have grown up and the methods and quality of her learning between the two different cultures.

Stewart, Elizabeth (2012). *The Lynching of Louie Sam*

In this novel, author Elizabeth Stewart weaves historical facts to share the story of Canada's only lynching through the lens of a fifteen year old boy named George Gillies. When a local man is murdered, suspicion immediately falls on an Indigenous teenager named Louie Sam. Unhappy when the Canadian law enforcement seeks trial for Louie Sam, George and his friend Pete follow a lynch mob called the Nooksack Vigilance Committee across the Canadian/United States border to capture and hang him. When George

discovers that the boy is only a year younger than him, he begins to question whether Louie Sam is capable of the violent crime. With little opportunity to stop the hanging, the mob take justice into their own hands. George is traumatized by the act and begins to have visions of Louie Sam, an emission of his own guilt. In an attempt to set things right, George questions the motives of the mob leaders and uncovers the truth by implicating powerful men in the town. Although true justice for Louie Sam is never found, George's attempt to convince others to care about the miscarriage of so-called justice proves his manhood, but has serious consequences for his family in the end.

The Royal Canadian Geographical Society/Canadian Geographic (2018). Indigenous Peoples Atlas of Canada

The four-volume atlas was inspired by the Truth and Reconciliation Commission's Calls to Action and shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples. Each book explores themes of language, demographics, economy, environment and culture, with in-depth coverage of treaties and residential schools. The rich narratives are told through the eyes of Indigenous writers and include reference maps and hundreds of historical and contemporary photographs. The resource is an excellent support to young Canadians who are learning about diverse Indigenous values, practices, cultures, traditional lands and language systems that have been systematically destroyed.

Tichenor, Harold (2002). The Blanket: An Illustrated History of the Hudson's Bay Point Blanket

The story of this marvelously utilitarian product has been told in a colorfully illustrated book that covers the blanket's two hundred year history. The book traces the woolen blanket as an item of trade, from the inception of the Hudson's Bay Company in 1670, to the formal adoption of the point blanket in 1780. During the 1800s, their warmth and durability made them a favorite of the Indigenous peoples, traders and pioneers. Today, these blankets are still essential gear and have accompanied explorers to the top of Everest and to the heart of Antarctica and have been used for everything from sled and boat sails to panning for gold.

VanCamp, Richard, Gray Smith, Monique and Flett, Julie (2018). Lucy & Lola/When We Play Our Drums, They Sing!

*Lucy & Lola* and *When We Play Our Drums, They Sing!* focus on two contemporary Indigenous families who are experiencing the lasting impacts of residential school. The two novellas have been bound together in a flipbook format giving the reader a chance to experience two points-of-view on Residential schools and reconciliation.

*Lucy & Lola* is a story about 11 year-old twins who spend the summer with their Kookum so their mom, Mary, can focus on studying for the bar exam. The girls are taught to be proud of their Indigenous identity and culture; they smudge to feel closer to their ancestors and learn words in the language of the Snuneymuxw people, whose traditional territory includes Gabriola Island where their Kookum lives. The author reveals the realities of deeply entrenched racism when the twins encounter a woman who assumes when they say their mom is getting ready for the bar, that they mean tavern, not law exam. Mary and her mother's experiences at residential schools run as a current through the story; however, the daily interactions between characters, more poignantly, the woman's apology for her unintentional racist comment, provides opportunity for healing and understanding, both for the characters and the reader.

*When We Play Our Drums, They Sing!* is a story told from the perspective of Dene, an adolescent boy living in a small Northwest Territories community. His mother, a residential school survivor, is the town mayor and overwhelmed with grief after losing her husband to illness. Dene is at constant conflict with his school principal, who despite having lived in the community for 30 years, has made no effort to learn about the local Indigenous culture or language. Following an incident involving defiant behaviour, Dene is granted a four-day excused absence which he spends with a blind Elder named Snowbird. Dene expresses his concern about elders in the community dying and the risk of their history not being passed down to the next generation. He also asserts his frustration with the education system; they spend hours studying colonial history but not their own traditional ways of hunting, fishing, and celebrating. The shadow of residential schools looms over their daily existence, but they are not taught about the atrocity in class or, in many cases, at home. Snowbird teaches Dene many of the things he wants to know, including words in their Tlicho language, what it was like during the time when Indian agents were taking children away to residential schools, and even a traditional drum song that Dene's father used to sing. By the end of his time with Snowbird, Dene is grateful for the knowledge, but no less adamant in his belief that things need to change.

Wagamese, Richard (2011). One Story, One Song

One Story, One Song is autobiographical work that, even in its structure, leads the reader into understanding how the beliefs of Indigenous peoples can be reflected in one man's life through his relationship to the land and with his wife and others. The book is organized into sections that reflect the principles our traditional teachers sought to impart: humility, trust, introspection and wisdom (the cardinal points on the Medicine Wheel). Wagamese invites readers to accompany him on his travels. His focus is on stories: how they shape us, how they empower us, how they change our lives. Wagamese reveals the abuse he suffered as a child and the years he lived homeless battling substance abuse as well as his triumphant recovery and his journey to peace and love. On the onset of every section, there is explicit conveyance of how Indigenous culture determines how he and others see the world and live their lives.

Wallace, Mary (2008). Inuksuk Journey – An Artist at the Top of the World

This picture book is the artistic journal of the author's summer trip to the Arctic. It contains a variety of photographs, sketches, and artifacts of Inuit life, including her experiences with Arctic wildlife, hunting, fishing, and living off of the land in traditional ways. Mary also writes about being accompanied by Inuit guides and learns about undisturbed relics of Inuit life dating back thousands of years.

Wilson, Janet (2011). Shannen and the Dream for a School

This is a nonfiction text that tells the story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. By 2008, Shannen and students at J.R. Nakogee Elementary created a YouTube video describing the poor conditions in their school (smelly portables) and their plea for a decent school. This video captured attention and support from community leaders and children across the country. Because of the momentum, the students decided to visit Ottawa to speak to the Canadian government. Once there, Shannen spoke passionately to the politicians about the need to give Indigenous children the opportunity to succeed. The following summer, Shannen was nominated for the International Children's Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country. Tragically, Shannen was killed in a car crash in 2010. Her family, friends, and supporters are continuing to fight and to honor her memory as they work for equality for children in communities everywhere.

## **Division Four (Grade 10 to Grade 12)**

Boyden, Joseph (2016). Wenjack

This is an historical fiction novella about Chanie "Charlie" Wenjack, an Ojibwe boy who runs away from Northern Ontario Cecilia Jeffrey Indian Residential School, not realizing his home in Ogoki Post, Kenora is hundreds of miles from the school. This is a first person retelling in the voice of Chanie and then switches to third person point of view of Manitous (animal spirit guides) who share what they see as they follow Chanie and his friends on their journey. Manitous provide commentary as well as comfort on his attempted journey home. Cree artist, Kent Monkman, depicts the Manitous, at the beginning of each chapter, which include Crow, Hummingbird, Owl, Mouse Skull, Pike, and so on. "The animals start showing up and telling the bigger story as [sic] Chanie is telling his story," said Boyden. "I did not plan for that book to come out that way, but I felt like I was channelling something important."

Dennis, Darrell (2014). Peace Pipe Dreams

Peace Pipe Dreams explores the questions and misunderstandings of Indigenous culture that non-Indigenous people perpetuate such as the language used to refer to the Aboriginal cultures and the stereotype imposed upon First Nations people regarding alcohol and drug use. In addition to untangling truths and myths about First Nations, the author unpacks challenging topics including Native interactions in North America from the moment of first contact, discussing fur trade, treaty signing and the implementation of residential schools. Employing pop culture examples and personal anecdote, the book grants informative explanations while integrating humour to offset the discussion of divisive ideas connected to perceptions.

Dimaline, Cherie (2017). The Marrow Thieves

The Marrow Thieves is a dystopian quest novel about 'coming home'. Home is defined by culture, land and family in equal measure. A young vulnerable Francis (French) is left alone to cope in the wilderness, having escaped from "The Recruiters"; the marrow thieves. Fear drives French northward as he longs for the comfort of familiarity and acceptance. His story is two-fold: finding an "adopted" family which provides stability, community and story. Those stories collectively tell of the archetypal North American Indigenous experience. Collectively they are running from authorities who seek to extract the dreams of Indigenous bone marrow; its genocide born of racial prejudice, and ironically, cultural jealousy. In the end, French is reunited with his biological father, but learns that running from fear will never lead us home, whereas running to (for) love means we are already home.

Downie, Gord and Lemire, Jeff (2016). Secret Path

This is a multimodal (print, visual, oral, digital) postmodern text in an enlarged graphic novella comprised of ten poems that are poignantly illustrated to evoke strong emotion from readers. This story is also available as a ten-song digital download album that accompanies a 60-minute animated film <http://secretpath.ca/>. These texts tell the story of Chanie/ "Charlie" Wenjack, a twelve-year-old Ojibwe boy who died while attempting to run away from the Cecilia Jeffrey Indian Residential School in Kenora, Ontario about fifty years ago. Charlie /Chanie died on October 22, 1966; his body was found along the railroad tracks that were on his way home.

Florence, Melanie (2015). Missing Nimâmâ

*Missing Nimâmâ* is the true story of missing and murdered Indigenous women written as a free verse picture book. It is told in two voices. The first voice is that of Kateri, a young girl. The second voice, in italicized text, is an ethereal one, that of Kateri's mother. *Missing Nimâmâ* is heartbreaking. It is soulful and breathtakingly painful. *Missing Nimâmâ* is a haunting story of lives lost and lived and shared, beautifully rendered in words and art.

Mishenene, Rachel A. and Toulouse, Pamela Rose (2011). Strength and Struggle: Perspectives from First Nations, Inuit and Métis Peoples in Canada

*Strength and Struggle* is a iLit series of contemporary, Canadian short selections including graphic novel panels, speech excerpts, song and rap lyrics, recipes, interview, short stories, poetry, photographs, graphic art, articles, and essays. The anthology is organized into four sections representing the four directions: East (First Perspectives), South (Sharing Our Gifts), West (Taking a Stand), and North (The People's Wisdom). The selections are also grouped according to current issues such as social justice, political struggle, personal identity, traditional teachings and cultural regions. *Strength and Struggle* is a celebration of Indigenous writing and art that supports the development of First Nations, Métis, and Inuit Foundational Knowledge in secondary classrooms.

Olsen, Sylvia with Morris, Rita and Sam, Ann (2001). No Time to Say Goodbye

This is a fictional account of five children from Tsartslip school on Vancouver Island who were sent to live in Kuper Island Residential School, which is a Pacific West Coast island in British Columbia. Their stories are rooted in true stories told by residential school survivors from that school. The stories illuminate their experiences of pain of homesickness and confusion while trying to adjust to a world completely different from their own. Their lives are no longer organized by fishing, hunting, and family, but by bells, line-ups, and chores.

Ruffo, Armand Garnet (2014). The Thunderbird Poems

*The Thunderbird Poems* takes its inspiration from the art and life of the acclaimed Ojibway artist, Norval Morrisseau. Like Morrisseau's visual art, the poems vividly bring the reader to the centre of the artist's worldview and further draws upon the diverse sources of his art, including Ojibway epistemology and iconography, exemplified in the ancient birchbark scrolls and the pictographs of the Anishinaabe. The Thunderbird Poems crafts language into a suite of unwavering poetry that aims to reassemble the pieces of a once proud culture and to show the dignity and bravery of the great Ojibway.

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## **DIVISION ONE BOOKS**

## Book Title Annotations

### Division 1

Ansloos, Shezza. I Loved Her

Blondin, John; Translated by Sundberg, Mary Rose. The Legend of the Caribou Boy

Bouchard, David. The Elders Are Watching

Bruchac, Joseph and Bruchac, James. How Chipmunk Got His Stripes

Bruchac, Joseph and Bruchac, James. Turtle's Race with Beaver

Campbell, Nicola I. Shi-shi-etko

Campbell, Nicola I. Shin-chi's Canoe

Dorion, Leah. The Giving Tree: A Retelling of a Traditional Métis Story

Dunphy, Madeleine. Here is the Arctic Winter

Dupuis, Jenny Kay and Kacer, Kathy. I Am Not a Number

Einarson, Earl. The Moccasins

Eyvindson, Peter. Kookum's Red Shoes

Eyvindson, Peter. Red Parka Mary

Florence, Melanie. Stolen Words

Goble, Paul. Buffalo Woman

Hainnu, Rebecca and Ziegler, Anna. A Walk on the Tundra

Holloway, Pam. Berries

Ipellie, Alooook. The Inuit Thought of It – Amazing Arctic Innovations

Jameson, Catherine. Zoe and the Fawn

Johnson, E. Pauline. The Lost Island

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. Not My Girl

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. When I Was Eight

Jumbo, Sheyenne and Willett, Mindy. Come and Learn With Me

Krensky, Stephen. How Coyote Stole the Summer

Kusugak, Michael Arvaarluk. Arctic Stories

Mack, Terri. We Greet the Four Animals

McDermott, Gerald. Raven: A Trickster Tale from the Pacific Northwest

Meuse, Theresa. The Sharing Circle

Munsch, Robert. Blackflies

Native Northwest/Garfinkel Publications. Learn the Alphabet with Northwest Coast Native Art

Nelson, S.D. Coyote Christmas – A Lakota Christmas

Nicholson, Caitlin Dale and Morin-Neilson, Leona. Niwechihaw / I Help

Olsen, Sylvia with Martin, Ron. Which Way Should I Go?

Olsen, Sylvia. Yetsa's Sweater

Pokiak, James and Willett, Mindy. Proud to be Inuvialuit / Quviahuktunga Inuvialuugama

Robertson, David A. When We Were Alone

Savageau, Cheryl. Muskrat Will Be Swimming

Scholastic Canada. First Nations Moving Forward and The Territories

Sloat, Teri and Huffmon, Betty. Berry Magic

Sloat, Teri. There Was an Old Lady Who Swallowed a Trout!

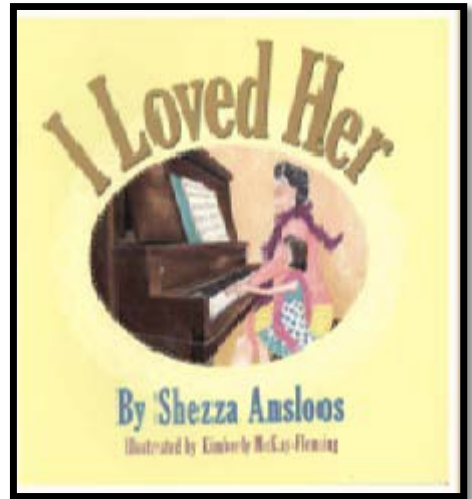
Spalding, Andrea and Scow, Alfred. Secret of the Dance

Vickers, Roy Henry and Budd, Robert. Peace Dancer

Wheeler, Jordan. Chuck in the City

Wiebe, Rudy. Hidden Buffalo

Yerxa, Leo. Ancient Thunder



**Book Title:** I Loved Her

**Author:** Shezza Ansloos

**Illustrator:** Kimberly McKay-Fleming

**Annotation:** This is a picture book that shares a young Métis girl's recollection of her wise and loving grandmother. From singing songs together at the piano to playing indoor games on rainy days, their bond was strong, and the young girl's treasured memories of her grandmother carry her forward.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.  
TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5 and TC7 Key Concepts:**

- Celebrating intergenerational relationships
- Traditional ways of knowing
- Roles and responsibilities of grandparents and grandchildren

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Love, Loss, Relationships, Intergenerational Connections

**Topics:** grandmothers, traditions

**Recommended Grade Level:** Kindergarten-Grade 3

#### **Projects, Ideas and Activities:**

- Understanding “love” and what traditions helped to create a strong bond between this character and her grandmother. As a class, have students listen to the story and then identify what this character does with her grandmother that is the same or different from what they

have done with a grandparent or important extended family member (if they do not know their grandparents).

- Make a Venn Diagram of what was learned in the book and what each student shares from his/her life.
- The author repeats the phrase, “I loved her” on each page after sharing what she recalls doing with her grandmother.
- To conclude the activity, have the students discuss what they think love is based for this character and then have them write and draw what they think love means based on their experiences with their grandparents or extended family members.

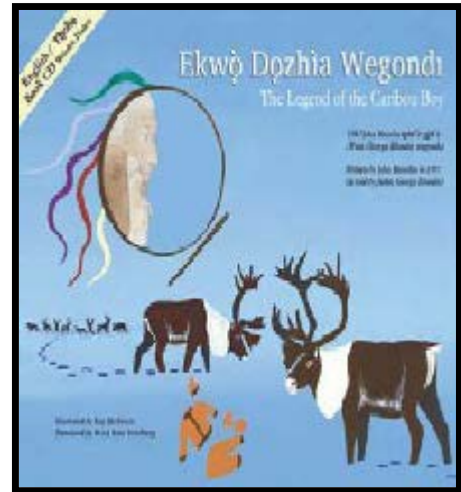
### **Curriculum Connections:**

#### **English Language Arts Grade 3**

##### **2.2 Responds to texts**

###### **Constructs meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- Make inferences about a character’s actions or feelings



**Book Title:** The Legend of the Caribou Boy

**Author:** Told by John Blondin; Translated by Mary Rose Sundberg

**Illustrator:** Ray McSwain

**Annotation:** Written in both English and Dene, this simple story revolves around a young boy who is travelling with his extended family in the winter. Over several nights, when the family stops to rest, the boy has recurring dreams. During his sleep, he moans and groans but he forgets his dream upon awakening. The boy's parents and grandfather assist in discovering the issue. The grandfather uses his medicines to determine the problem but finds no answer. The next night, the parents wake to find their son missing. The family tracks the boy and discovers an amazing occurrence - the boy changes into a caribou before their eyes! The boy explains that he is being called to fulfill his destiny and that his transformation is a gift to his family and the Dene people. When the Dene people need food, they should call on him and he will ensure that the people have meat for their families

**Text Sets:** *The Caribou Feed Our Soul* by Pete Enzoe and Mindy Willett is the sixth book in *The Land is Our Storybook* series. In this book, the author takes readers on a respectful caribou harvest. Along the way, he shares creation stories about how his people are descendants of the caribou. He also describes the spiritual areas his community is trying to protect. The story helps readers understand the rich history of the Chipewyan Dene and their relationship with caribou today.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Oral tradition (Dene storytelling, First Nations legends and Indigenous language)
- Indigenous people acknowledge their close relationship to the land and the animals

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Courage, Gratefulness, Protection (family and environment)

**Topics:** storytelling, Dene language, nature and respect for living things

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Reading Connection:** Read *The Legend of the Caribou Boy* and *The Caribou Feed Our Soul* and discuss the difference between fiction and nonfiction texts. Emphasize that nonfiction text features highlight the most important pieces of information and also make them easier to find. On the whiteboard, list nonfiction text features: labels, bold words, title, headings, charts, table of contents, fact boxes, photographs, index, captions italics, diagrams, maps, glossary, illustrations, graphs, webs, speech bubbles. In pairs, invite students to flip through *The Caribou Feed Our Soul* and find examples of the nonfiction text features listed on the board. Encourage them to read the main body as well as the pictures, diagrams, captions, etc. Have students find five interesting caribou facts and indicate which text feature was the source of this information. Have students turn to the same partner to share one discovery and then one more fact with the larger group.
- **Create a Drawing/Dramatization:** All human cultures create stories that express ideas about the world around them. They sing songs, tell tales, and create dances and artwork that express how they feel about natural creatures and places. Stories are passed on from generation to generation, sharing important information about culture and environment. Animals are depicted in stories and legends in various ways according to beliefs about them and their importance. Begin by reading aloud *The Legend of the Caribou Boy* to the class. For primary grades, have students draw pictures based on what they hear in the story. Have each explain his or her drawing to the class by telling how the story and their drawing show what is important in Dene culture. For upper elementary, separate the students into groups and provide each with a story about caribou (*The Boy Who Found the Lost Tribe of Caribou* or *The Man who became a Caribou*). Ask each group to dramatize the story. They may wish to mime, use sounds or add dialogue. Have the groups present their caribou skit to the class. As follow-up discussion, ask students to think about what the story taught them about caribou behaviour and the relationship between people of various cultures and caribou.

**Curriculum Connections:****English Language Arts - Grade 3****2.1 Use Strategies and Cues****Use prior knowledge**

- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture dictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning

**Use comprehension strategies**

- identify the main idea or topic and supporting details in simple narrative and expository passages

## **English Language Arts - Grade 4**

### **2.2 Respond to Texts**

#### **Experience various texts**

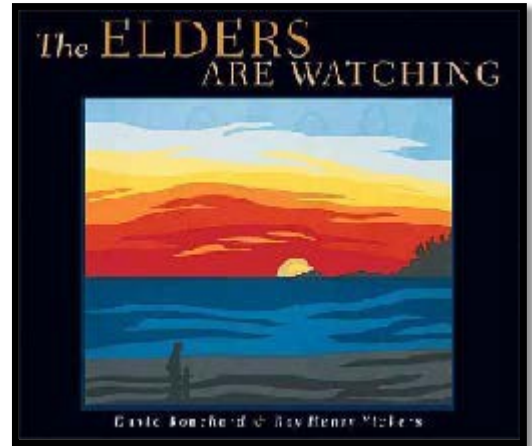
- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folktales, informational texts, mysteries, poetry and CDROM programs
- retell events of stories in another form or medium

## **English Language Arts - Grade 5**

### **2.1 Use Strategies and Cues**

#### **Use textual cues**

- use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information



**Book Title:** The Elders Are Watching

**Author:** David Bouchard

**Illustrator:** Ray Henry Vickers

**Annotation:** This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism)
- Relationships (Laws of relationships, Kinship)
- Sustainability
- Holistic wellbeing

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Revival, Culture, Heritage, Traditional Ways of Knowing

**Topics:** environment, Elders, trust, relationships

**Recommended Grade Level:** Grades 3-7

#### **Projects, Ideas and Activities:**

- **Compare and Contrast two mediums:** Watch the video about *The Elders Are Watching*



<http://int.search.myway.com/search/video.jhtml?n=783926dc&p2=%5ECAM%5Echr999%5ETTA%5E&pg=video&pn=1&ptb=54198878-3225-4C78-809A-EB19F98C5F12&qs=&searchfor=the+elders+are+watching&si=&ss=sub&st=tab&tpr=sbt&trs=wtt>  
and take jot notes on the key messages.

- Watch the video again and attend to how the messages are delivered through his words and visuals. Note how the words and visuals that help to capture your attention and imagination. What does he say? Which visuals are most impactful? How do they create this impact? What else does he do as a film maker (angles, transitions, colours, music, etc.) that helps him to create impact on you as the viewer?
- Read *The Elders Are Watching* and note the key messages and the way that words and visuals work together to create impact on you as the reader/viewer/listener.
- **After reading and watching:** Which text do you prefer? Why? Model for students how to compose this response and refer to criteria or co-create criteria for matters most in this response (Ideas? Details? Vocabulary? Grammar? Punctuation?).

**Links of interest:**

<http://abed.sd58.bc.ca/wordpress/wp-content/uploads/2015/11/the-elders-are-watching-1.pdf>  
<https://blogs.ubc.ca/ourcommonbowl/2015/10/03/the-elders-are-watching-summary-by-aaron-singh/>  
<http://www3.sd73.bc.ca/general/content/art-project-logan-lake>

**Curriculum Connections:**

**English Language Arts Grade 7**

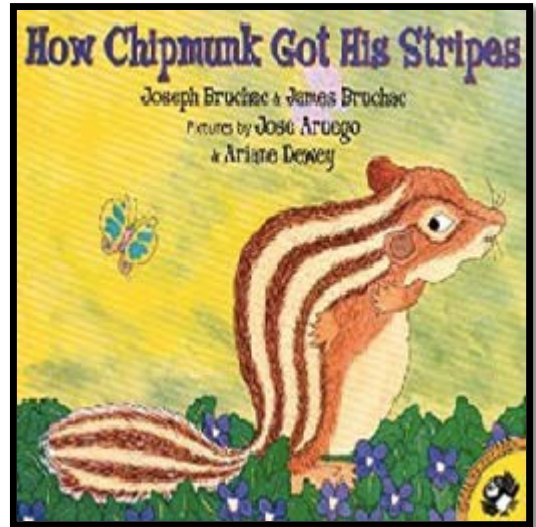
**2.2 Respond to Texts**

**Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints
- justify own point of view about oral, print and other media texts, using evidence from texts

**Artistry of texts**

- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
- Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities



**Book Title:** How Chipmunk Got His Stripes  
**Author:** Joseph Bruchac and James Bruchac  
**Illustrator:** Jose Aruego and Ariane Dewey

**Annotation:** This is an Iroquois original pourquoi tale that is retold by the author who recalls hearing it from a Mohawk storyteller and as a Cherokee tale. This picture book version of the tale is about how the brown squirrel got his stripes. It begins with the protagonist, Big Bear, who brags about being able to do “anything,” including stopping the sun from coming up in the morning. Brown Squirrel challenged Big Bear and said that he could not wish away the sun from coming up. It turned out that Brown Squirrel was correct, but instead of accepting his “win” graciously as his grandmother had advised, Brown Squirrel decided to taunt and tease Big Bear for being wrong. The result was that Big Bear caught Brown Squirrel with his claws as the squirrel tried to run away. The claw marks are what created what is now known by such Indigenous communities as the reason why brown squirrels have their stripes.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Indigenous ways of knowing

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Power of Words, Overcoming Challenges and Life Lessons Learned

**Topics:** animals, folktales, boasting

**Recommended Grade Level:** Grades 1-6

### Projects, Ideas and Activities:

- Share the historical background of the Iroquois communities that gained political distinction and authority through the Iroquois Confederacy to become what is known as the “Five Nations” by the British and often referred to as the “Iroquois League” by the French:
  - The Iroquois Confederacy goes back to its formation by the Peacemaker in 1142, which brought together five distinct nations in the southern Great Lakes area in Ontario, Canada, as the **Five Nations/Iroquois League**. Each nation had a distinct language, territory and function and their communities and tradition grew westward along the Great Lakes and down both sides of the Allegheny Mountains into present-day Virginia and Kentucky and into the Ohio Valley. Five Nations is governed by a Grand Council, an assembly of fifty chiefs or sachems, each representing one of the clans of one of the nations. The original Iroquois League or Five Nations occupied large areas of present-day New York State up to the St. Lawrence River, west of the Hudson River, and south into northwestern Pennsylvania. The League was composed of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca nations. In or close to 1722, the Tuscarora tribe joined the League, having migrated from the Carolinas after being displaced by Anglo-European settlement. Also an Iroquoian-speaking people, the Tuscarora were accepted into what became the Six Nations.
- **K-3 Activity:** Compare and contrast this pourquoi tale with another one from the Iroquois League. Read this text and support students to collectively retell this tale and end with the lesson that they think the story is meant to teach to us. Introduce students to another tale from the Iroquois tradition and have them work in pairs to determine the lesson(s) learned from the tale. Debrief as a class by sharing the different possible lessons learned as shared by the students and then consider a list of questions that students have about the Iroquois communities referred to in the tales read/viewed and investigate some of their question by learning more about one Iroquois community.
- **Grades 4-6 Activity:** Do the same activity as described for K-3, but have the students work in groups to learn about each of the five Iroquois communities (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) to answer one or more questions.

### Curriculum Connections:

#### English Language Arts Grade 1

##### 3.2 Access information

- Use questions to find specific information in oral, print and other media texts.

#### English Language Arts Grade 4

##### 3.2 Select and Process

- Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips

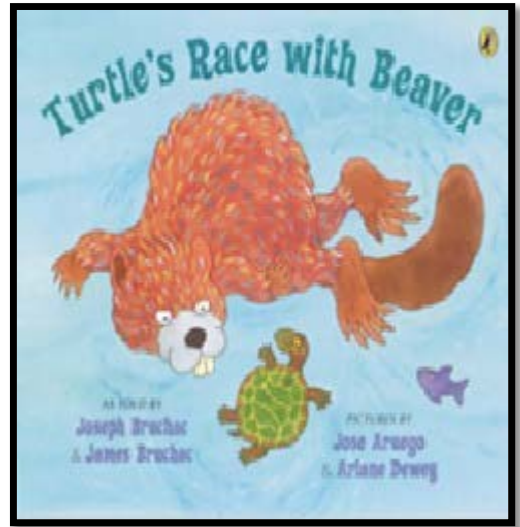
##### 3.3 Organize information

- Identify or categorize information according to sequence, or similarities and differences

- List related ideas and information on a topic, and make statements to accompany pictures

### **3.4 Organize, Record, and Evaluate Information**

- Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions. Record ideas and information that are on topic



**Book Title:** Turtle's Race with Beaver  
**Author:** Joseph Bruchac and James Bruchac  
**Illustrator:** Jose Aruego and Ariane Dewey

**Annotation:** This charming fable of brains versus brawn is a great read for all young readers. Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage and perseverance in the face of adversity.

**Text Sets:** Andrew Fusek Peters (Author), Alison Edgson (Illustrator), *Bear and Turtle and the Great Lake Race*, Andrew Fusek Peters, Anna Wadham (Illustrator), *The Ant and the Big Bad Bully Goat*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Oral traditions of Northeastern Woodlands peoples, especially the Iroquois and Abenakis communities
- This story originated in Iroquois culture
- Weaker but wiser animals winning a competition is a motif of North American Indigenous tales

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Will to Survive; Wisdom of Experience; Learning from Challenges

**Topics:** fables, weak, strong, inner strengths, outer strength

**Recommended Grade Level:** Kindergarten - Grade 4

**Projects, Ideas and Activities:**

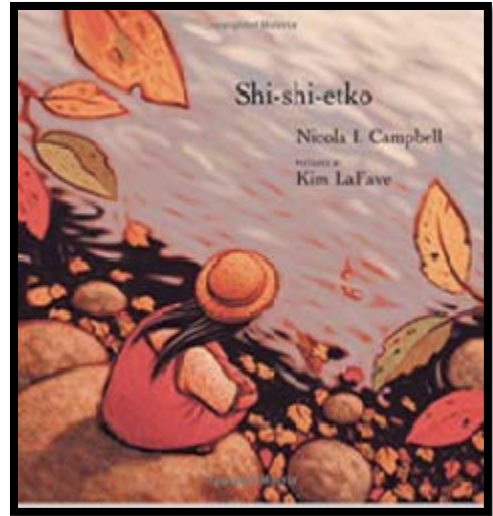
- **Background information:** In Iroquois tradition, this fable about turtle and beaver has been told in many different forms to reveal a common motif of a weaker animal winning in a challenge with a larger animal due to his/her creativity, ingenuity, and cleverness.
- **Before reading:** Provide students with the background about this text, that it has been written as a fable, which is story that uses animals as central characters to teach us a lesson about life. Ask them to consider what the lesson or lessons might be while listening to the story and be prepared to share their ideas.
- **After reading:** Students share their thoughts on what the lessons are in this fable. To provide students with the opportunity to apply what they have learned, distribute other fables and have them read in pairs or groups of four to identify whether or not the text that they have is a fable, and ask them to retell the story and to share the lesson learned. Some possible texts: Andrew Fusek Peters (Author), Alison Edgson (Illustrator), *Bear and Turtle and the Great Lake Race* , *Andrew Fusek Peters, Anna Wadham (Illustrator), The Ant and the Big Bad Bully Goat*

**Curriculum Connections:****English Language Arts Grade 4****1.2 Discover and Explore****Experiment with language and forms**

- Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

**2.2 Respond to Texts****Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker
- Make general evaluative statements about oral, print and other media texts



**Book Title:** Shi-shi-etko

**Author:** Nicola I. Campbell

**Illustrator:** Kim LaFave

**Annotation:** Shi-shi-etko is the protagonist of the story and she is about to leave her family to attend residential school. She spends her last days at home filling her heart with the treasures she is about to leave behind-- the beauty of her surroundings (creek, grass, sun) and her family-- mother, father and grandmother who each share valuable teachings and mentoring (gathering foods, hunting, fishing, making medicine, making clothes) that they want her to remember. Shi-shi-etko finds comfort in the beauty around her even though she is about to endure a great loss.

**Text Set:** Campbell wrote a sequel to this text, *Shin-chi's Canoe*, and it is in this kit.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

- Residential schools and their legacy (in the prologue, the author explains how residential schooling meant the loss of language and pressure to speak English; the loss of traditions and connection to family and the land)
- Indigenous ways of knowing and praying (keeping the memory bag and giving it to "Grandfather Tree")

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Loss, Relationships (with people and the land)

**Topics:** residential schools, family, culture, connection to land, oral tradition

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Creating a memory bag:** This book is mainly about the traditions that the main character cherishes and the reader comes to know how special the time with family and the land is to her. Although it isn't stated by the author, it is assumed that Shi-shi-etko is Métis, of the same heritage as the author, and that the text is inspired by the Nicola Valley, British Columbia (Interior Salish area). Because the traditions are the focus of the text, have students identify what the traditions are (what she does, where she goes, who she spends time with) and what she chooses to put in her "memory bag". Have the students design a memory bag from the perspective of the tree who decides to add to the bag to give back to Shi-shi-etko when she returns. What might the tree put into the bag that represents a favourite tradition of Métis peoples in British Columbia? Which symbols can you draw or create to represent those stories that the tree is keeping for her?
- **Write a letter:** from the tree to Shi-shi-etko that explains the items added to the bag, how the items represent the traditions of her family that continued as she was away or share in an audio recording a "spoken letter" left for Shi-shi-etko to listen to upon her return.

**Curriculum Connections:**

**English Language Arts Grade 1**

**2.2 Respond to Texts**

**Construct meaning from texts**

- Tell, represent or write about experiences similar or related to those in oral, print and other media texts

**2.4 Create Original**

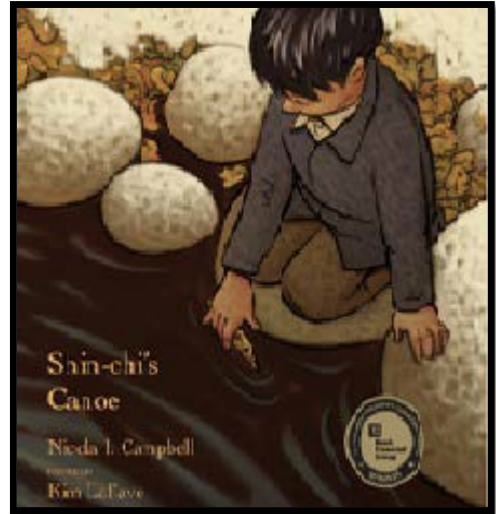
**Text Generate ideas**

- generate and contribute ideas for individual or group oral, print and other media texts

**Structure texts**

- write, represent and tell brief narratives about own ideas and experiences
- recall and retell or represent favourite stories





**Title:** Shin-chi's Canoe

**Author:** Nicola I. Campbell

**Illustrator:** Kim LaFave

**Annotation:** This is the picture book sequel to the award-winning, *Shi-shi-etko*. It tells the story of two children's experiences at residential school. Shi-shi-etko is about to return for her second year, but this time her six-year-old brother, Shin-chi, is going, too. Shi-shi-etko urges her brother to remember their surroundings as they make the long journey to the residential school. Upon their arrival, Shi-shi-etko gives him a tiny cedar canoe, a gift from their father. Shin-chi endures hunger, sadness, and loneliness but, finally, the salmon swim up the river and the children return home for a joyful family reunion. This text is much more explicit about what happened at the residential school (the expectations to use English names, to speak English, to hide treasures from home, to adopt new roles as males and females). It is based on Campbell's interviews of elders who are residential school survivors, so the text represents residential schooling experiences generally in North America.

**Text Sets:** This text is the sequel to *Shi-shi-etko*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

- Residential schools and their legacy (in the prologue, the author explains how residential schooling meant the loss of language and pressure to speak English; the loss of traditions and connection to family and the land)
- Colonization
- Decolonization

- Eurocentrism
- Indigenous ways of knowing (keeping the memory bag and giving it to “Grandfather Tree”)

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Loss, Relationships (with people and the land)

**Topics:** residential schools, family, culture, connection to land, oral tradition

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Memory Bag at Residential School:** What might be the artifacts that the children could collect while at residential school to share their good and bad experiences with their parents? Before reading the book, preview the text and have students predict what they think they might learn about residential school from the perspectives of these two young siblings. As you read the text together, ask the students to attend to experiences that would be considered “good” and “bad” and why.
- **After reading:** Discuss the students’ insights about the experiences of these characters at residential school and develop a list of experiences and note whether each experience would be considered “good” or “bad” and then determine an artifact that could be put inside a memory bag (like the one given to Shi-shi-etko in the prequel to this text). List and discuss some possibilities.
- Students choose three items to be re-presented for their memory bag of residential school to bring home. They can take on the perspective of either child or make one memory bag for both children. Students choose to draw or create the items and write or tell about why they selected each one.

**Curriculum Connections:**

**English Language Arts Grade 1**

**2.2 Respond to Texts**

**Construct meaning from texts**

- Tell, represent or write about experiences similar or related to those in oral, print and other media texts

**2.4 Create Original Text**

**Generate ideas**

- generate and contribute ideas for individual or group oral, print and other media texts

**Structure texts**

- write, represent and tell brief narratives about own ideas and experiences
- recall and retell or represent favourite stories



**Book Title:** The Giving Tree: A Retelling of a Traditional Metis Story  
**Author and Illustrator:** Leah Dorion

**Annotation:** Based on a true story the author learned from Elder Frank Tomkins, this charming tale focuses on the boyhood reminiscences of Moushoom as he describes finding the “Great Giving Tree” with his mother and father. The book explains the concept of the giving tree where Métis travellers often left food packages or everyday utensils in a special tree along the trail. This was to ensure that future travellers would have adequate food supplies or necessary tools if required along the trail. The traveller could take something from the cache and in return was obliged to leave something for the next person. The story teaches about the sacred law of reciprocity and emphasizes Métis core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most importantly, the connection with the Creator and Mother Earth. The illustrations include representations of traditional Métis cultural symbols and lifestyle practices and integrate the vibrant colours historically used by Métis women in their beadwork and related designs. The book also includes an accompanying narration CD in English and Michif.

**Text Sets:** *The Diamond Walking Willow Stick: A Traditional Metis Story About Generosity* by Leah Dorion focuses on a Métis Elder’s remembrances of traditional teachings about generosity that were taught to him by his grandparents during his childhood. These lifelong lessons imparted on him “how to live in a good Métis way,” and taught him how to live with respect within the circle of life. In this charming children’s book, the author takes the reader on another enchanting journey while once again honouring the special bond between Métis children and their grandparents. The book includes breathtaking artwork and Michif translations.

### **Connection to First Nations, Metis, Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**TC1, TC5 and TC7 Key Concepts:**

- One of the sacred laws in the traditional Métis worldview was the Great Law of Harmony and Balance. According to this Métis law, an individual must place an offering before they take something.
- Sharing your gifts and abundance with others was a vital part of living
- Respect for the Creator, Mother Earth, the living world, and oneself was paramount towards living in a good Métis way.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with the parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Stewardship; Generosity; Respect; Thankfulness

**Topics:** character education; Metis culture; responsibility to community

**Recommended Grade Level:** Grades 2-6

**Projects, Ideas and Activities:**

- **Quick Write:** After reading *The Giving Tree*, introduce the following writing prompts and have students complete a quick write on the prompt of their choosing. Encourage students to write for ten minutes without stopping.
  - Prompt #1: Why did the family sprinkle an offering of tobacco at the base of the giving tree every time they visited? In what ways do you give thanks or express gratitude?
  - Prompt #2: In your own words, define generosity and describe how you demonstrate generosity to others.
- **Reader Response:** As Catholics, stewardship is a way of life that calls believers in Christ to receive God's gifts with gratitude, cultivate these gifts responsibly and share them sacrificially. Compare Catholic teaching of stewardship to the theme of generosity presented in the Métis interpretation of *The Giving Tree*. Draw on similarities using textual evidence as well as biblical stories (e.g., Genesis chapter 1 and 2, or The Good Samaritan) to further support your reasoning.
- **Research:** Great levels of reverence and respect for Mother Earth were practiced by the Métis. Honouring the land and all the gifts that she provided was a key aspect of Métis culture and society. In groups, have students research environmental issues caused by humanity (e.g., surface water contamination, pollution, etc.). Once the group selects an environmental problem they wish to focus on, have them create a list of criteria to focus their inquiry. Once information is gathered, ask students to create a presentation reflecting what new knowledge the group has gained about the environmental issue, how humans contribute to the problem, and what specific actions are required to rectify it or slow its progression. Conclude by having students reflect on the importance of stewardship and how Métis Communities cultivate stewardship in their communities.
- **Author's website:** <https://www.youtube.com/watch?v=1-FGhbqcYMU>

## **Curriculum Connections:**

### **English Language Arts - Grade 6**

#### **2.2 Respond to Texts**

##### **Experience various texts**

- make connections between own life and characters and ideas in oral, print and other media texts

##### **Construct meaning from texts**

- observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community

#### **2.4 Create Original Text**

##### **Generate ideas**

- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts

#### **3.2 Select and Process**

##### **Use a variety of sources**

- locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet

##### **Evaluate sources**

- evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria

#### **3.3 Organize, Record and Evaluate**

##### **Organize information**

- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence

#### **3.4 Share and Review**

##### **Share ideas and information**

- select appropriate visuals, print and/or other media to inform and engage the audience

#### **4.3 Present and Share**

##### **Present information**

- use various styles and forms of presentations, depending on content, audience and purpose

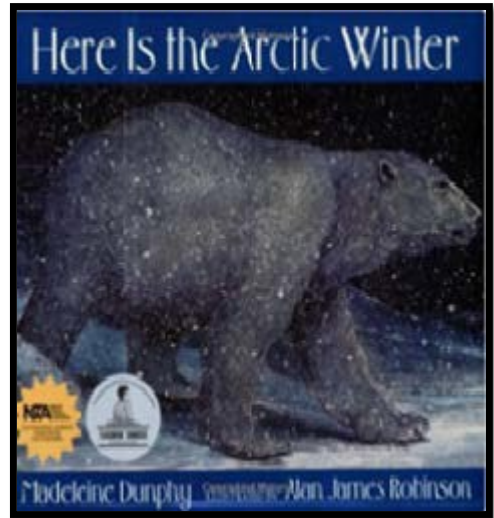
##### **Enhance presentation**

- emphasize key ideas and information to enhance audience understanding and enjoyment

#### **5.1 Respect Others and Strengthen Community**

##### **Relate texts to culture**

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas



**Book Title:** Here is the Arctic Winter

**Author:** Madeleine Dunphy

**Illustrator:** Alan James Robinson

**Annotation:** This poetic cumulative tale describes the cold, barren Arctic winter and how the arctic wolf, hare, cod, fox, snowy owl, polar bear, ringed seal, and Peary caribou are interdependently linked to each other in the chain of life (food chain). The pattern of the text makes the book easy to recall and retell.

**Text Sets:** This author has done a series of texts using the same poetic format and the texts are each about a different part of the world: *Here is the Tropical Rainforest*, *Here is the Southwestern Desert*, *Here is the African Savanna*, *Here is the Coral Reef*, *Here is the Winterland*, and *Here is the Antarctica*. If you choose to study the cumulative nature of the text, an excellent text pairing would be Mother Goose's *The House That Jack Built*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Sustainability
- Laws of Relationships (Web of Life)
- Nunavut and culture (if students do the suggested activity)

**Sensitivities:** None

#### **Themes & Topics at a Glance**

**Themes:** Interdependence and Survival

**Topics:** animals, Arctic, relationships, ecosystems

**Recommended Grade Level:** Kindergarten – Grade 1

**Projects, Ideas and Activities:**

- Retell this text using the cumulative pattern and main idea, Arctic winter.
- After reading the texts, have the students recall the order of events to the pattern, “Here is the...” (sky, wolves, etc.).
- Introduce students to Nunavut, which opens up their eyes to an example of Indigenous communities that live in the Arctic. If you take the students to the website: <http://nunavuttourism.com/planning-your-trip/how-to-get-here>, consider developing a class book about Planning a Trip to the Arctic: Nunavut.
- Consider what you would need to know first (how to get there), second (where to stay); third (climate and what to pack), fourth (who might be there and how you can learn about them while you are), and so on. Use the website to find the information as a class and consider developing the class book over 1-2 weeks.

**Curriculum Connections:****English Language Arts Kindergarten****3.1 Focus attention**

- Attend to oral, print and other media texts on topics of interest
- Make statements about topics under discussion

**3.2 Access information**

- Use illustrations, photographs, video programs, objects and auditory cues, to access information

**3.3 Organize information**

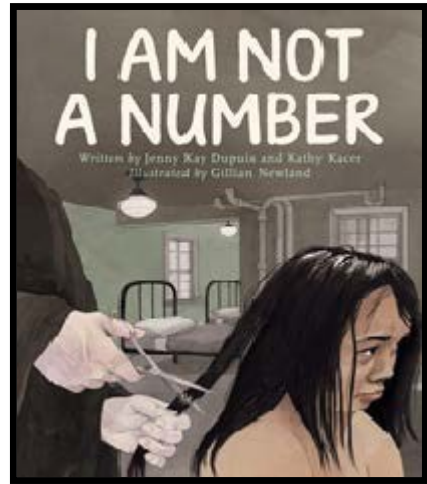
- Categorize objects and pictures according to visual similarities and differences

**English Language Arts Grade 1****3.1 Focus attention**

- Explore and share own ideas on topics of discussion and study
- Connect information from oral, print and other media texts to topics of study

**3.2 Access information**

- Use illustrations, photographs, video programs, objects and auditory cues, to access information
- Use text features, such as illustrations, titles and opening shots in video programs, to access information
- Use questions to find specific information in oral, print and other media texts



**Book Title:** I Am Not a Number

**Author:** Jenny Kay Dupuis and Kathy Kacer

**Illustrator:** Gillian Newland

**Annotation:** This picture book is based on a true story about an eight year old girl named Irene who is sent to residential school. Despite being mistreated and having her identity challenged, Irene remembers her mother's words "to stay true to who she is." Her prayers are answered when she and her siblings are sent home for the summer. When it is time to go back to residential school and the Indian Agent comes, Irene and her family have a plan.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

#### **TC1 and TC4 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC4:** First Nations (reserves, pass system, forced relocation, Indian Act (and all amendments to the act over time that have since been repealed), Constitution Act, Métis, Métis Nation of Alberta, Métis Settlements, Métis Scrip, Forced relocation, Inuit, Inuit Identification "Tag" System, Project Surname, Inuit Land Claims, forced relocation)

**Sensitivities:** Physical abuse

#### **Themes & Topics at a Glance:**

**Themes:** Developing Resiliency, Facing Life Challenges, Identity and Loss, Family

**Topics:** biographical genre, residential schools, First Nations



**Recommended Grade Level:** Grades 3-6

**Projects, Ideas and Activities:**

- **Understanding Loss and Resiliency:** *How do we recover from loss in our lives? What does Irene’s story teach us about Indigenous peoples’ experiences of residential school and loss?* Share with students that this novel is about a main character who is sent to residential school and finds residential schooling a time when she misses family and is forced to stop being who she is (using her name, speaking her language, doing her hair in a certain style, etc.), which causes her to ensure many losses.
- Enduring loss can lead us into sadness and depression, but such experiences may also afford us opportunities to experience resiliency.
- Have the students share what they think this word, “resiliency” means. Record their ideas. Share the definition: *the ability to recover readily from illness, depression, adversity, or the like*. Have students paraphrase it after discussing some personal examples of times when they may have endured a loss and then found ways to return some kind of “normal”. What happened? How did they cope? How did they find a “new” normal?
- **Before reading:** Preview the text and invite students to predict possible losses that Irene endured and her ways of “bouncing back” from them.
- **During reading:** Note evidence in the text that confirms or disconfirms the predictions listed.
- **After reading:** Compare and contrast a personal experience of loss to Irene’s loss and ways of bouncing back in both cases. Use a Venn Diagram to take notes on Irene’s experiences and a student’s experiences. Consider what was the same and what was different.
- Use the notes to compose a 1-2 paragraph response as a class that addresses the question: *What does Irene’s story teach us about Indigenous peoples’ experiences of residential school and loss?* While stating the evidence from the text, also request that students offer their inferences and empathize with how she felt when she went through the losses. Have students also offer their experiences to compare or contrast with Irene’s magnitude of loss. To conclude, invite students to note ways that Irene demonstrated resiliency and to offer their inferences as to how she did “bouncing back” from the life events that she endured in the text.

**Curriculum Connections:**

**English Language Arts Grade 5**

**5.1 Respect Others and Strengthen Community**

**Appreciate diversity**

- Compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts

**3.1 Plan and Focus**

**Focus attention**

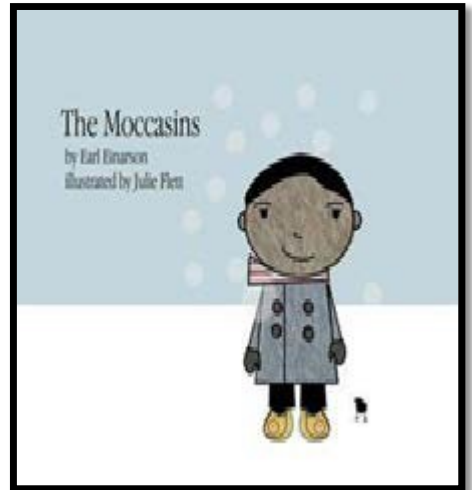
- Summarize important ideas in oral, print and other media texts and express opinions about them
- Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation

**3.3 Organize, Record, and Evaluate**

**Organize information:**

- use clear organizational structures, such as chronological order, and cause and effect, to link

ideas and information and to assist audience understanding



**Book Title:** The Moccasins

**Author:** Earl Einarson

**Illustrator:** Julie Flett

**Annotation:** Earl Einarson is a Kyunax First Nations author who writes about a protagonist, a small boy, who tells his story about feeling loved by his foster family. The moccasins that the boy wears become a symbol of the love that he felt while living in this family. He cherishes those moccasins so much that when his son is born, he puts the moccasins on a shelf to give to him when he gets big enough.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Protocols
- Reciprocity,
- Oral Tradition
- Linguistic diversity and language revitalization
- Symbolism
- Ceremony
- Stewardship and sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Indigenous Symbols, Love and Family

**Topics:** family, culture, traditions

## Recommended Grade Level: Kindergarten-Grade 3

### Projects, Ideas and Activities:

- **Before reading:** What objects remind you of the love of family? Bring something from home to show the students and explain how the object reminds you of the love of home. Invite students to bring an object to school that reminds them of the love they have for family and to share their reasons for choosing that object.
- Preview the cover of this text and have students predict what the boy may share that helps him to remember the love of his family and to share their reasons for choosing that object.
- **During Reading:** Read to find out what that object is and how he feels about it. Identify the evidence in the words and pictures that helps us to know what he feels about the moccasins.
- **After reading:** Model how to write about the object that you brought and in the writing process, think aloud about the reasons why you feel the love you do when you see this object. As you write your thoughts, think aloud while identifying evidence for why this object makes you feel this way. Set criteria for what to look for in a good response (that it is on topic, that the writer shares reasons for his answer, that the writer is neat enough to read what is written and so on).
- Have the students complete a written response about their special objects and have them share their responses with each other (knee-knee) and when they share, have the peer share a compliment: “I really liked how you.....” using criteria for what is considered to be a good response.
- Share with students that often objects that stand for a family such as “love of family” are called “symbols” in literature.

### Curriculum Connections:

#### English Language Arts Grade 3

##### 2.4 Create Original Text

###### Generate ideas

- Use own and respond to others' ideas to create oral, print and other media texts

##### 3.1 Plan and Focus

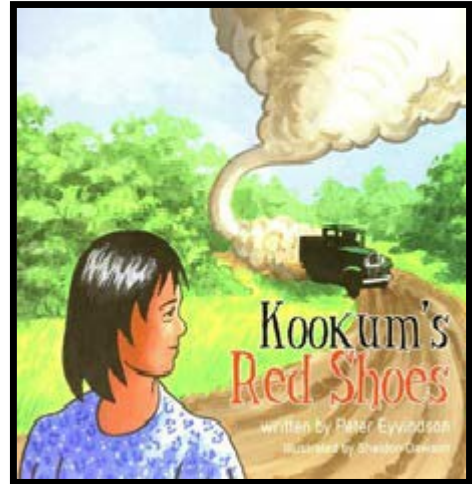
###### Focus attention

- Relate personal knowledge to ideas and information in oral, print and other media texts

##### 3.4 Share and Review

###### Share ideas and information

- Share, with familiar audiences, ideas and information on topics



**Book Title:** Kookum's Red Shoes

**Author:** Peter Eyvindson

**Illustrator:** Sheldon Dawson

**Annotation:** This is a picture book that compares the protagonist's experience to that of Dorothy in the *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed her into the back of the truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide)
- Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations)
- Social Implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues)
- Societal inequity (socio-economic gaps)
- Racism,
- Stereotyping
- Sixties Scoop

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Loss and Resiliency, Challenge and Growth, Loss and Hope

**Topics:** residential schools, colonialism, long-term effects, family, culture, First Nations, biographical

**Recommended Grade Level:** Grades 3-9

- **Background on literary devices for grades 7-9:** This book offers students an opportunity to study a few different literary devices in a manageable text that can be accessed by readers who may not be reading at level in junior high:
  - **Allusion:** This picture book is constructed as an **allusion** to *The Wizard of Oz* in implicit and explicit ways. Explicitly, the author states that the central character saw the movie and imagines playing Dorothy. Implicitly, when Kookum (as a child) begs her parents to buy her the red shoes like Dorothy’s shoes in the movie and her mother says that she is not “big” enough to handle them, on more than one level the mother is right. Given what is about to happen (Kookum being taken away to residential school), such a whisking away is jarring and upsetting for a child, and arguably too much for someone so young who is faced with losing contact with family and family’s traditions, a huge part of her identity. This is an allusion to *The Wizard of Oz* and provides an opportunity to discuss allusion on a very small scale with grade 9 students.
  - **Symbolism and foreshadowing:** It also uses the red shoes as a motif (symbolism- Grade 9) to **foreshadow (Grade 7)** the “unexpected”. It’s also ironic that what becomes a focus of Kookum’s childhood play (*Wizard of Oz*) is played out in her real life (irony-grade 9).

**Projects, Ideas and Activities:**

- **Junior High Students and Literary Devices:** Students who have learned about literary devices or who are being introduced to them will benefit from reviewing some key definitions and examples of literary devices to be studied and then see if they can identify allusion, symbolism, and irony in this text.
- Reference for literary devices (definitions and example): <http://literary-devices.com/frontpage?page=6>
- After students identify the examples in this text, consider asking them how using such devices enhanced the reader’s experience of the text? How does the use of \_\_\_\_\_ assist the (Literary Device) reader to visualize and empathize with what the character went through in this residential school experience?
- Model how to get started with answering this question and provide students with criteria for how to assess their response.
- **Elementary students: It Says, I Say, And So... an inferencing activity.** Before reading this text, explain to students that the main character is sharing her experience as a child before, during, and after being taken away to residential school. Explain to the students that the purpose of the author was to provide us an opportunity to empathize with the protagonist (main character). One strategy that helps us to empathize while we read is “It Says, I Say, And So”.

It Says	I Say	And So
<p><i>As you read, choose one part of the text that made you feel a certain way and tell what part it was:</i></p> <p>Example:</p>	<p><i>Tell what you feel.</i></p> <p>Example:</p>	<p><i>Tell why you feel that way.</i></p>

It Says	I Say	And So
Kookum sees the red shoes in the store window and asks for her parents to buy them.	She feels excited.	Example: She feels excited because she pictures being like Dorothy while wearing them and she likes the story.

- Model how to use the strategy and the chart and then have the students continue applying the strategy and completing the chart on their own.

**Links of interest:**

<https://edci305a.wordpress.com/2016/04/05/kookums-red-shoes/>

**Curriculum Connections:**

**English Language Arts Grade 3**

**Construct meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- Make inferences about a character’s actions or feelings

**English Language Arts Grade 7**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

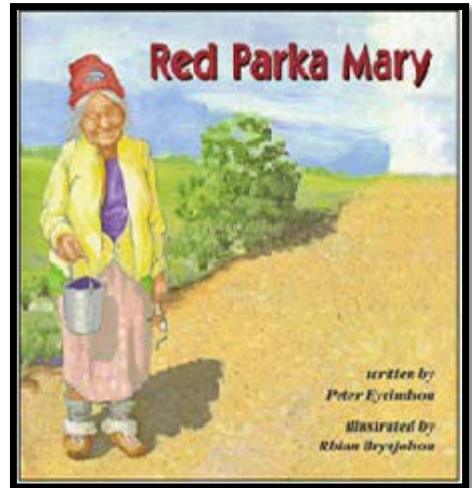
- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts

**English Language Arts Grade 9**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

- Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.



**Book Title:** Red Parka Mary

**Author:** Peter Eyvindson

**Illustrator:** Rhian Brynjolson

**Annotation:** *Red Parka Mary* is about how a young Indigenous boy and an elderly woman build what initially appears to be an unlikely friendship. Originally, when the boy first saw Mary, he was skeptical about her because of her appearance (floppy moccasins lined with rabbit fur, thick grey wool socks, Montreal Canadian red toque and “her skin was brown and wrinkled”). Eventually, he came to know her as she gave him berries, and then his mother asked him to return a cup of sugar to Mary. Over time, they had more opportunities to share and to become good friends who exchanged Christmas gifts (a beautiful red parka for Mary and a beautiful red heart on rabbit fur for the boy). By the end of the story, we see a blossoming of an awkward friendship into a warm familial connection.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC2 and TC7 Key Concepts:**

**TC2:** Traditional Territories (First Nations within Alberta and their traditional territories/histories), Métis within Alberta and traditional territories/histories), Inuit within Canada and traditional territories/histories; Historical and Contemporary Contributions; Traditional governance; Consensus model of decision making, Military contributions, Technologies. Political systems

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization, Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children



**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Intergenerational Relationships, Elders’ Wisdom and Cultural Identity

**Topics:** Christmas, parka, moccasins, traditions, chokecherries

**Recommended Grade Level:** Kindergarten - Grade 6

**Projects, Ideas and Activities:**

- **Tracing a character’s growth:** This is a story of growing acceptance based on increased understanding of who another person is based on what they do, say, and how they interact. It is useful to have students understand that a dynamic character is one who changes internally to show an increase in certain competencies. In this case, the author aims to have us see an increase in empathy of the main character (the boy) for Red Parka Mary. Therefore, charting the change in the character’s level of empathy can be done by using the chart below.
- **Before reading:** Share the book title and the cover with the students. Ask students to predict what they think the story will be about. Explain that main characters in stories are usually “dynamic” which means that they change in some way. In this story, the author hoped to see a change in the character’s empathy. Discuss students’ understandings of this word and come to a class definition (the ability to understand things from another person’s point of view). Share examples of empathy.
- **During Reading:** Ask the students to pay attention to the boy’s response to Red Parka Mary in the story. Consider whether or not he is being empathetic towards her or not and how you know (evidence). Explain that you will stop reading after the “beginning” and check to see whether we have little or more evidence of empathy based on the boy’s actions.

**Empathy**

Massive Evidence			
A lot of Evidence			
Quite a bit of Evidence			
Some Evidence			
Little Evidence			

**Beginning**

**Middle**

**End**

- **After Reading:** After completing the story and chart, consider why growth in empathy might be important for relationships with people (teachers and students, parents and children, elderly and young people, people from diverse cultures).

**Links of interest:**

<https://www.strongnations.com/inc/files/lesson-plan-red-parka-mary.pdf>

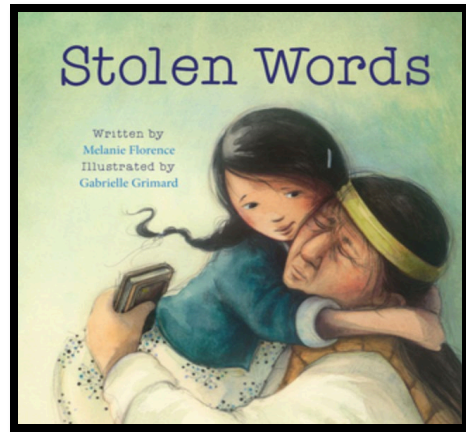
**Curriculum Connections:**

**English Language Arts Grade 6**

**2.2 Responds to Texts**

**Construct meaning from texts**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Identify or infer reasons for a character's actions or feelings
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts x comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text



**Book Title:** Stolen Words

**Author:** Melanie Florence

**Illustrator:** Gabrielle Grimard

**Annotation:** *Stolen Words* explores the intergenerational impact of the residential school system that separated young Indigenous children from their families. In the story, a little girl asks her grandfather how to say something in Cree, but he can't remember because his language was stolen from him when he was a boy. The little girl takes action and sets out to help her grandfather find his language again. Although the picture book recognizes the pain of those whose culture and language were stripped from them, the story also takes the reader on a path of discovery, healing, reconciliation, and Cree language reclamation.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **Text Connections to Key Concepts:**

Residential school experiences: loss of language and culture, identity, community, and family.

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** resilience, prejudice, communication, family, reconciliation

**Topics:** residential schools, government and citizenship, Canadian First Nations languages, dreamcatcher

**Recommended Grade Level:** Grades 1-4

#### **Projects, Ideas and Activities:**

- **Compare and Contrast:** Invite students to compare how the granddaughter came home from school on pages 1 and 2 with how her grandfather and his classmates looked in their residential school on pages 9 and 10. In their notebooks, have them make references to the imagery, colour, faces, eyes, bird, and cage.
- **Making Inferences:** Pose questions that will help students use contextual clues to determine the meaning of figurative language or the connotative meaning of a word or phrase. For example, “it felt like home” reveals what emotion from the grandfather? For each question, invite students to complete the “It Says, I Say, And So” literacy strategy:

- *It Says*: find information in the text that helps you answer the question (e.g., illustration or a direct quote from the text);
  - *I Say*: think about what you know about the information presented;
  - *And So*: combine the information from the text with what you know to answer the question.
- Following the activity, ask students to consider the relationship between textual evidence and a reader's interpretation of a text.

- **Second Story Press, Teacher's Guide by Laura Horton:**

[https://static1.squarespace.com/static/5783b41337c581c34c808812/t/5dcee3db6ad93f5f1e85ca/1573839852837/Stolen+Words\\_Teachers+Guide.pdf](https://static1.squarespace.com/static/5783b41337c581c34c808812/t/5dcee3db6ad93f5f1e85ca/1573839852837/Stolen+Words_Teachers+Guide.pdf)

## Curriculum Connections:

### English Language Arts - Grade 3

#### 2.1 Use Strategies and Cues

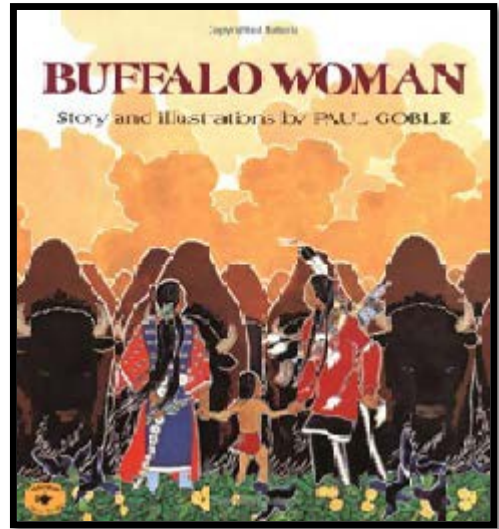
##### 2.1.2 Use comprehension strategies

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

#### 2.2. Responds to Texts

##### 2.2.3 Appreciate the artistry of texts

- Express feelings related to words, visuals and sound in oral, print and other media texts
- Identify how authors use comparisons, and explain how they create mental images



**Book Title:** Buffalo Woman

**Author and Illustrator:** Paul Goble

**Annotation:** A talented young hunter draws his arrow against a buffalo cow drinking from a stream. Before he releases his arrow, the buffalo transforms into a beautiful and mysterious maiden, whom he knows he must marry. A son is born to the married couple, however, the hunter's tribe shun the Buffalo Woman because she is different and not considered one of them. The young bride and her son leave to return to her people. The hunter's heart compels him to follow, but he has been warned: The Buffalo Nation is angry at the Straight-up People. His love for his family is tested and if he cannot find his wife and son among the many buffalo, they will be lost to him forever. With the help of his son, the hunter passes his test and is given the honor of joining the buffalo. His bravery results in the union between his People and those belonging to The Buffalo Nation. In the telling of this legend, the close interdependent relationship between man and the buffalo is celebrated and the value of the hero sacrificing himself for his family and his people is taught to the next generation.

**Text Set:** *The Return of the Buffaloes: A Plains Indian Story about Famine and Renewal of the Earth* by Paul Goble retells another tale about the mysterious woman whose people are the buffalo. In this Lakota myth, spring arrives, but the buffalo do not return. The hunters come back empty-handed from each search, until two young brothers go out and find Buffalo Woman, who promises to send her people to the plains again. The buffalo herds soon thunder around the tepees of the hungry people, who give thanks to the mysterious woman.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- The lives of the buffalo and people were interwoven; the story teaches that buffalo and people were related
- Stories had the power to strengthen the bond with the herds and to encourage hers to continue to give themselves so that the people could live

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Acceptance, Love, Sacrifice, Family

**Topics:** buffalo, connections between the Blackfoot confederacy and the bison herds

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Reader Response:** In your own words, define “sacrifice” and provide examples of sacrifice in the world today (e.g., soldiers who died for the love of their country and the freedoms we enjoy). Discuss how love is an important component of sacrifice. Christ's love was made known by freely giving his life away in teaching, healing, serving and death. In a similar way, the hunter in the story *Buffalo Woman*, sacrifices himself for his family and to create peace among his people and the people of the Buffalo Nation. Choose a passage from the bible and explain how it connects to one of the following themes from the story: acceptance, love, family or sacrifice. Examples of scripture are also provided below:
  - “Greater love has no one that this, that he lay down his life for his friends” (John 15:13)
  - Jesus commanded, “As I have loved you, so you must love one another” (John 13:34)
- **Story Map:** Using the setting, create a story map of the places you read about in *Buffalo Woman*. Encourage students to review the book so that they can list the right order of places (e.g., the stream where the hunter first saw the Buffalo Woman, the tribe’s camp, the rolling country, the Valley of Buffalo Nation, etc.). In small groups, have students brainstorm possible map symbols to create a legend for their map. Once completed, invite students to present their story maps to the class.

**Curriculum Connections:**

**English Language Arts - Grade 4**

**2.3 Understand Forms, Elements and Techniques**

**Understand forms and genres**

- identify various ways that information can be recorded and presented visually

**Understand techniques and elements**

- identify and explain connections among events, setting and main characters in oral, print and other media texts

**2.4 Create Original Text**

**Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

**Structure texts**

- produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot

**3.2 Select and Process**

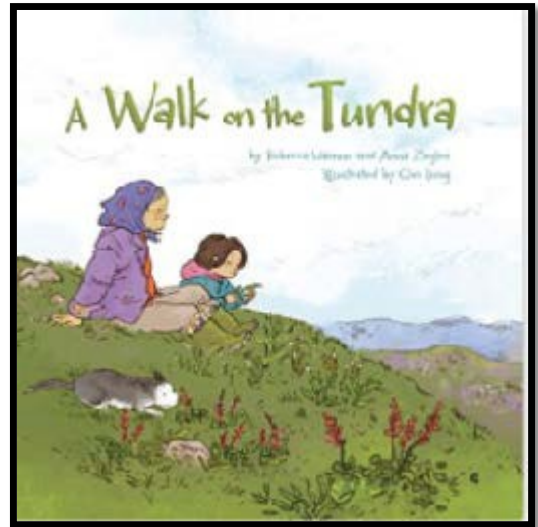
**Access information**

- use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information

## **5.1 Respect Others and Strengthen Community**

### **Relate texts to culture**

- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities



**Book Title:** A Walk on the Tundra

**Author:** Rebecca Hainnu and Anna Ziegler

**Illustrator:** Qin Leng

**Annotation:** Rebecca Hainnu shares a glimpse into her own life on the tundra. She tells the story of Inuujaq who is bored, so she decides to join her Grandma for a walk on the tundra. To Inuujaq’s amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. Inuujaq comes to realize the wealth of knowledge that her grandmother holds and embraces the experience so much that she asks to join her again on their next walk. There is a glossary of Inuktitut words and phrases. In addition to an informative storyline that teaches the importance of Arctic plants, this book includes a plant glossary with photographs and scientific information about various plants found throughout the Arctic.

**Text Sets:** Hainnu also wrote *“Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants”*, which provides background information that extends what we learn about useful plants in the tundra environment from Inuujaq’s walk with her grandmother.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1 and TC5 Key Concepts:**

- Knowledge keeper: Inuujaq’s grandmother is a knowledge keeper of the uses of the plants on the tundra.
- Traditional ways of life: Silaaq, Inuujaq’s grandmother shares her traditional ways of life.
- Kinship: This book illuminates the importance of kinship and Indigenous ways of knowing.



**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Relationships, Modern and Traditional Ways of Life, Passing Down Traditional Ways of Knowing

**Topics:** uses of plants, tundra plants

**Recommended Grade Level:** Grades 1-3

**Projects, Ideas and Activities:**

- **Charting Information about Plants:**
  - **Pre-reading and during reading:** Students work with the teacher to chart the list of plants discovered by the protagonist on “A Walk in the Tundra”.
  - **After reading:** Students read for more information about these plants that were charted by reading “Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants”
- **Social Studies Double-Entry Journal:**
  - Create a t-chart and title the left-hand side: “Family traditions.” List suggestions about what students like to do with their families that are important to them on an ongoing basis.
  - On the right-hand-side of the t-chart titled, “Our Thoughts”, list the reasons why those activities listed on the left-hand side are important to shaping who they are.
  - Have the students discuss and create a statement about what Inuujaq does with her grandmother that is an important part of who she is. Have them write and/or draw the reason(s) on the right-hand side of the chart. You may want to use sentence frames as a way to differentiate the activity.
- **Grade 1 Science Scavenger Hunt**
  - Students go on a scavenger hunt in their area to discover what types of plants can be used for food and healing. They will list what they find on a chart and consider what the item is and how it is valuable to us in our everyday life.

**Author’s website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=4151>

**Curriculum Connections:**

**Grade 1 English Language Arts**

**1.2.2 Combine ideas:** Group ideas and information into categories determined by an adult

**2.4 Create Original Text**

**2.4.1 Generate ideas**

- Generate and contribute ideas for individual or group oral, print and other media texts.

**Grade 1 Science**

**Topic E: Needs of Animals & Plants**

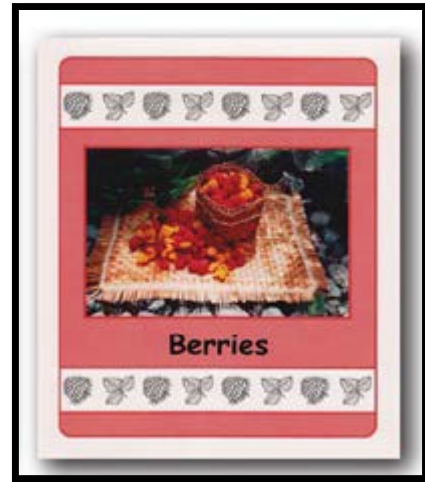
- Students will describe some common living things, and identify needs of those living things.

- Students will identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.

**Grade 2 - Social Studies-**

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities

- Students research what plants are beneficial to people living on the Tundra
- Students can compare and contrast the uses of plants in their local area with those on the tundra



**Book Title:** Berries

**Author/Illustrator/Photographer:** Pam Holloway

**Annotation:** This is a simple predictable text intended to introduce students to different kinds of berries such as salmonberries, huckleberries, salalberries, and thimbleberries. Because numerous texts in this literature kit mention the importance of berries in Cree, Métis, Iroquois and other Indigenous communities' medicine-making, ceremonial preparations, and cooking traditions, this text may compliment others that mention these traditions.

**Text Sets:** *Walking with Aalasi* (pg. 64-76) in this literature kit tells how berries are central to traditions in Indigenous communities in Apex, near Nunavut. Some of the berries in this text match the ones mentioned in *Berries*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Indigenous traditions (Although none are mentioned in this text, this text would advance knowledge of Indigenous traditions if another text was used that referred to this tradition.)

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Connection to the Land

**Topics:** berries

**Recommended Grade Level:** Kindergarten - Grade 1

**Projects, Ideas and Activities:**

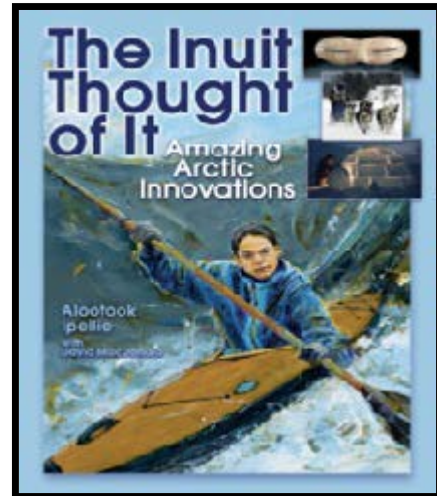
- Read this text as a predictable text structure in which students use the pictures and letters at the beginnings of words to read the text.
- Students use the predictable text structure to write about new foods found in a study of local Indigenous cultures: “I see the.....” and draw a picture to show their research.

**Curriculum Connections:****English Language Arts Grade 1****2.1 Use Strategies and Cues**

- Use phonic knowledge and structural analysis: Use phonic knowledge and skills to read unfamiliar words in context

**2.2 Respond to Texts****Construct meaning from texts**

- Tell, represent or write about experiences similar or related to those in oral, print and other media texts



**Book Title:** The Inuit Thought of It - Amazing Arctic Innovations

**Author:** Alootook Ipellie with David MacDonald

**Annotation:** Alootook Ipellie and David MacDonald explore the amazing innovations of traditional Inuit and how their ideas continue to echo around the world. Some inventions are still familiar to us: the one-person watercraft known as a kayak (Inuit name). Other innovations have been replaced by modern technologies (e.g. slitted snow goggles protected Inuit eyes long before sunglasses arrived on the scene). Other innovations were necessary and reflective of Inuit ingenuity (e.g., using human-shaped stone stacks [Inunnguat] to trick and trap caribou). More than 40 Inuit innovations are explored, including: dog sleds, shelter, clothing, kids' stuff, food preservation, and medicine.

**Text Sets:** Ipellie's poetic picture book, *I Wait and Wait*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1, TC2, and TC5 Key Concepts:**

- Many archeologists believe that the ancestors of today's Inuit may date back 20,000 years ago. This book explains the geographic nature of the land and how it has changed over time.
- This book provides a vast amount of cultural information in regard to past and present in the Inuit territory.
- Inuit innovations, and traditional means of survival, blend with contemporary life on the Arctic.

**Sensitivities:** None

### Themes & Topics at a Glance:

**Themes:** Ingenuity and Survival, Inuit Creativity and Culture

**Topics:** Arctic, Inuit, inventions/modern and traditional ways of life, innovations of traditional Inuit, History of the Inuit, Inuit adaptations to the land and climate

**Recommended Grade Level:** Kindergarten – Grade 2

### Projects, Ideas and Activities:

- **Text Structure and Features:** Over multiple days, read aloud portions of this book so that students become used to how non-fiction sounds and is organized. Draw students attention to the text structure and features that help them to gather information:
  - For example, if you intend to gather information about Inuit inventions, then ask:
    - How have Inuit inventions and innovations influenced others?
    - Why did the Inuit need to be innovative?
  - While gathering information about these questions, draw students' attention to the text features to assist in finding information:
    - Which text features support readers to locate information? (Point out table of contents, titles, subtitles, page references, pictures, captions, labels, bold-faced words, italicized words, inset texts, parentheses) as examples.
- **Studying an Inuit Innovation:** Have every student choose one innovation described in the text. Provide categories for the students to become "experts" in: (e.g. origins, problem it solved, materials used, who used it, examples of it are used today and so forth).
- **Art Extension:** Construct a model of your innovation. Present what was learned in the form of a poster. Teach students how to represent information learned in the text in a poster format using:
  - Text features: titles, pictures, headings, labels, diagrams
- **Comparing Different Genres:** Read "I Wait and Wait" by Alootook Ipellie and discuss:
  - What is the difference in the language and information shared?
  - Why would an author choose to use poetry? What messages do they convey through poetry that they do not in informational writing?
  - Which do you prefer and why?
  - What is the advantage and disadvantage of each genre?

### Curriculum Connections:

#### English Language Arts Grade 2

##### 2.2 Respond to Texts

###### Construct Meaning From Texts

- Discuss, represent or write about interesting or important aspects of oral, print and other media texts

##### 2.3 Understand Forms, Elements, and Techniques

###### Understand techniques and elements

- Identify how pictures, illustrations and special fonts relate to and enhance print and other media texts

### **3.1 Plan and Focus**

#### **Plan to gather information**

- Recall and follow directions for accessing and gathering ideas and Information

### **3.2 Select and Process**

#### **Access information**

- use text features, such as table of contents, key words, captions and hot links, to access information
- use given categories and specific questions to find information in oral, print and other media texts

#### **Evaluate sources**

- recognize when information answers the questions asked

### **Social Studies General Outcomes**

#### **1.2 Moving Forward with the Past: My Family, My History, My Community**

##### **1.2.1 Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging**

**2.3 Canada's Dynamic Communities demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.**

#### **5.2 Histories and Stories of the Ways of Life in Canada Demonstrate an understanding of the people and the stories of Canada and their ways of life over time. Social Studies Skills and processes Develop skills of critical thinking and creative thinking Develop skills of historical thinking Program**

**Foundations:** Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

### **Science Topic 2.B Boats and Buoyancy**

2.7 Construct objects that will float on and move through the water, and evaluate various designs for watercraft.

### **Topic 2.D Hot and Cold**

8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes.

9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose.

10. Design and construct a device to keep something hot or cold.

11. Describe ways in which temperature changes affect us in our daily lives.

### **Topic 4B Wheels and Levers**

4.6 Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

### **Topic 8D Mechanical Systems**

8.1 Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time.

8.4 Analyze the social and environmental contexts of science and technology, as they apply to the development of mechanical devices.

**Fine Arts – Art (based on the model they created) Level One - Reflection**

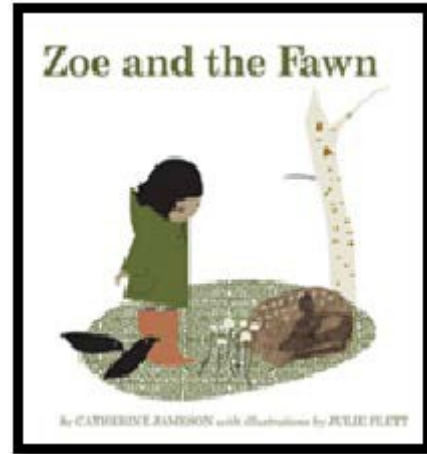
1B. Natural forms are related to the environment from which they originate.

2A. Designed objects serve specific purposes.

3C. An artwork tells something about its subject matter and the artist who made it.

- Level Two - Expression: Component 10 iii: Sculpture Continue to make 2 and 3 dimensional objects. Continue to explore the modeling possibilities. Explore wood relief using fastening techniques such as nailing and gluing... Explore the possibilities of simple wire sculpture...





**Book Title:** Zoe and the Fawn

**Author:** Catherine Jameson

**Illustrator:** Julie Flett

**Annotation:** This is a story of a young girl and her father and their search for the mother of a visiting fawn. Each time they spot a new animal, Zoe wonders if that is the mother they are looking for. After a long search, they return home to a surprise. The repetitive text and illustrations make this book a great choice for young readers. Animal names are featured in both English and Okanagan Syilx.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- The relationship between a father and his daughter and the laws of nature
- Language revitalization

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Relationships, Respect for Animals and Nature

**Topics:** animals, animal names in Okanagan Syilx

**Recommended Grade Level:** Kindergarten - Grade 2

#### **Projects, Ideas and Activities:**

- **Share this background information with the students before reading the book:**  
The Syilx People of the Okanagan Nation live on both sides of the border between Canada and the United States. Our Nation is comprised of seven member communities in the Southern Interior of British Columbia: Okanagan Indian Band, Osoyoos Indian Band, Penticton Indian Band, Upper Nicola Band, Upper and Lower Similkameen Indian Bands, and Westbank First Nation; and in Northern Washington state, the Colville Confederated Tribes. Our members share

the same land, nsyilxcən language, culture, and customs. We are a distinct and sovereign Nation.

Today the Syilx/Okanagan People continue to take responsibility for stewarding (caring for) their land, resources, and quality of life of their citizens. Our syilxcən language and our Syilx culture respectfully honour the natural laws of the tmixw – *that which gives us life*.

- **Before reading:** Discuss what students think it means to be a “steward” and how one might know if we are stewards of our school and the land that it is on? Note students’ ideas. Ask students to pay attention to the ways that the characters are “stewards” of their land in this story? Ask the students how by being stewards of the land, they are stewards of their culture?
- **After reading:** Take a “Stewardship Walk” by choosing an area of nature surrounding the school and consider the wildlife and plants that give us “beauty” in their presence. Take along notebooks and sketch and label drawings of what is noticed along the way. Use resources such as this one ([Animals.pdf](#)) to label what they see using Syilx as well as English name.
- **Other activities:**
  - Grade 1 writing activity - Using the pattern “Is that the \_\_\_\_\_’s mother?” students can write their own story
  - Father’s Day writing - students can write a simple story following a pattern, as they go on a walking adventure with their father
  - Learn about animals and their young
  - sort and classify the animals that were seen on a walk named in the book and ensure that they are sorted as “domestic” and “wild”.

#### Curriculum Connections:

#### English Language Arts Grade 1

#### 2.2 Respond to Texts

##### Construct meaning from texts

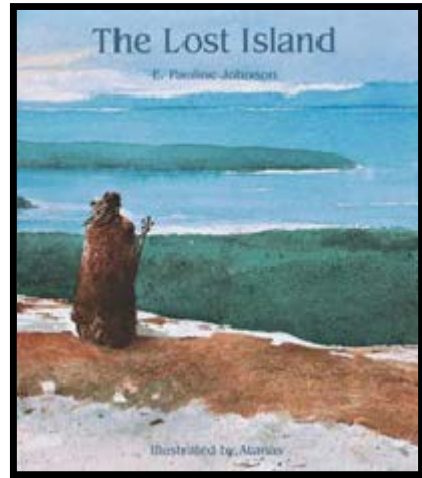
- Tell, represent or write about experiences similar or related to those in oral, print and other media texts

#### Science Grade 1.1–11 Describe some common living things, and identify needs of living things.

##### Specific Learner Expectations

Students will:

- Observe, describe and compare living things.
- Contrast living and nonliving things.
- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
- Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.
- Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.



**Book Title:** The Lost Island

**Author:** E. Pauline Johnson

**Illustrator:** Atanas

**Annotation:** This picture book portrays a boy learning from an elder about a legend from hundreds of years ago about how Sagalie Tyee, a medicine man, who had a vision that the “Island of the North Arm” would no longer exist and “pale faces” would create huge buildings on the coast (what is now Vancouver) and camp there. The elder makes a plea that extends from this Chief Tyee, to never forget about the power of the island, its animals, the water, and the Earth. This legend is about lamenting the loss of land, animals, traditions, and culture as well as courage and perseverance.

**Text Sets:** Pauline Johnson wrote other legends about Indigenous communities in Vancouver, [http://www.canadianpoetry.ca/confederation/johnson/legends\\_of\\_vancouver/index.htm](http://www.canadianpoetry.ca/confederation/johnson/legends_of_vancouver/index.htm)

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism)

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Loss

**Topics:** connection to land, tradition, Vancouver, Mohawk, Salish, legends, wildlife

**Recommended Grade Level:** Grades 3-6

## Projects, Ideas and Activities:

This is a two or three lesson activity as presented below.

- **Checking our facts about Indigenous peoples' communities in British Columbia:** Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area?
- **Before reading:** Pauline Johnson is a Canadian author of legends and poetry. Read her biography. [http://www.canadianpoetry.ca/confederation/johnson/legends\\_of\\_vancouver/index.htm](http://www.canadianpoetry.ca/confederation/johnson/legends_of_vancouver/index.htm) before reading *The Lost Island*. Consider what prompted her to write this text amongst others and share your inferences about why she took the time to write the legends.
- **During reading:** Have students preview and predict what you think this story, *The Lost Island*, will be about. As you read, discuss what is happening and how the story fits with what we know about Vancouver today. Invite students to summarize some of the author's key messages about Indigenous communities along the Pacific West Coast of Vancouver. One such message is that traditions have been lost.
- **After Reading:** Return to the question that started the lesson: *Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area?* Consider what students think they know is happening within Pacific West Coast Indigenous communities in the Vancouver area.
- Explain that authors present a point of view about a subject when they write, and Pauline Johnson shares her messages and point of view in *The Lost Island*. Johnson has spent a lot of time learning from Mohawk Salish elders in B.C., so her story reveals what she learned.
- Take a moment to view and read about what is happening along the Pacific West Coast in Indigenous communities based on a regularly updated website about travelling in B.C. and the communities that live there: <https://www.aboriginalbc.com/>
- While reviewing this website, choose a story about Indigenous communities as prepared on this website. Have students write about their perspectives about the original question: Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area? In their responses, have them explain their perspectives using evidence from this website and any other sources of information that they have.

## Curriculum Connections:

### English Language Arts Grade 6

#### 2.1 Use Strategies and Cues

##### Use prior knowledge

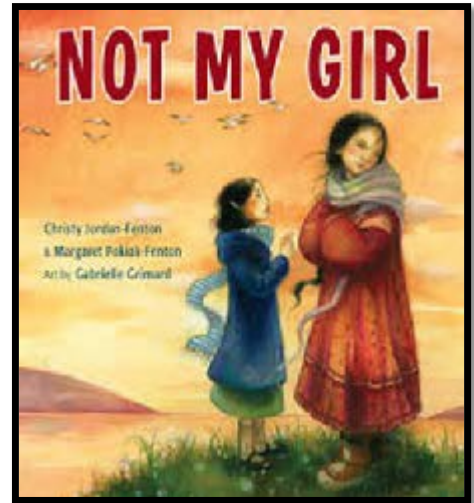
- Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

#### 2.2 Respond to Texts

##### Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts

- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts



**Book Title:** Not My Girl

**Author:** Christy Jordan-Fenton and Margaret Pokiak-Fenton

**Illustrator:** Gabrielle Grimard

**Annotation:** Two years ago, Margaret left her Arctic home for the outsiders' school. Now she has returned and can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.

**Text Set:** *Not My Girl* is the sequel to the original picture book *When I was Eight* by Christy Jordan-Fenton and Margaret. Olemaun is eight and knows a lot of things except for how to read. Ignoring her father's warnings, she travels far from her Arctic home to the outsiders' school to learn. The nuns at the school call her Margaret. They cut off her long hair and force her to do menial chores, but she remains undaunted. Her tenacity draws her attention of a black-coated nun who tries to break her spirit at every turn. But the young girl is more determined than ever to learn how to read.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- First Nations children were taken from their families and communities
- Children forgot their First Nations culture including language and identity. It was difficult for them to fit in with their communities once they returned

- Residential school resulted in social implications including negative associations with school and personal trauma

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Identity; Determination

**Topics:** memoir; Inuit culture; residential schools; family; society

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Making Connections to Text:** Have students explain how their previous experiences, knowledge, emotions and understandings affect how they learn about new topics. Ask students to complete a text-to-self, text-to-text, and text-to-world connection on the story, *Not My Girl*:
  - **Text-to-self:** highly personal connections that a reader makes between text and their own lived experiences. Students may consider what it means to be an outsider. How was Margaret treated like an outsider by others and what are some reasons people give for excluding others?
  - **Text-to-text:** readers are reminded of other things that they have read in other books by the same author, stories from a similar genre, or perhaps on the same topic. Students may compare Margaret’s experience in residential school with a protagonist from another title or movie such as *The Boy in Striped Pajamas* or *Kookum’s Red Shoes*.
  - **Text-to-world:** larger connection that a reader brings to a text. Their ideas go beyond their own personal experiences. Students draw on information through television, newspapers, documentaries, etc. Students may consider how Margaret regained her sense of belonging and found personal fulfillment. How does Canada celebrate diversity?
- **Comprehension Strategies:** Examine how visuals, in combination with text, strengthen intended meaning and purpose; thus, strengthening comprehension of text. Using visual contrasts on pages 1 and 2, discuss how illustrator, Gabrielle Grimard, is able to visually communicate the emotional gulf between Margaret and her mother when she returns home. Grimard’s talent in depicting emotional tone is expressed in her ability to depict facial expressions with sensitivity and grace. The opening spread shows Margaret’s return to Aklavik. One page shows a cluster of happy mothers and daughters embracing, while, on the facing page, Margaret and her mother stand separated by a dock. Margaret, dressed in her blue uniform with short hair, expresses uncertainty in both her face and posture as she faces her mother. Margaret’s mother, dressed in red with long windblown braids, has her back turned to the reader. Her expression is hidden from the reader, and so the reader is made to feel as much a stranger to her as Margaret feels when she calls out, “Not my girl!” Have students find other similar examples from the text.

**Curriculum Connections:**

**English Language Arts - Grade 2**

## **2.1 Use Strategies and Cues**

### **Use prior knowledge**

- use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning

### **Use comprehension strategies**

- identify the main idea or topic and supporting details of simple narrative and expository texts

## **2.2 Respond to Texts**

### **Construct meaning from texts**

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- express thoughts or feelings related to the events and characters in oral, print and other media texts

## **2.3 Understand Forms, Elements and Techniques**

### **Understand techniques and elements**

- identify how pictures, illustrations and special fonts relate to and enhance print and other media texts

## **English Language Arts - Grade 5**

## **2.1 Use Strategies and Cues**

### **Use prior knowledge**

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information

## **2.2 Respond to Texts**

### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers

### **Construct meaning from texts**

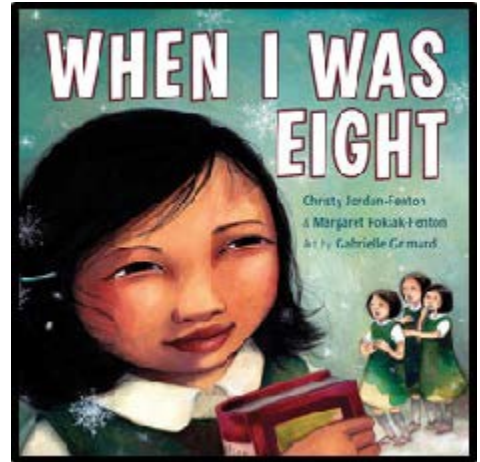
- compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

## **5.1 Respect Others and Strengthen Community**

### **Relate texts to culture**

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities





**Book Title:** When I Was Eight

**Author:** Christy Jordan-Fenton and Margaret Pokiak-Fenton

**Illustrator:** Gabrielle Grimard

**Annotation:** This picture book memoir begins with Olemaun living on the land with her family. Her older sister has attended residential school and brought back a special book about a girl named Alice. Olemaun wants to attend this school too. Reluctantly her father agrees. A rude awakening occurs when Olemaun's long braids are cut off and her warm Inuk clothing is replaced by thin clothes and scratchy underwear. Even her name is taken and she is now known as Margaret. Hard work scrubbing floors and overseen by black-robed nuns was how the students passed their time in this school. Finally the students are taken to a classroom and Margaret now believes she will at last learn to read. Overcoming her inability to speak English and dealing with the harsh discipline of the nuns, Margaret finally succeeds. She can read her precious book about a magical world and a girl named Alice. Readers can identify with this Inuk girl whose courage and determination help her to overcome the challenges of a foreign culture and learn to read.

**Text Sets:**

- *Not My Girl* by Christy Jordan-Fenton and Margaret Pokiak-Fenton is a continuation of the journey that began in *When I Was Eight*. The story takes place two years later when Margaret returns home to her family in Aklavik. She can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.
- *Kookum's Red Shoes* is a children's picture book by Peter Eyvindson. In this story, an Elder, Kookum, tells about her experiences as a child attending a Catholic-run residential school. As a child growing up in a loving family, Kookum recalls seeing a movie called *The Wizard of Oz*. Like Dorothy, Kookum is taken up into a wild and scary tornado as she is whisked away from her home into a foreign residential school. She had to leave her lovely red shoes behind. The story

follows Kookum at residential school and she finds her beautiful red shoes are too small when she eventually returned to her home community.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- First Nation's children were taken from their families and communities
- Children forgot their First Nations culture including language and identity. It was difficult for them to fit in with their communities once they returned
- Residential school resulted in social implications including negative associations with school and personal trauma

**Sensitivities:** The treatment that Olemaun receives could be frightening for children who have sensitive hearts or have been victims of abuse or bullying.

#### **Themes & Topics at a Glance:**

**Themes:** Self-Esteem; Prejudice; Bullying; Courage; Bravery; Perseverance

**Topics:** Inuit culture; residential schools; abuse; assimilation; community; character education; memoir

**Recommended Grade Level:** Grades 1-4

#### **Projects, Ideas and Activities:**

**KWL Chart:** Using a KWL chart, lead students into a discussion on what they know and what they want to learn about residential schools. Follow the anticipatory set with one or more of the following activities:

- **Venn Diagram:** Read *Kookum's Red Shoes* by Peter Eyvindson and *When I was Eight* by Christy Jordan-Fenton. Compare Olemaun's account of residential school with that of Kookum's using a Venn diagram.
- **Paragraph Writing:** Olemaun's courage and determination help her overcome challenges. Write a paragraph describing how Olemaun's character and actions reflect the theme of perseverance throughout the text. Provide specific examples to support your reasoning.
- **Create Original Text:** Based on Olemaun and Kookum's experiences, have students consider what it would be like to go to a residential school and create an original text (e.g., poem, journal entry, letter, play, etc.) of their choosing that reflects their thoughts and feelings on the topic.
- <https://www.youtube.com/watch?v=LSBrkJn3NeI>
- <https://www.youtube.com/watch?v=r4gBwADGnWs>

#### **Curriculum Connections:**

**English Language Arts - Grade 2**

## **2.1 Use Strategies and Cues**

### **Use comprehension strategies**

- apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
- identify the main idea or topic and supporting details of simple narrative and expository texts

## **2.2 Respond to Texts**

### **Construct meaning from texts**

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- express thoughts or feelings related to the events and characters in oral, print and other media texts

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts

### **Relate texts to culture**

- discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities

## **English Language Arts - Grade 4**

### **1.1 Discover and Explore**

#### **Experiment with language and forms**

- discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

### **2.2 Respond to Texts**

#### **Experience various texts**

- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

### **2.3 Understand Forms, Elements and Techniques**

#### **Understand techniques and elements**

- identify and explain connections among events, setting and main characters in oral, print and other media texts

### **2.4 Create Original Text**

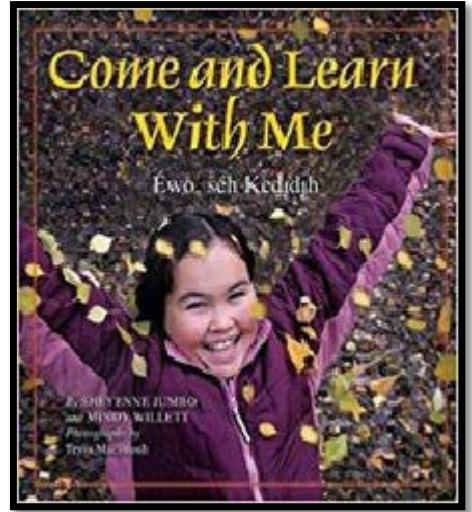
#### **Generate ideas**

- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

### **2.5 Respect Others and Strengthen Community**

#### **Relate texts to culture**

- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities



**Book Title:** Come and Learn With Me  
**Author:** Sheyenne Jumbo and Mindy Willett  
**Photographs by:** Tessa Macintosh

**Annotation:** Nine-year-old Sheyenne lives in Samba K'e (Trout Lake), Northwest Territories, and she is the co-author of this text about her life experiences being mentored by the many adult role models in her life (mother, father, grandfather, aunties, uncles). She takes the reader on a journey through her eyes as she re-lives what her community is like in the fall, the season of moose, over two weeks while school is out. This is the fourth book in the popular series *The Land Is Our Storybook* and features the Dehcho region of the Dene.

**Text Sets:** *Walking with Aalasi* is another text about the Arctic and community life that is in this literature kit. *The Land Is Our Storybook* is a series of books about the lands and cultures of Canada's Northwest Territories. In the books, storytellers, elders, and cultural leaders from the ten regions in the Territories share real stories of everyday life in the North today.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Indigenous ways of knowing
- traditional ways of life (picking berries, gathering plants, drumming, hunting, fishing, telling traditional stories like "The Giant Who Formed Trout Lake")

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Celebrating traditions, Appreciating Adult Lessons,

**Topics:** connection to land, Northwest Territories, wildlife

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Charting what we learn about Arctic Indigenous communities:** using this text as a class “anchor” text and students apply what is done with this anchor text to another text in the text set.
- As the class reads *Come and Learn with Me*, chart what is learned using own words (paraphrasing).
- In the chart, work with students to consider what the categories ought to be to learn about each Indigenous community studied in the Arctic text set. Consider reading the first few pages of the text and then starting with some obvious categories.

Learning about Indigenous Communities: Inuvialuit	
Land	
People	
Traditions	
...students add more categories	

- During reading, use text features (subtitles, pictures, captions, labels, etc.) to decide what information is key and discuss where to put it in the chart.

**Curriculum Connections:**

**English Language Arts Grade 3**

**3.1 Plan and Focus**

**Plan to gather information**

- Contribute ideas for developing a class plan to access and gather ideas and information

**3.2 Select and Process**

**Access information:**

- Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- Locate answers to questions and extract appropriate and significant information from oral, print and other media texts

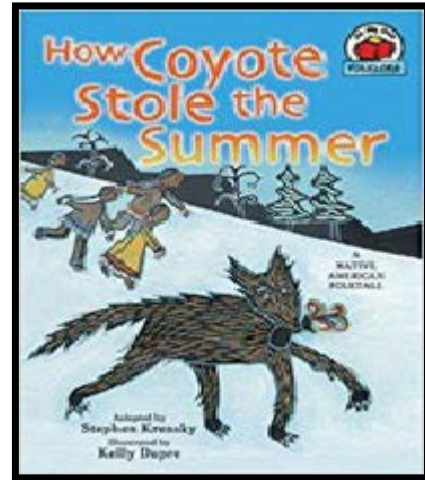
**3.3 Organize, Record, and Evaluate**

**Organize ideas:**

- Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing

**Record information**

- List significant ideas and information from oral, print and other media texts



**Book Title:** How Coyote Stole the Summer

**Author:** Dr. Stephen Krensky

**Illustrator:** Kelly Dupre

**Annotation:** This is a trickster tale about the protagonist, Coyote, tricking an “Old Woman” and her children into sharing her magic black bag containing summer. Coyote meets Raven who shares this information about the “Old Woman” having a bag containing summer and suggesting a plan for how Coyote might trick her to get the bag away from her. Coyote follows this plan, and to that end, gathers his friends: Wolf, Moose, Elk, Stag, and Antelope to make a plan to steal summer. Although Coyote gets the bag of summer away from the “Old Woman”, he decided that instead of enduring “war”, he negotiated sharing summer for part of the year. This proposal was deemed to be “fair” and that is how the season of summer came to be understood by Eastern Shoshones Indigenous peoples in Wyoming and the grassy plains of the Rocky Mountains.

**Text Sets:** *Coyote Christmas - A Lakota Christmas* in this literature kit.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Protocols,
- Reciprocity,
- Oral Tradition, Linguistic diversity and language revitalization
- Symbolism
- Ceremony, Stewardship and sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** The Power of Stories in Indigenous Communities

**Topics:** wildlife of Eastern Plains, trickster, trickster tales, storytelling

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Grade 1-3 Understanding trickster tales in the Eastern Shonshones' tradition:**
  - Explain that the trickster is a character in many traditional tales. The trickster acts in unacceptable ways (misbehaves and does what would be considered “bad” things). Although the trickster can do funny things, his/her behaviours are considered “non-examples” of expected behaviour in Sioux tradition.
  - **Make a t-chart:** As a whole class, review the first part of this story and identify what some of those poor behaviours are (details) and list those on the left-hand-side of a t-chart. On the right-hand side of the t-chart, discuss and write down why they are not examples of what is considered “good” behaviour (main ideas/Inferences).
  - Consider adapting this activity for grade K-2 students by sharing, as a class, the processing on the chart as explained for 3-4 examples from this text and then providing students with an opportunity to finish the activity by having them work with a partner to discuss and identify one “bad” behaviour. Review that “bad” behavior as a group and then leave it to the students to work alone to write the reason(s) why the behaviour is “bad”).
  - **Another adaption of this activity:** Complete the shared processing of the entire chart with the whole class and read aloud another trickster tale (e.g., *Coyote Christmas - A Lakota Christmas*) and have the students identify the “bad” behaviours and share verbally and/or in writing why (the reasons) the behaviours were “bad”.

**Curriculum Connections:**

**English Language Arts Grade 1**

**2.1 Use Strategies and Cues**

**Use Comprehension Strategies**

- Identify the main idea or topic of simple narrative and expository texts.

**English Language Arts Grade 2**

**2.1 Use Strategies and Cues**

**Use Comprehension Strategies**

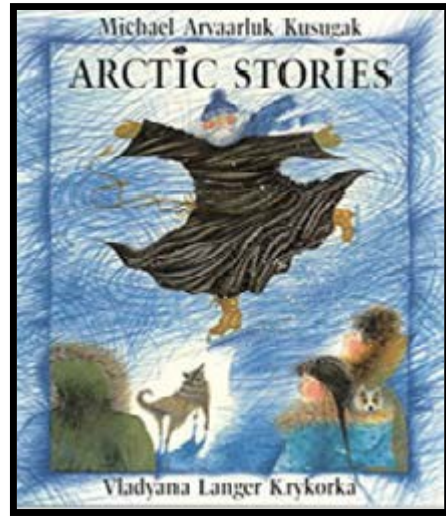
- Identify the main idea or topic and supporting details of simple narrative and expository texts.

**English Language Arts Grade 3**

**2.1 Use Strategies and Cues**

**Use Comprehension Strategies**

- Identify the main idea or topic and supporting details in simple narrative and expository passages.



**Book Title:** Arctic Stories

**Author:** Michael Arvaarluk Kusugak

**Illustrator:** Vladyana Langer Krykorka

**Annotation:** In the prologue, the reader learns that in the summer of 1958, U.S., Canadian, and Russian scientists, who were studying ice in a large black helium-filled airship, “ZPG-2”, toured Alaska and northern Canada. The problem was that residents of the Arctic Circle (Repulse Bay) had never seen anything like this airship and mistook it for a threat. This book is a collection of stories told from the perspective of Agatha, the protagonist, who lives in Repulse Bay. The author weaves a tapestry of simply told stories, each of which, by skillful use of detail, manages to bring to life the experience of growing up in a small Inuit community. The last story details Agatha’s experience of being flown into Chesterfield Inlet to attend residential school.

**Text Sets:** This text can be paired with *The Inuit Thought of It: Amazing Innovations*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC 5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC5 and TC6 Key Concepts:**

- Indigenous ways of knowing
- traditional ways of life
- sustainability

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Residential School, Traditional Ways of Life

**Topics:** environment, relationships



**Recommended Grade Level:** Grades 2-3

**Projects, Ideas and Activities:**

- **Connecting to life experiences:** In this text, Agatha’s world is suddenly disrupted by what appeared to be a black bomb in the sky and then the same “black speck in the sky” returned in the last chapter to take her away to residential school. Because Agatha has had to deal with a “change” that was not expected and hard for her, students could practice the comprehension strategy of “empathizing” with the character by considering the following activity:
  - **Classroom Discussion:** When have you had something unexpected happen that made you scared, what happened? How did this make you feel? What made you feel better about your experience?
  - **Writing a letter to Agatha:** Thinking about what you felt and what made you feel better, write Agatha a letter and share with her your experience of feeling scared and how it was the same and different from her experience of being scared. Tell her what helped you to feel better and leave her with questions about her experience to understand what she might have been going through.

**Curriculum Connection to Grade Level/Subject/Topic:**

**1.1 Discover and Explore**

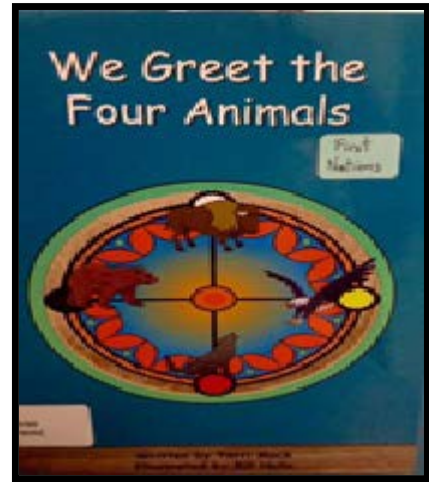
**Express ideas and develop understanding**

- Contribute relevant ideas and information from personal experiences to group language activities.

**2.2 Respond to Texts**

**Construct meaning from texts**

- Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.



**Book Title:** We Greet the Four Animals \* part of a series/Strong Nations

**Author:** Terri Mack

**Illustrator:** Bill Helin

**Annotation:** The Medicine Wheel is a guide to living a healthy life. People use it all around the world. There are four parts to the Medicine Wheel that teach us many different things. There are four animals in each of the four directions that are respected. In this short, colourful text the reader learns about thanking the Eagle, Bear, Wolf, and Buffalo. Their gifts teach us the skill of setting goals for ourselves; the courage to learn, share, and teach; the joy of life, laughter, and love; and the importance of being a good friend. This book lends itself to movement and further exploration of the meaning of the medicine wheel.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism)

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Spirituality and Personal Growth

**Topics:** culture, medicine wheel, Indigenous teachings, connection to land, animals

**Recommended Grade Level:** Kindergarten - Grade 3

### Projects, Ideas and Activities:

- **Sculpt a Medicine Wheel for Personal Goal-setting and Reflection:** On the last page, there is a “Let’s set a Goal!” activity that requires students to revisit and think about each of the four directions and the kind of “powers” they have: to be thankful (North), to be as great as they can be (East), to be ready to learn (South), and to share their love (West).
- **Think Aloud and Modelled Writing:** Model how to look back at the directions (N-E-S-W) in the book and which will be your goal for this year. Share “I will focus on being ready to learn” and share how....”I will be ready to learn from others by listening attentively and actively to what they say.” Share why you have selected this particular goal: “I think I need to be more of an active, attentive listener because I know what it feels like to be listened to and how validated I feel when someone listens to me. I want to give that kind of validation to others. Also, I think by slowing down to truly take in what people are sharing, I will learn more about them and about what they are talking about.” Have students apply the same thinking and review the directions. Ask them: Which direction speaks most to you? Which one will be your goal for this year?
- **Students Writing:** Have the students draw and write their goal and indicate why they have selected it. For example, “I aim to share my love this year” by ... (share why). Draw attention to the four colours, the four animals and four directions. Students can draw, colour, and write out their plan prior to sculpting a Medicine Wheel ( as an extension art activity).  
<https://www.crayolateachers.ca/lesson/medicine-wheel-directions-elements-clay/>  
Students create and paint a clay coil pot. The circular bowl represents ideas connected to the medicine wheel. The students will reflect on relationships between: the 4 cardinal directions, the 4 elements, the 4 seasons, the medicine wheel, and themselves.
- For background information about the Medicine Wheel for students, consider the following information:  
<http://ojibweresources.weebly.com/medicine-wheel.html>, which is a short video about the importance of the medicine wheel. For background information for the teacher, which includes a printable medicine wheel:  
[https://prevention.nd.gov/files/pdf/The\\_Medicine\\_Wheel\\_Activities\\_1.pdf](https://prevention.nd.gov/files/pdf/The_Medicine_Wheel_Activities_1.pdf) . In addition, there is also a writing activity (You Inspired Me) that works well with the book, *We Greet the Four Animals*.

### Curriculum Connections:

#### English Language Arts Grade One

##### 2.2 Respond to Texts

###### Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

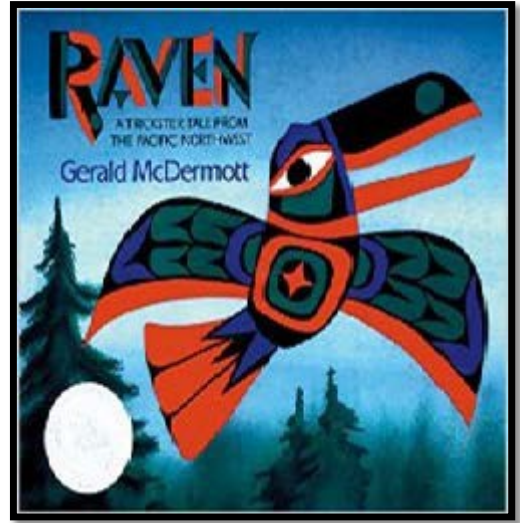
##### 1.1 Discover and Explore

###### Express ideas and develop understanding

- share personal experiences that are clearly related to oral, print and other media texts

###### Experiment with language and forms

- experiment with different ways of exploring and developing stories, ideas and experiences



**Book Title:** Raven: A Trickster Tale from the Pacific Northwest

**Author:** Gerald McDermott

**Illustrator:** Gerald McDermott

**Annotation:** This is a mythic creation tale in a picture book format about how the sun was brought to the world. It begins with the protagonist and trickster, Raven, a central and recurring character in myths of the Pacific Northwest. He roams Earth and discovers that the world is blanketed in darkness. He decides to bring light to the world and in his search for light, Raven uncovers Sky Chief's house, which has light beaming from the windows. To gain access to it, Raven turned himself into a pine needle and was swallowed by the Sky Chief's daughter and reborn as her son. While Raven was her son, he played with some nested boxes and inside the last box was the sun. Once he came into contact with the sun, he was transformed back to his raven form and flew away to give the world the sun. The end pages (beginning and end of the book) contain important information about the Pacific Northwest and trickster tales as part of the culture and history of Pacific Northwest Indigenous peoples.

**Text Sets:** Other trickster tales: *Coyote Christmas: A Lakota Story*, *Raven Tales*, *Coyote's Trick*, *Nanabosho and the Cranberries*, *Love and Roast Chicken: A Trickster Tale from the Andes Mountains*, *Raven Goes Berry-picking (Cameron)*, *The Navajo Year*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

#### **TC1 Key Concepts:**

- trickster tale
- Pacific Northwest Indigenous Peoples
- totem pole

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Myth and Magic, Creation Stories and Culture

**Topics:** origin of light in the world

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Exploration of trickster tales:** Before reading the book, ask students: What do you think a trickster tale is? Record students' predictions. Watch the short 6 minute video about trickster tales: <https://youtu.be/QueTSdmjo7c>. Revise predictions by adding to them, taking some away, and substituting some wording and ideas gained from learning more from the video. Then read "Raven" with the purpose of collectively composing a response to what is a trickster tale using Raven as an example. End the composition by having students ask questions that come from reading and composing their responses. Use the questions to explore more resources about the role of trickster tales in Indigenous cultures and communities locally and globally.

**Author's website:** <http://www.afana.org/mcdermott.htm>

**YouTube:** [https://youtu.be/ox-9d8j\\_8f8](https://youtu.be/ox-9d8j_8f8)

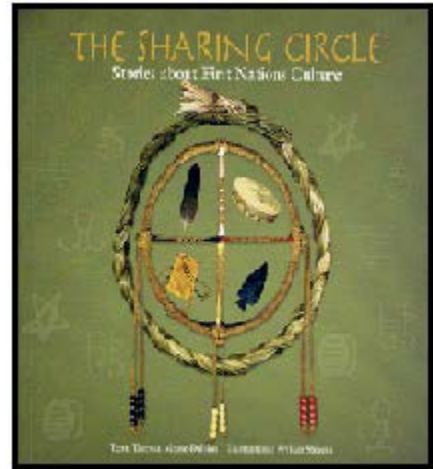
**Curriculum Connections:**

**English Language Arts- Grade 3**

**1.1 Discover and Explore**

**1.1.1 Express ideas and develop understanding**

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts



**Book Title:** The Sharing Circle

**Author:** Theresa Meuse

**Illustrator:** Arthur Stevens

**Annotation:** *Sharing Circle* is a compilation of seven children's stories about First Nations culture. Each of the seven stories, *The Eagle Feather*, *The Dream Catcher*, *The Sacred Herbs*, *The Talking Circle*, *The Medicine Wheel*, *The Drum*, and *The Medicine Pouch* explore First Nations cultural practices and teaches children about Mi'kmaq beliefs and heritage. Matthew, the protagonist, shares his special treasures that remind him of his First Nations culture. One of his favourite treasures is the medicine pouch that his grandfather made for him. In it, he keeps sacred herbs his mother gave him, which remind him to be grateful for nature's gift; an eagle feather from his father, which is a symbol of the spiritual strength of his culture; and a dream catcher that Matthew gave to his friend Dustin to help him not have bad dreams.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

### **TC1 Key Concepts:**

- Mythic creation tale
- Pacific Northwest Indigenous peoples

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

### **Themes & Topics at a Glance:**

**Themes:** Myth and Magic; Creation Stories and Culture

**Topics:** origin of harmony between eagles and Indigenous Peoples

**Recommended Grade Level:** Kindergarten-Grade 3

**Projects, Ideas and Activities:**

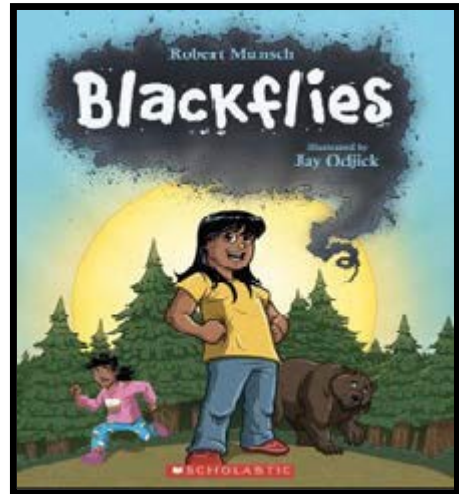
- **Essential Question:** Why is it important to collect and tell stories about cultural artifacts? How do such artifacts shape who we are individually (our identities) and as group (culture)?
- Chart what each main character shares in terms of artifacts and stories that illuminate what is important to him/her about his/her culture. After documenting these items and main messages, compare and contrast an artifact that is important to you about your culture. Why is this artifact important? Compare your experience to one or more of the characters' stories and conclude by sharing why it matters to collect artifacts of importance about our cultures.

**Curriculum Connections:****English Language Arts- Grade 3****1.1 Discover and Explore****1.1.1 Express ideas and develop understanding**

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

**3.1 Plan and Focus****3.1.2 Focus attention**

- identify facts and opinions, main ideas and details in oral, print and other media texts



**Book Title:** Blackflies

**Author:** Robert Munsch

**Illustrator:** Jay Odjick

**Annotation:** Blackflies is set on a reserve in northern Alberta, and it is a picture book narrative written in the repetitive style of Robert Munsch. It is about a young girl named Helen, whose sister and father have been swept up by a swarm of blackflies.

#### **Connection to First Nations, Metis and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit people.

#### **TC5 Key Concepts:**

- Kinship
- Traditional ways of Knowing

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Relationships

**Topics:** patterning, animals

**Recommended Grade Level:** Grades 1-3

#### **Projects, Ideas and Activities:**

- **Making connections:** As students listen to the story, have them make text-self, text-text, and text-world connections. While reading, stop and think aloud to model how to make a text-self connections to some aspect of the text (i.e., staying in a cabin, going camping) and write about these connections by having students help to contribute ideas. Consider using a simple sentence frame such as: In the beginning of “Blackflies”, my text self-connection is:

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While continuing reading, have students consider whether they can make their own text-self-connection to share knee-knee with another student. By the end of the book, have students write and/or draw their own text-self connection without teacher assistance. Debrief about how characters' experiences re- presented in this text about Indigenous people is the same or different from other texts read about Indigenous families.

**Curriculum Connections:**

**Grade 1**

**2.3 Respond to Texts**

**Construct meaning from texts**

- Tell, represent or write about experiences similar or related to those in oral, print and other media texts.

**Grade 2**

**2.2 Respond to Texts**

**Construct meaning from texts**

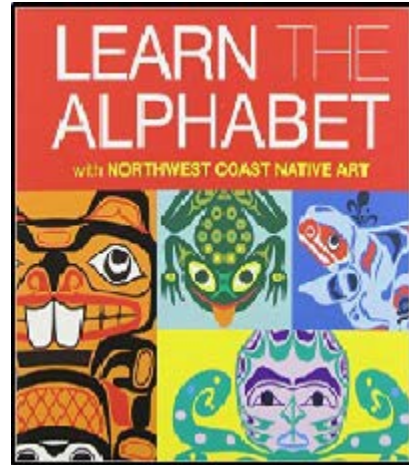
- Connect situations portrayed in oral, print and other media texts to personal and classroom experiences

**Grade 3**

**2.2 Respond to Texts**

**Construct meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts



**Book Title:** Learn the Alphabet with Northwest Coast Native Art

**Author:** Native Northwest/Garfinkel Publications

**Illustrator:** Various artists (all artists whose artwork is featured are listed on the back of the book by their name and nation)

**Annotation:** A board book that has traditional symbols and Northwest Coast art for letters of the alphabet. The format is simple; each page teaches a letter, a word, and features of associated illustration. **E** is for a bright magenta **Eagle** and **R** is for a dynamic red, black and white **Raven**. Other images relate to Indigenous culture.

**Text Sets:**

- *Learn to Count with Northwest Coast Native Art, Learn the Colours with Northwest Coast Native Art, Learn and Play with Northwest Coast Native Art*

**Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

**TC5 Key Concepts:**

- Cultures of the various groups of Indigenous people who have inhabited the Pacific Northwest for generations. These people captured in their artwork the animals they hunted and observed. These include bears, killer whales, eagles, ravens, salmon, etc.
- Chiefs and mythical characters important in their legends such as thunderbirds were also included as art subjects.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Art and Indigenous Culture

**Topics:** art; Northwest Coast Art; colour; shapes

**Recommended Grade Level:** As a broad book, it is suitable for Preschool/Kindergarten. As an illustrated collected of Art image, it is suitable for any elementary grade.

**Projects, Ideas and Activities:**

- **Structure of Text:** Students identify and examine the characteristics of an alphabet book. Begin by conducting an interactive read-aloud of the book, prompting students with the following questions: What do you notice about the organization of this book? Can you figure out the pattern that each page follows? What is different about each page? What do you notice about the illustrations? What purpose do you think they serve? What is your favorite page and why? Next, draw students' attention to *Learn the Alphabet* with Northwest Coast Native Art. Using a sheet of chart paper, have students compile a list of characteristics of the alphabet book to include: are sequenced alphabetically, usually have a consistent and predictable pattern on each page, include words that begin with the each letter of the alphabet, includes illustrations to reinforce text, sometimes have a theme or topic, etc.
- **Create an Alphabet Book:** After completing the class book, invite students to work in small groups using technology to write their own alphabet book. These books are later shared with an audience, giving authentic purpose to the writing experience.

**Curriculum Connections:**

**English Language Arts:** Kindergarten

**2.1 Use Strategies and Cues**

**Use prior knowledge**

- connect oral language with print and pictures
- expect print and pictures to have meaning and to be related to each other in print and other media texts
- understand that print and books are organized in predictable ways

**Use textual cues**

- begin to identify some individual words in texts that have been read aloud

**Use phonics and structural analysis**

- begin to make connections among sounds, letters, words, pictures and meaning
- hear and identify sounds in words

**Use references**

- recite the letters of the alphabet in order
- copy scribed words and print texts to assist with writing

**2.4 Create Original Text**

**Structure texts**

- talk about and explain the meaning of own pictures and print

**4.1 Enhance and Improve**

- explore the keyboard, using letters, numbers and the space bar

**Expand knowledge of language**

- explore and experiment with new words and terms associated with topics of interest

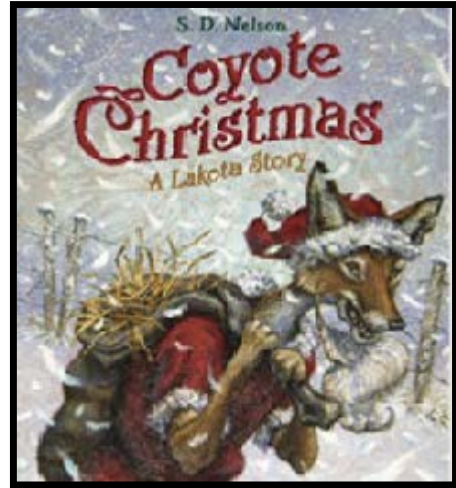
**Enhance artistry**

- experiment with sounds, colours, print and pictures to express ideas and feelings

## **4.2 Attend to Conventions**

### **Attend to spelling**

- demonstrate curiosity about visual features of letters and words with personal significance
- connect letters with sounds in word



**Book Title:** Coyote Christmas - A Lakota Christmas  
**Author and Illustrator:** S.D. Nelson

**Annotation:** In this picture book, the protagonist, Coyote, wants to find some people “to trick” in order to get a hot meal on Christmas Eve. Sneaky Coyote is known in this Sioux traditional tale as a trickster, and he is aware that there’s one character people can’t refuse on Christmas Eve - Santa Claus! Using straw for a jolly belly and wool for his Santa’s beard, Sneaky Coyote fools a family into welcoming him into their home for a Christmas meal. But just when he thinks he’s gotten away with his ruse, taking their food and leaving the family with nothing, he’s foiled by a strange occurrence. Raven has been observing Coyote’s antics and decides to outdo him with her own powers. Unbeknownst to Coyote, she turns the straw into gifts. When the family asks Coyote to open gifts with them, he starts to run to the door and trips over the bag. Coyote is astounded by the gifts that spill out. The little girl and her parents open theirs and find terrific items. The boy opens his, but it is empty. In a panic, Coyote runs from the house. The family - including the boy - races after them. Raven’s gift to the boy was the ability to walk again. From atop a fence in the farmyard, Coyote waves back at them, loses his balance and, falls. Raven and the farm animals laugh as Sneaky Coyote slinks into the snowy night.

**Text Sets:** Another compilation of trickster tales is available in this kit: Freda Ahenakew’s *Wisahkecahk flies to the Moon*. This is a link to other Sioux traditional tales and legends: <http://www.firstpeople.us/FP-HTML-Legends/>. There is also a link to Sioux trickster tales: <http://www.native-languages.org/iktomi.htm>.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- First Nations Lakota culture

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Character; Good versus Bad

**Topics:** Standing Rock, Christmas, culture, family, diversity, oral tradition, folktales, trickster

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Grade 1-3 Understanding trickster tales in the Sioux tradition:**
  - Explain that the trickster is a character in many traditional Sioux tales. The trickster acts in unacceptable ways (misbehaves and does what would be considered “bad” things). Although the trickster can do funny things, his/her behaviours are considered “non-examples” of expected behaviour in Sioux tradition.
  - **Make a t-chart:** As a whole class, review the first part of this story and identify what some of those poor behaviours are (details) and list those on the left-hand-side of a t-chart. On the right-hand side of the t-chart, discuss and write down why they are not examples of what is considered “good” behaviour (main ideas/Inferences).
  - Consider adapting this activity for grade K-2 students by sharing the processing on the chart as explained for 3-4 examples from this text and then providing students with an opportunity to finish the activity by having them work with a partner to discuss and identify one “bad” behaviour. Review that “bad” behavior as a group and then leave it to the students to work alone to write the reason(s) why the behaviour is “bad”).
  - **Another adaption of this activity:** Complete the shared processing of the entire chart with the whole class and read aloud another trickster tale and have the students identify the “bad” behaviours and share verbally and/or in writing why (the reasons) the behaviours were “bad”.

**Curriculum Connections:****English Language Arts Grade 1****2.1 Use Strategies and Cues****Use Comprehension Strategies**

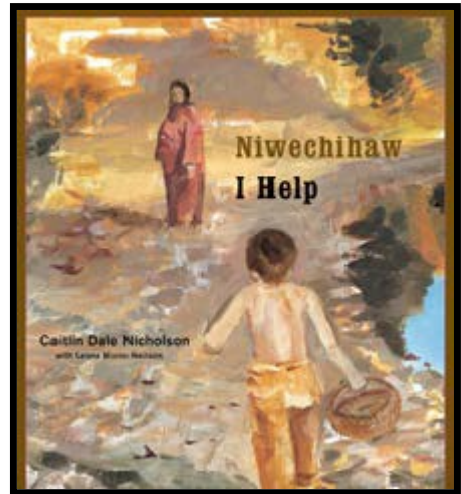
- Identify the main idea or topic of simple narrative and expository texts.

**English Language Arts Grade 2****2.1 Use Strategies and Cues****Use Comprehension Strategies:**

- Identify the main idea or topic and supporting details of simple narrative and expository texts.

**English Language Arts Grade 3****2.1 Use Strategies and Cues****Use Comprehension Strategies**

- Identify the main idea or topic and supporting details in simple narrative and expository passages.



**Book Title:** Niwechihaw I Help

**Author:** Caitlin Dale Nicholson and Leona Morin-Neilson

**Annotation:** This simple story told simultaneously in Cree and English explores a young child's relationship to his Kokhom. As the young child follows his Kokhom on a walk, he absorbs the rich cultural traditions and values of his Cree heritage. The traditions involved him in “listening, picking, praying, eating . . . just as she does.” Beautiful paintings help illustrate many of the cultural traditions and evoke the beauty of the relationship between this boy and his Kokhom.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5 and TC7 Key Concepts:**

- Cree tradition of living in and “with” nature
- Cree tradition of learning from elders (intergenerational values and practices)

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Kinship and Relationships, Sacredness of Nature

**Topics:** listening to stories, learning from a mentor, learning from elders, understanding the spiritual connection between Earth and living

**Recommended Grade Level:** Kindergarten to Grade 4

## Projects, Ideas and Activities

- **K-2:** Students listen to the story and look for examples of important lessons learned by the protagonist from his Kokhom. To follow up, students need to share what they have learned from an important adult in their lives (in their family, a friend, a school staff member). Who is it? What did you learn? What did you teach that person? Have them draw and write what they learned from the adult and what they offered in return as their lessons/teachings/gifts. Debrief about the importance of relationships and valuing what we bring to each other as adults and children.
- **Grades 3-4-Author study:** Because this is an author who is at a Canadian university, it may be possible to ask her for an interview about her experiences writing this text and how it is based on real life experiences (autobiographical and/or biographical).
- **Grades 3-4-Making connections:** between the importance of the relationship between nature and Cree culture as re-presented in this story. Have the students develop a chart of this story and evidence of the value of nature to this Cree boy as well as other examples of literature or website links that depict this strong connection between the Earth and Cree ways of talking, acting, and mentoring. Request that the students be specific about where the communities are who are studied and where the authors are from as well as important detail about their backgrounds. It is critical that in doing this task that the students pay attention to the details and particularity of the cultures studied as opposed to seeing “Cree” communities as one when there are many local, provincial, national and global Cree communities and traditions.

## Curriculum Connections:

### English Language Arts Grade 1

#### 2.2 Responds to Texts

##### Constructs meaning from texts:

- Relate aspects of stories and characters to personal feelings and experiences
- Retell interesting or important aspects of oral, print and other media texts

#### 2.4 Create Original Texts

##### Structure texts

- Write, represent and tell brief narratives about own ideas and experiences
- Recall and retell or represent favourite stories

### English Language Arts Grade 4

#### 2.2 Responds to texts

##### Constructs meaning from texts

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences

#### 3.1 Plan to Gather Information

##### Determine information needs

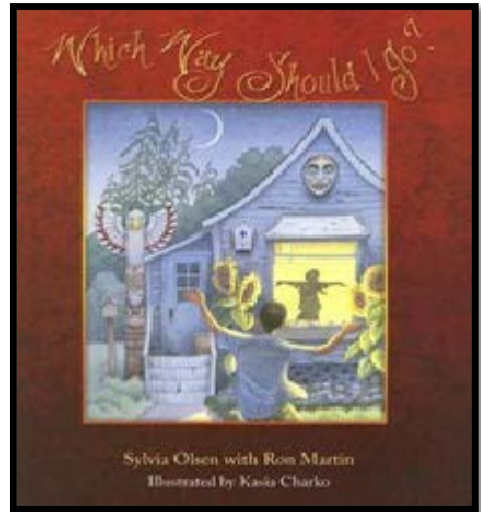
- Develop and follow a class plan for accessing and gathering ideas and information

#### 3.3 Organize, Record, Evaluate

##### Organize information

- Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
- Record ideas and information that are on topic





**Book Title:** Which Way Should I Go?

**Author:** Sylvia Olsen with Ron Martin

**Illustrator:** Kasia Charko

**Annotation:** Joey is a happy Nuu-chah-nulth boy, eager to help and quick to see the bright side of things. Joey's grandma was his favourite person in the whole world. But when he loses his beloved grandmother, the sun goes out in his world. Joey grieves the loss of his grandmother and has a difficult time enjoying activities and things he previously loved. Fortunately, Grandma has left something of herself behind--a song, which keeps knocking on Joey's heart, and a dance, which urges him to get up on his feet and embrace life again.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Protocols
- Reciprocity
- Oral Tradition, Linguistic diversity and language revitalization
- Symbolism
- Ceremony, Stewardship and Sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children

**Sensitivities:** Joey grieves the loss of his grandmother.

**Themes & Topics at a Glance:**

**Themes:** Lesson from Losses, Growing through Struggles, Love, Loss

**Topics:** family, grieving process

**Recommended Grade Level:** Grades 1-3

**Projects, Ideas and Activities:****Activity: Processing How to Handle Grief**

- **Before reading:** Preview the text and ask students to share what they think it will be about. The end pages do not give away what happens, but it is helpful for students to know that this boy faces a troubling time and a loss. Make a T chart. On the left-hand side of the chart, note ideas about “What did this boy enjoy doing with his grandmother?” On the right-hand side of the chart, write the reasons why he enjoyed doing the things listed.
- **During reading:** As students continue the read aloud, stop periodically to have students add to both sides of the chart.
- **After reading:** What we have created is a “double-entry” journal that lists what happened on the left-hand side of the chart (what was in the text) and what we think about it on the right-hand side of the chart (our inferences).
- **Double-entry Journal:** Now, we will reread the story and I want you to create a t-chart to note what was hard for the boy and what he did about his difficulties on the left-hand side of the chart. On the right-hand side, write the reasons why you think he handled the situations in the way that he did. Help the students with the first few ideas and have them add to their chart on their own after reading.
- **Debrief:** What does this book teach us about facing our struggles? Think of a time when you had a loss and what you did about it. When you think back to that time, what did you do that was helpful and what did you do that made it harder? Share how everyone learns through difficult times about what helps and doesn’t help us and others to get through it.

**Links of interest:**

- <https://www.youtube.com/watch?v=nkha6ezJS9U> (Which Way Should I Go? Sylvia Olsen sings the song that is in the story on video.
- <http://www.sononis.com/tg135.pdf> (Teacher’s Guide) Includes story synopsis, basic comprehension questions and activities, ideas for making connections/inferencing, and suggestions for vocabulary development.
- <http://www.sononis.com/our-authors/authors-m-z/sylvia-olsen> Author Page/Learn more about Sylvia Olsen

**Curriculum Connections:****English Language Arts Grade 1****1.2 Clarify and Extend****Consider the ideas of others**

- listen and respond appropriately to experiences and feelings shared by others

**Combine ideas**

- group ideas and information into categories determined by an adult

**Extend understanding**

- ask questions to get additional ideas and information on topics of interest

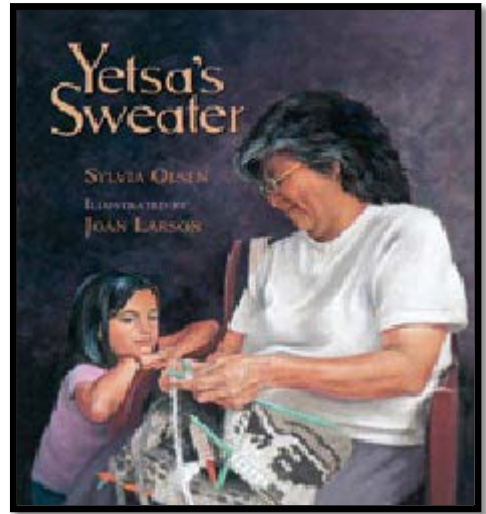
## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- share personal experiences and family traditions related to oral, print and other media texts

### **Relate texts to culture**

- talk about other times, places and people after exploring oral, print and other media texts from various communities



**Book Title:** Yetsa's Sweater

**Author:** Sylvia Olsen

**Illustrator:** Joan Larson

**Annotation:** A beautiful real life narrative of connection between three generations: Yetsa, her mother, and her grandmother. Through the creation of each unique Cowichan sweater, from sheep herding to teasing, carding and spinning, the story of tradition is explored. *Yetsa's Sweater* describes the symbols that are knit into the design that tell a personal story. The text is vibrant and rich in imagery: "cloud mountain", "witch's stew", "wool is heavy and hot", "swishing in the spring breeze", "wound as big as soccer balls". At the end of the story is a short history of the Cowichan Sweater.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Protocols
- Reciprocity
- Oral Tradition, Linguistic diversity and language revitalization
- Symbolism
- Ceremony, Stewardship and sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Love and Family Connections, Intergenerational Relationships

**Topics:** connection to the land, oral tradition, symbolism, Coast Salish, Indigenous, First Nations, roles, family

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Roles and Responsibilities:** Using a Venn Diagram, share with the students that in *Yetsa's Sweater*, we will learn what roles and responsibilities she has as she works with her grandmother. Write "Our Class" on the left-hand side of the circle and ask students what roles and responsibilities they have at home or that they have when they visit family such as their grandparents. Note their contributions on the left-hand side of the chart.
- **During Reading:** Explain that as the story is read, students will find out what Yetsa's roles and responsibilities are and they need to share them to note them on the right-hand side of the chart.
- **After Reading:** Identify the roles and responsibilities that Yetsa had in the story and then write the shared roles and responsibilities in the center of the Venn Diagram.
- Discuss what competencies were developed through those roles and responsibilities for both the students and for Yetsa.
- Use the Alberta Education Competency Poster to support the discussion.  
<https://education.alberta.ca/media/3115408/competencies-overview-may-17.pdf>
- [http://erlc.ca/resources/resources/cross\\_curricular\\_competencies\\_overview/](http://erlc.ca/resources/resources/cross_curricular_competencies_overview/)

**Links of interest:**

<https://thechildrensbookblog.wordpress.com/tag/yetsas-sweater/> - includes Social Studies connections to curriculum & extension activities.

<https://www.teacherspayteachers.com/Product/Yetsas-Sweater-First-Nations-and-Native-American-Literature-2946022>-This resource taps into students' connections and possibilities for procedural and sequential writing. Easy to use reading response pages have been created for each lesson. The worksheets have been adapted for all levels of abilities including lined, interlined, and modified versions of the response sheets. Mini-booklets are also provided for student to retell the steps of how to prepare fleece as well as describing the steps in their own connection.

<http://www.sononis.com/tg126.pdf>- This resource is about using using vivid word choices in writing. Choose a favourite word from *Yetsa's Sweater*. What colour does this word remind you of? Should it be written large and bold? Tiny and pale? Straight? Crooked? Write the word on an index card. Use coloured pens, pencils, or crayons to write the word. Decorate the word.

<http://searchvancouverisland.com/Coast-Salish-Wool-Dogs> -This resources provides an overview of the history of the Cowichan Sweater and touches on cultural appropriation.

<https://www.youtube.com/watch?v=zLN2Co1BOeU> Sylvia Olsen provides a bit of background information on her book, *Yetsa's Sweater*.

<https://www.youtube.com/watch?v=ynpvos7UFZo>- Shaw TV's Karen Elgersma visits the Quw'utsun' Cultural Centre in Duncan to see how the masters make this symbolic article of clothing, the iconic Cowichan Sweater

<http://www.sononis.com/our-authors/authors-m-z/sylvia-olsen> Author Page/Background information on Sylvia Olsen and a list of books written by her.

## **Curriculum Connections:**

### **English Language Arts Grade 1**

#### **1.2 Clarify and Extend**

##### **Consider the ideas of others**

- listen and respond appropriately to experiences and feelings shared by others

##### **Combine ideas**

- group ideas and information into categories determined by an adult

##### **Extend understanding**

- ask questions to get additional ideas and information on topics of interest

#### **2.1 Use Strategies and Cues**

##### **Use comprehension strategies**

- use language prediction skills to identify unknown words within the context of a sentence

##### **Use textual cues**

- preview book cover, pictures and location of text to assist with constructing and confirming meaning

#### **3.3 Organize, Record and Evaluate**

##### **Organize information**

- identify or categorize information according to sequence, or similarities and differences
- list related ideas and information on a topic, and make statements to accompany pictures

##### **Record information**

- represent and explain key facts and ideas in own words

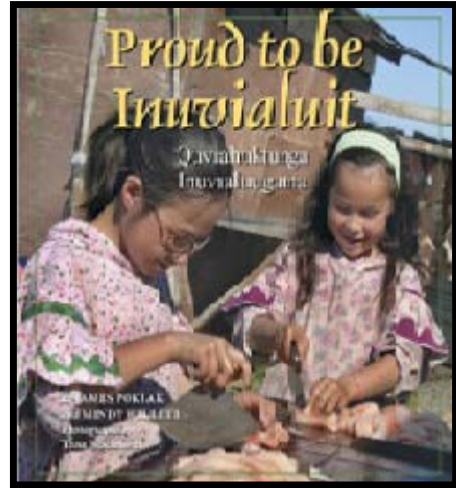
#### **5.1 Respect Others and Strengthen Community**

##### **Appreciate diversity**

- share personal experiences and family traditions related to oral, print and other media texts

##### **Relate texts to culture**

- talk about other times, places and people after exploring oral, print and other media texts from various communities



**Book Title:** Proud to be Inuvialuit

**Author:** James Pokiak and Mindy Willett

**Photographs:** by Tess Mackintosh

**Annotation:** This true narrative is told by James, who lives in the hamlet of Tuktoyuktuk, North West Territories, which is above the Arctic Circle on the shore of the Arctic Ocean. James grew up on the land, learning the traditional values and survival skills of his people. He is now passing on those traditions to his children. James and his daughter Rebecca share their Inuvialuit culture and history by explaining the importance of and taking part in the beluga whale harvest.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5 and TC7 Key Concepts:**

- Sustaining and celebrating traditional ways of life while living in the modern world is a key concept
- Spirituality, stewardship and sustainability, and connection to the land are an integral part of the book.

**Sensitivities:** None

#### **Themes and Topics at a Glance**

**Themes:** Traditional Ways of Learning and Surviving

**Topics:** harvesting the beluga whale

**Recommended Grade Level:** Grades 1-4

### **Projects, Ideas and Activities:**

- **Pre-reading:** Determine what students know and want to know about Inuit people in Canada. Use K-W-L or a version such as K-W-H-L-A-Q
- K- what I know, W- what I want to know, H-How do I find out?, L-What have I learned?, A- What action will I take? And Q-What new questions do I have?
- Share a preview of the text and invite students to use the cover, pictures, and headings to determine which questions this text may begin to answer. Highlight those questions and note using a star or question mark the statements in the chart that may be confirmed, disconfirmed, or revised in some way (extended with greater details).
- **During reading:** Read the text to find out answers to some questions and note them down as the class or group engages in shared reading or a read aloud. Invite students to work together after reading the text to ask new questions. Note the new questions on the classroom chart.
- **After reading:** Use the new questions as a basis for future research.

### **Curriculum Connections:**

#### **English Language Arts Grade 3**

##### **2.1 Strategies and Cues**

###### **Use comprehension strategies**

- Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

##### **2.2 Respond to Texts**

###### **Construct meaning from texts**

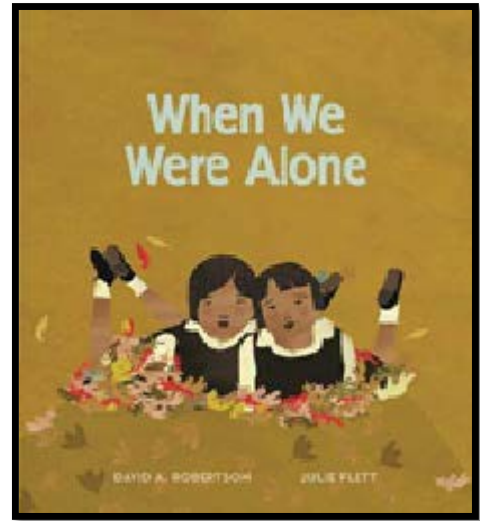
- Summarize the main idea of individual oral, print and other media texts

##### **2.3 Understand Forms, Genres, and Techniques**

###### **Understand forms and genres**

- Identify distinguishing features of a variety of oral, print and other media texts
- Discuss ways that visual images convey meaning in print and other media texts





**Book Title:** When We Were Alone

**Author:** David A. Robertson

**Illustrator:** Julie Flett

**Annotation:** This picture book is a gentle introduction to residential schools and the difficult time that Indigenous children and their families had during this time in Canadian history. This picture book shares a loving connection between a young girl and her grandmother. As they tend to the grandmother's garden together, the little girl asks questions about why the grandmother is the way she is. The grandmother shares sad historical truths that have shaped her identity. Cree language is interspersed throughout the story. She shares how she and other children attended school far away from their families, that they were required to cut their hair against their wishes, and that they were required to dress the same, and that they children were not allowed to speak their Cree language. What was hardest was that children and their families were separated.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide, Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality,  
Roles and responsibilities of women, men and children

**Sensitivities:** This is a gentle introduction to residential schools.

**Themes & Topics at a Glance:**

**Themes:** Residential Schools and Resiliency

**Topics:** residential schools, lasting effects on individuals and communities, family, culture, connection to the land, language and tradition, Cree

**Recommended Grade Level:** Kindergarten - Grade 3

**Projects, Ideas and Activities:**

- **Parent and Teacher Information Guide:** This guide provides ideas for how to approach this topic of residential schooling and Indigenous perspectives with children. It provides a Cree word list and ideas for having deeper discussions with children as well as for engaging in traditional activities such as making bannock and braiding hair\_  
<http://www.portageandmainpress.com/product/parentteacher-guide-for-when-we-were-alone/>
- **Author’s Introduction to *When We Were Alone*:**  
<https://www.youtube.com/watch?v=hPbmCke-x8w> Canada’s Truth and Reconciliation Commission recommends teaching children about residential schools as early as kindergarten, and many new curriculum guides across the country integrate Indigenous knowledge and perspectives. David Alexander Robertson, author of "When We Were Alone, interviewed a grade one teacher who shared that she used this book to introduce the topic of residential schools to children. She encouraged them to ask questions about “wonders” that they have about “Truth and Reconciliation” and to use this read aloud as a provocation to start their their inquiry. After documenting students’ questions, ask them to listen to the story again and to draw and write about a part that interests them to learn more. The questions, drawings, and writings will be the start of a study of residential schools.

**Curriculum Connections:**

**English Language Arts Grade 1**

**2.4 Create Original Text**

**Generate ideas**

- contribute ideas and answer questions related to experiences and familiar oral, print and other media texts

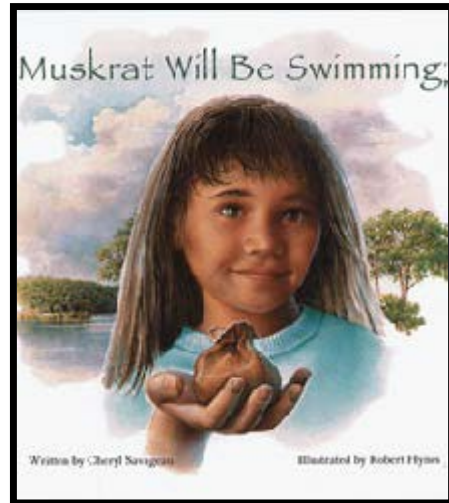
**Structure texts**

- draw, record or tell about ideas and experiences
- talk about and explain the meaning of own pictures and print

**3.1 Plan and Focus**

**Determine information needs**

- ask questions to satisfy personal curiosity



**Book Title:** Muskrat Will Be Swimming

**Author:** Cheryl Savageau

**Illustrator:** Robert Hynes

**Annotation:** This picture book is a layered text, with a story about the protagonist, a young girl named Jeannie, and the Sky Woman creation story of the Haudenosaunee, People of the Longhouse, also known as the Iroquois. In the primary story, Jeannie laments being called “Lake Rat” by her elementary classmates. She explains her frustration to her grandfather. Her grandfather helps Jeannie understand that her identity as a Métis person is rooted in a spiritual relationship with the land and water. He illuminates this teaching using his own story about being called “frog” in school because of his French and Indigenous background. He then tells Jeannie a creation story about “Sky Woman” falling through a hole in the sky and the sea animals gathering together to bring Earth to her feet so that she would have somewhere to stand in the water. This book is about embracing one’s cultural roots and identity.

**Text Sets:** For other Iroquois stories, consider Joseph Bruchac’s books, *Iroquois Stories* and *Keepers of the Earth*. A text within this text set that connects well to the theme of overcoming cultural tensions is Tara White’s *I Like Who I Am*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC1, TC5 and TC7 Key Concepts:**

- Jeannie’s grandfather advises her on how to deal with her feelings of inadequacy.
- Kinship and Indigenous ways of knowing are the focus.
- Spirituality and connection to the land are an integral part of the book.

**Sensitivities:** Name calling

**Themes and Topics at a Glance:**

**Themes:** The Power of Stories in Indigenous Culture, Embracing Cultural Diversity, Knowing Who We Are: Identity and Culture

**Topics:** ecological understanding of our world, origin/creation stories, environment, empathy, tolerance, courage, intergenerational guidance

**Recommended Grade Level:** Grades 2-6

**Projects, Ideas and Activities:**

- **Pre-reading:** Think of a time when something changed in school (schedule change, substitute teacher). Identify the good and the bad feelings experienced by students connected to a change. Before sharing this story, divide the class in half. Have one-half focus on the students' points of view and how they experienced "change" when Jeannie shared what her life was like at the lake. Ask the other half of the students to take Jeannie's point of view and consider how she experienced her classmates' reactions to her attempt to explain what life was like at the lake.
- **After reading:** Using a Venn diagram, title one side, "Class Reactions" and the other side, "Jeannie's Reactions." In the middle of the Venn Diagram, discuss with the students what is the same from both points of view (i.e., misunderstanding each other's life experiences).
- **Creating a Guide for Overcoming Misunderstandings:** Invite students to consider how to create a Guide for Overcoming Misunderstandings like the one that happened to Jeannie and the students in her classroom. What happens in the book to help Jeannie overcome her negative feelings over the students' misunderstanding her life and treating her poorly? Make a list based on evidence in the text (i.e., she turns to her grandfather who listens to what happened; she listens to his experiences in school and makes connections to her experiences, etc.). Ask students to help to create a classroom guide for overcoming misunderstandings based on what they learned from this story and from their own experiences in school (and in life). Each student needs to come up with one or two guidelines based on his/her point of view about what will help to overcome/prevent misunderstandings like the one in Jeannie's classroom. The student needs to provide a reason for why they think the suggested guideline is necessary and important. By having everyone submit their suggestions, the class can come together to create one classroom guideline based on their collective contributions and the similarities across them.

**Curriculum Connections:**

**English Language Arts 6**

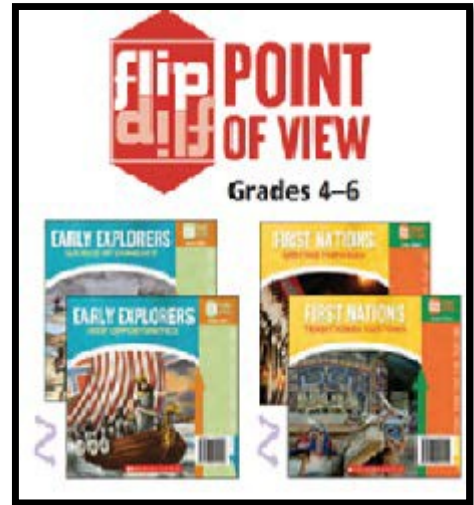
**2.2 Respond to Text**

**Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts

**Construct meaning from texts**

- identify or infer reasons for a character's actions or feelings
- make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts



**Book Title:** First Nations Moving Forward and The Territories

**Publisher:** Scholastic, Literacy Place

**Annotation:** *First Nations Moving Forward* is a text that introduces students to the overall timeline and events of historical significance in Canada that highlight how Indigenous peoples are diverse and have managed tensions with European communities since the 1800s. Scholastic published a second text, *The Territories: Aboriginal Peoples* in the same series. This text provides an overview of the same period of history and details information about the three Canadian territories and the diverse cultural groups who live there. Both texts are helpful background information resources to help teachers and students in primary grades to develop a general timeline of changing relationships between Indigenous and non-Indigenous peoples in Canada.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC1, TC3, TC4, TC6, and TC7 Key Concepts:**

- Treaties (how they came to be; role of Big Bear)

- First Nations and Settlers (reserves, root crops, rations, starvation)
- Policies and Acts (Indian Act, Assembly of First Nations, Universal Declaration of Human Rights, Healing Fund)
- Assimilation: Colonization, Eurocentrism, Paternalism, Cultural genocide
- Residential Schools and Their Legacy
- Social implications of attending residential schools
- Reciprocity, celebrating traditions (e.g., potlatches), acknowledging long history, origin stories, diverse communities)

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Truth and Reconciliation

**Topics:** historical timeline shared from two points of view

**Recommended Grade Level:** Kindergarten – Grade 3

**Projects, Ideas and Activities:**

- Consider reading sections of the text over time and developing a class timeline from the 1800s to the present of key events and political moments of importance for Indigenous communities in Canada.

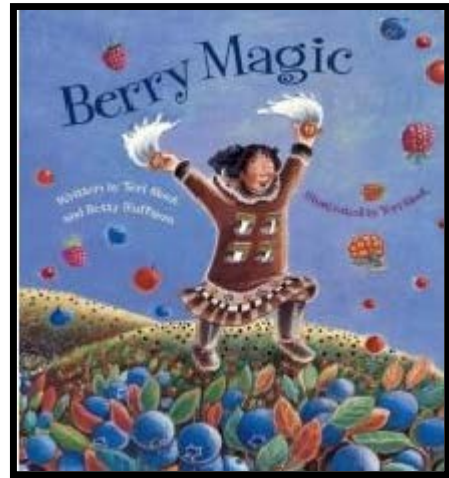
**Curriculum Connections:**

**English Language Arts Grade 3**

**2.2 Responds to Texts**

**Construct meaning from texts:**

- summarize the main idea of individual oral, print and other media texts
- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts



**Book Title:** Berry Magic

**Author:** Teri Sloat and Betty Huffmon

**Illustrator:** Teri Sloat

**Annotation:** This is a pourquoi tale “origin” story that explains how the protagonist, Anana, listens to an older woman complaining as they pick the “hard, dry crowberries”. During berry picking, Anana thinks up a plan to give them pleasure. She sews four dolls, each with a different color pelatuuk, or head scarf. After carrying them to the hills, she sings a special song and dances, transforming each doll into a berry girl who speckles the fields with cranberries, blueberries, raspberries, and salmonberries. The rich language enlightens readers to different elements of the Eskimo culture such as reindeer-skin bags, muskrat parkas, and the "ice cream" called akutaq.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC 5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC5 and TC7 Key Concepts:**

- Inuit storytelling through pourquoi tales
- Traditional ways of life
- Relationships between land and Inuit people

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Relationships, Stories in Inuit Culture

**Topics:** berry picking, doll making, preparing for the fall feast

**Recommended Grade Level:** Kindergarten-Grade 4



### **Projects, Ideas and Activities:**

- **K-2 Activity:** Explain that this is a tale that tells the story of how berries came to be in the fields where Anana lived. As students retell the story using pictures and words, have them draw their pictures and words in squares that can be cut apart and sequenced.
- **Grades 4 Activity:** Explain to students that a pourquoi tale tells about why something is the way it is (e.g., why a duck has a waddle; why the sun shines a bright yellow, orange, and red; why the snow is white). Entice the students to read this tale in order to write their own pourquoi tale about why something is the way it is. As a class, engage in shared writing by choosing an aspect of their everyday world that can be a provocation for them such as “Why a cat meows” or “Why a dog barks”. After writing a shared tale, have students write their own pourquoi tale about some aspect of their world that makes them wonder and ask why. Debrief about how this aspect of storying origins of Inuit traditions and environments such as how the sun came to be; how the wind came to be; how the rain came to be and so on is a compelling way that children interact with elders and their land. Consider how other cultural traditions include origin tales and pourquoi tales and how such stories become an important cultural artifact and practice.

### **Curriculum Connections:**

#### **Kindergarten**

##### **2.2 Respond to Texts**

###### **Construct meaning from texts**

- Relate aspects of oral, print and other media texts to personal feelings and experiences talk about and represent the actions of characters portrayed in oral, print and other media texts.

#### **Grade 1**

##### **2.1 Use Strategies and Cues**

- Use comprehension strategies: Recall events and characters in familiar stories read aloud by others.

#### **Grade 2**

##### **2.2 Respond to Texts**

###### **Construct meaning from texts**

- Retell the events portrayed in oral, print and other media texts in sequence.

#### **Grade 4**

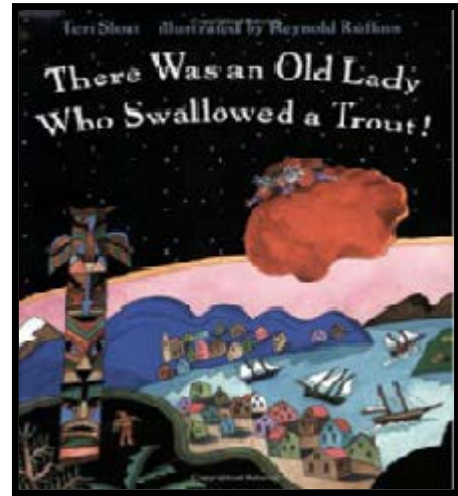
##### **2.4 Create Original**

###### **Text Generate ideas**

- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts
- Elaborate on the expression of ideas
- select and use visuals that enhance meaning of oral, print and other media texts

###### **Structure texts**

- produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot.



**Book Title:** There Was an Old Lady Who Swallowed a Trout!

**Author:** Teri Sloat

**Illustrator:** Reynold Ruffins

**Annotation:** This picture book is a circle story and patterned after the traditional poem, “I Know an Old Lady Who Swallowed a Fly!”, but, in this book, this old lady swallows a salmon, an otter, a seal, a walrus, and more, until eventually she swallows the entire sea and the trout swims free! Beautiful illustrations in this story capture the scenery and wildlife of the Pacific Northwest based on the author’s experiences living and working along the Bering Sea in Alaska teaching and learning alongside varied Indigenous communities.

**Text Sets:** Alan Mills’ and Emilie Clepper’s, *I Know an Old Lady Who Swallowed a Fly!*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC7 Key Concepts:**

- Animals that are typical in numerous Indigenous cultures
- Story and song are a common way for elders and adults to teach children

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** The Power of Story and Song in Diverse Cultures

**Topics:** connection to land, Pacific Northwest wildlife

**Recommended Grade Level:** Kindergarten - Grade 3

### **Projects, Ideas and Activities:**

- **Retelling a Circle:** Involve students in reading the tale and then rereading it and predicting what the next animal will be using their memory and their understanding of the context (pictures,

pattern of the text). Have the students retell the story by using their own pictures to help them remember it.

- **Fact Checking:** What do we think we learned about Pacific Northwest Indigenous life from examining the words and pictures in this story which was based on the author's' experiences living in Alaska?
- As a class, make a list of "what we think are facts about Alaska."
- **Researching:** Pair students and use available books and digital resources to check to see if the "fact" is correct" and to teach everyone a new fact learned about Alaskan animals, land, and people after researching.

## **Curriculum Connections:**

### **English Language Arts Grade 3**

#### **2.1 Strategies and Cues**

##### **Use prior knowledge**

- Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning

#### **3.1 Plan and Focus**

##### **Focus Attention**

- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts and opinions, main ideas and details in oral, print and other media texts

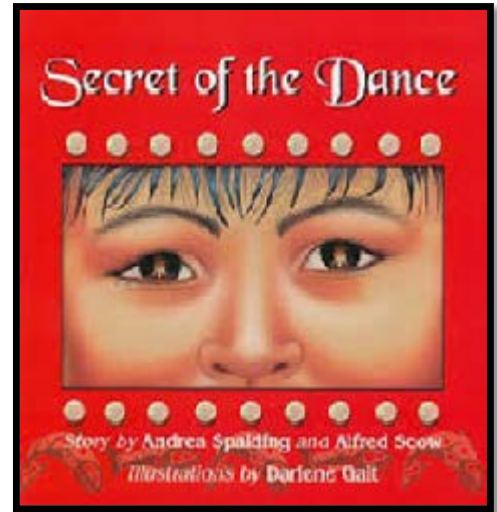
#### **3.2 Select and Process**

##### **Use a variety of sources**

- find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment

##### **Access information**

- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- use card or electronic catalogues to locate information



**Book Title:** Secret of the Dance

**Author:** Andrea Spalding and Alfred Scow

**Illustrator:** Darlene Gait

**Annotation:** In 1885, the Canadian government passed a law forbidding Indigenous people to hold ceremonies, including the Potlatch. But these ceremonies were the essence of Indigenous culture and so were continued in secrecy. This story, although fiction, is based on an incident in the life of the child Watl'kina, now known as retired Judge Alfred Scow. The young boy in the story travels with his family to honour their tradition, defying the Indian agent and government rulings regarding ceremony. The boy sneaks into a forbidden potlatch and sees his father dance for the first and last time. Time passes and the boy grows older. Each time he steps in procession and wears the regalia that was once forbidden, he remembers his father and rejoices.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC7 Albertans deepen their awareness and knowledge of First Nations, Metis and Inuit beliefs, traditions and practices to advance reconciliation.

#### **TC4 and TC7 Key Concepts:**

- The Canadian government passed a law forbidding Indigenous people from holding ceremonies; they raided Potlatches in efforts to stop the ceremonies. Once caught, the participants were given a choice between prison or having their masks and other ceremonial regalia confiscated. If children were found near the Potlatch, they would have been removed from their parents' care.
- Canada's Potlatch law was repealed in 1951. Masks and ceremonial regalia were returned to the people and/or placed in museums and cultural centers.

**Sensitivities:** Indigenous history and traditions are is disrespected and repressed by the Canadian government

**Themes & Topics at a Glance:**

**Themes:** Family, Tradition, Hope, Perseverance, Honour

**Topics:** Indian Act, regalia, bentwood boxes, Potlatch ceremony

**Recommended Grade Level:** Grades 3-6

**Projects, Ideas and Activities:****Reading Strategies:**

- **Before Reading:**
  - Access prior knowledge: Ask students to look at the title of the book and consider the following questions: Why would a dance have to be held in secret? Have you seen a ceremonial dance? What is powerful about them? Have you witnessed documentaries on dance in different cultures?
  - Word Association: Look at the word “secret.” What comes to mind when you read this word? In your own words, create a definition.
  - Set a purpose for reading: Look at the image on the front cover and then on the back. What do you notice about the pictures? Who do you think these people are? Write two questions when looking at each image.
  - Build on clues: Have you ever been told you shouldn’t do something but you don’t understand why? (e.g., you’re told that the school can no longer organize or participate in Christmas activities). How did it make you feel?
- **During Reading:**
  - Stop reading after the boy witnesses the secret packages being loaded onto the boat. Imagine that you are this boy witnessing the hiding of wrapped parcels onto the shipping boat. Predict what you think might be hidden.
- **After Reading:**
  - Now that you have read the book, look at the front and back cover again. Who do you think is depicted in these pictures?
  - Read the historical notes at the back of the book. Illustrate the most powerful aspect of the story and describe why you chose it as the pivotal scene.
  - Create a raven, eagle, wolf, bear mask or bear claw as a replica of those that may have been used during the dances.
  - Reflect on how the boy and others in his community likely felt about having to keep their ceremonial practices a secret. Should governments force cultural groups to keep their practices a secret? Why or why not?

**Author’s website:** <https://andreaspadding.squarespace.com>

**Curriculum Connections:****English Language Arts - Grade 3****1.1 Discover and Explore****Express ideas and develop understanding**

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

## **2.1 Use Strategies and Cues**

### **Use comprehension strategies**

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- identify the main idea or topic and supporting details in simple narrative and expository passages

## **2.2 Respond to Texts**

### **Experience various texts**

- connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts

## **English Language Arts - Grade 4**

### **1.1 Discover and Explore**

#### **Express ideas and develop understanding**

- compare new ideas, information and experiences to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts
- share personal responses to explore and develop understanding of oral, print and other media texts

### **2.1 Use Strategies and Cues**

#### **Use comprehension strategies**

- preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate
- comprehend new ideas and information by responding personally and discussing ideas with others
- monitor understanding by confirming or revising inferences and predictions based on information in text

### **2.2 Respond to Texts**

#### **Construct meaning from texts**

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences
- identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events

### **2.4 Create Original Text**

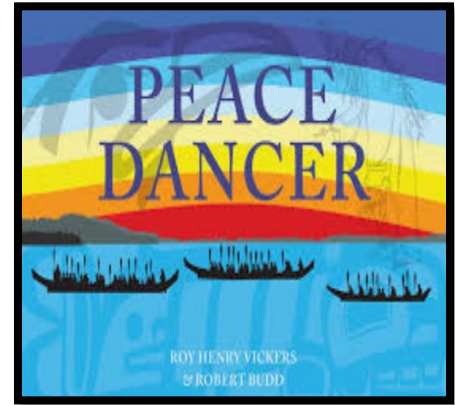
#### **Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts



**Book Title:** Peace Dancer

**Authors:** Roy Henry Vickers and Robert Budd

**Annotation:** *Peace Dancer* is a parable about love and respect for the natural world around us. The age-old story takes place in the village of Kitkatla where the children love to play at being hunters, eager for their turn to join the grown-ups. But when they capture and mistreat a crow, the Chief of the Heavens, angered at their disrespect, brings down a powerful storm. The rain floods the Earth and villagers have no choice but to abandon their homes and flee to their canoes. As the seas rise, the villagers tie themselves to the top of Anchor Mountain, where they pray for days on end and promise to teach their children to value all life. The storm stops and the waters recede. From that point on, the villagers appoint a chief to perform the Peace Dance at every potlatch and, with it, pass on the story and a very important message that in a world where everything is connected, our actions have consequences and therefore carry responsibilities.

**Text Sets:** *Peace Dancer* is the fourth and final in a series of Northwest Coast legends by Roy Henry Vickers and Robert Budd. Their previous collaborations include *Raven Brings the Light* (2013), *Cloudwalker* (2014), and *Orca Chief* (2015).

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **Text Connections to Key Concepts:**

- Laws of relationships: First Peoples Principles of Learning helps the reader to understand that learning happens in relationship to each other, to ourselves, and to the land.

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** relationships, choices, respect, restitution, reconciliation

**Topics:** flood stories, potlatch, care for creation, actions have consequences

**Recommended Grade Level:** Grades 1-6

#### **Projects, Ideas and Activities:**

- **Reading Comprehension:** In pairs, invite students to take turns reading the text aloud. While reading, direct students to apply the ACE strategy (answer, cite, explain) to cite three examples of evidence from the text that answers the guiding question: How does First Nations culture use story to connect people to community and the land? Once completed, ask students to copy the following sentence stems on an index card, leaving spaces in between for a response:



- First Nations culture uses story to connect people to community and the land by...
  - In addition...
  - Finally...
- Independently, ask students to complete the first sentence stem in one or two sentences. Next, invite the class to rove around the room, find a partner, and exchange responses. Each student completes the second stem (in addition) by summarizing and recording their partner’s response. Students rove a third time and complete the same steps to complete the final stem. Lastly, ask students to review the responses on their index card and combine them with their own thinking to form a statement of understanding that summarizes what they learned from the activity: I understand that...
- [Canada C3 Digital Classroom Learning Module](#)
- [Connecting Learning Standards Through Storytelling](#)

**Curriculum Connections:**

**English Language Arts - Grade 5**

**1.2 Clarify and Extend**

**1.2.1 Consider the ideas of others**

- seek the viewpoints of others to build on personal responses and understanding

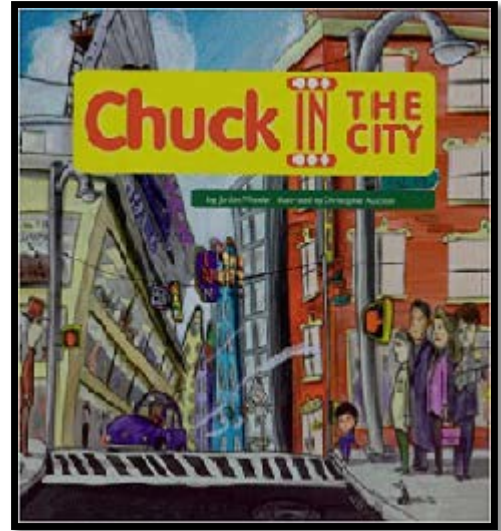
**1.2.2 Combine ideas**

- use talk, notes, personal writing and representing to explore relationship among own ideas and experiences, those of others and those encountered in oral, print and other media texts

**2.1 Use Strategies and Cues**

**2.1.2 Use comprehension strategies**

- comprehend new ideas and information by responding personally, taking notes, and discussing ideas with others



**Book Title:** Chuck in the City

**Author:** Jordan Wheeler

**Illustrator:** Christopher Auchter

**Annotation:** This is a picture book about a little boy, Chuck, who visits the city for the first time with his mom. He finds that his exploration leads him to see things he hasn't seen before (alley cats, sewer rats, big stray dogs). He gets lost and eventually is found by the city police. This is a rhyming picture book with limited references to Chuck's background except that he mentions his kookum now lives in a city and he imagines that her life must be like his exploration.

**Text Sets:** *Just a Walk* is a companion picture book written by the same author that tells about Chuck taking another walk, but this time, it is in the mountains.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit

#### **TC5 Key Concepts:**

- Indigenous way of life
- Chuck's exploration causes him to face surprises that you lead you to realize that the sights and sounds of a big city are foreign to him. There is not an in-depth analysis to be done with this text.

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Relationships

**Topics:** uncovering what is new in a big city

**Recommended Grade Level:** Grade 1

**Projects, Ideas and Activities:**

- **Comparison and Contrast Reader Response:** Because Wheeler has written two books *Chuck in the City*, and a parallel text, *Just a Walk*, this is an opportunity to compare and contrast the main character's experiences on the two explorations. It would also be an opportunity for students to prepare questions about what their life might have been like for Chuck or for a boy who lives in a more traditional Indigenous lifestyle in a local Indigenous community.

**Author's website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=827>

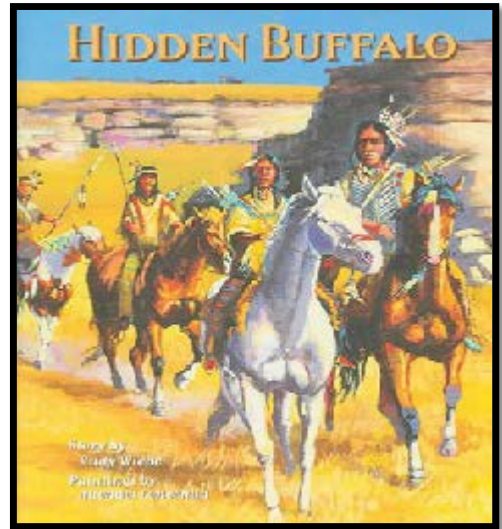
**Curriculum Connections:**

**English Language Arts- Grade 1**

**3.3 Organize, Record and Evaluate**

3.3.1 Organize information

- identify or categorize information according to sequence, or similarities and differences



**Book Title:** Hidden Buffalo

**Author:** Rudy Wiebe

**Illustrator:** Michael Lonechild

**Annotation:** This is a wondrous tale of the buffalo based on an ancient Cree legend. As the Cree people watch summer drift into autumn, they search the Prairie for the great buffalo herds that will provide food for the coming winter. But they find none and grow desperate with hunger. Sky Running wants to help his people. One night he has a vision that reveals to him where the great herds are in the Badlands to the south, the territory of his tribe's fiercest rivals. The tribe must risk venturing into enemy territory to survive. The story shows the connections between Elders and thanking the Creator for the bounty of the buffalo.

#### **Connection to First Nation, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- First Nations people lived a nomadic lifestyle off the land. The buffalo was important to the survival of the Plains First Nations
- Relationship and connectedness with Creator

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Indigenous Spirituality, Survival, Connections between Generations

**Topics:** tradition; family and community

**Recommended Grade Level:** Grades 3-6

### **Projects, Ideas and Activities:**

- **Elders' Teachings:** Invite an Elder to share about the traditional ways of daily life (e.g., housing tools, work, use of the land, games, education) for the Indigenous community that they represent. Examine the relationship between First Nations peoples and the land, before and after the signing of treaties.
- **Research:** Investigate how culture is reflected in daily life in various communities and examine why these cultural elements are important (e.g., language, stories, cultural traditions, religious traditions, recreation, art, architecture, clothing).
- **Reader Response:** Examine Michael Lonechild's painting represented in the book. Discuss the different aspects of lifestyle represented. Write a journal entry reflecting on how First Nations people met their needs? How did the nomadic lifestyle meet First Nation's needs?
- **Extension:** How are paintings such as Lonechild's painting important to Indigenous people today? Explain what cultural artifacts such as paintings do to perpetuate cultural identities.

### **Curriculum Connections:**

#### **English Language Arts - Grade 3**

##### **1.2 Clarify and Extend**

###### **Consider the ideas of others**

- ask for the ideas and observations of others to explore and clarify personal understanding

##### **2.2 Respond to Texts**

###### **Experience various texts**

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as non-fiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

##### **3.4 Share and Review**

###### **Review research process**

- assess the research process, using pre-established criteria

##### **5.1 Respect Others and Strengthen Community**

###### **Appreciate diversity**

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- retell, paraphrase or explain ideas in oral, print and other media texts



**Book Title:** Ancient Thunder

**Author and Illustrator:** Leo Yerxa

**Annotation:** This wonderfully lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art. The compositions feel more akin to cave paintings and evoke a sense of wonder. A must have for aspiring artists interested in native cultures and teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

**Text Sets:** *Last Leaf, First Snowflake to Fall* by Leo Yerxa. This lyrical text takes the reader on a dreamlike voyage into nature at the secret moment when fall turns into winter. A father and son lead the reader through forests, down rivers, over lakes and ponds. Along the way, we experience the primordial beauty of the physical world. Through lyrical words and masterful collage technique, Yerxa creates a poetic evocation of this moment.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Relationship between horses and the native people of the Great Plains

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Horses; Plains People; Art Techniques; Poetry

**Topics:** importance of traditions

**Recommended Grade Level:** Kindergarten - Grade 6

### **Projects, Ideas and Activities:**

- **Poetry/Collage:** Choose an animal and create a descriptive poem using imagery and figurative language (e.g., simile for movement). Once completed, share the poem in a small group (poetry cafe) or as a whole class. Select a line or stanza from one of the poems presented and use it as a basis to create a paper collage inspired by Leo Yerxa. Student who don't feel artistically inclined can have the option of setting the poem to music and perform it. Then, have students present or write about why they designed their collage in the way that they did. How does their design connect to what they have learned about Plains people?
- **Artistry of Text:** The text, which avoids the word "horse," echoes the mood of wonder with its series of short, chant-like phrases: "Born...to run/ with the first/ sparkles of/ new daylight/ Over a sea of grass/ Chasing the buffalo/ And the antelope, too/ Soaring on eagles' wings." Discuss artistry of text by emphasizing the importance of word selection to convey emotion, movement, etc.

### **Curriculum Connections:**

#### **English Language Arts - Kindergarten**

##### **2.1 Use Strategies and Cues**

###### **Use prior knowledge**

- understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expect print and pictures to have meaning and to be related to each other in print and other media texts

#### **English Language Arts - Grade 2**

##### **2.4 Create Original Text**

###### **Generate ideas**

- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts

#### **English Language Arts - Grade 3**

##### **4.1 Enhance and Improve**

###### **Enhance artistry**

- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

#### **English Language Arts - Grade 4**

##### **2.2 Respond to Texts**

###### **Experience various texts**

- retell events of stories in another form or medium

## English Language Arts - Grade 6

### 2.2 Respond to Texts

#### Appreciate the artistry of texts

- experiment with sentence patterns, imagery and exaggeration to create mood and mental images



## **DIVISION TWO BOOKS**

## Book Title Annotations

### Division 2

Ahenakew, Freda. Wisahkecahk Flies to the Moon

Alexander, Karen. Upper Canada: First Nations & Upper Canada: Early Settlers

Alexie, Sherman. Thunder Boy Jr.

Auger, Dale. Mwâkwa Talks to the Loon – A Cree Story for Children

Bear, Cheryl and Huff, Tim. The Honour Drum

Blondin, John; Translated by Sundberg, Mary Rose. The Legend of the Caribou Boy

Bouchard, David. The Elders Are Watching

Brodsky, Beverly. Buffalo

Bruchac, Joseph and Bruchac, James. How Chipmunk Got His Stripes

Bruchac, Joseph and Bruchac, James. Turtle's Race with Beaver

Bruchac, Joseph and London, Jonathan. Thirteen Moons on Turtle's Back

Carriere, Ken. The Bulrush Helps the Pond

Cutting, Robert. Falling Star

Dorion, Leah. The Giving Tree: A Retelling of a Traditional Métis Story

Dupuis, Jenny Kay and Kacer, Kathy. I Am Not a Number

Eyvindson, Peter. Kookum's Red Shoes

Eyvindson, Peter. Red Parka Mary

Florence, Melanie. Stolen Words

Fournel, Kelly. Great Women from our First Nations

Goble, Paul. Buffalo Woman

Gray Smith, Monique. Speaking Our Truth

Guest, Jacqueline. Belle of Batoche

Ipellie, Alooook. I Shall Wait and Wait

Johnson, E. Pauline. The Lost Island

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. A Stranger at Home

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. Fatty Legs

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. Not My Girl

Jordan-Fenton, Christy and Pokiak-Fenton, Margaret. When I Was Eight

Leitch Smith, Cynthia. Jingle Dancer

Loyie, Larry with Brissenden, Constance. As Long as the Rivers Flow

Loyie, Larry with Brissenden, Constance. Goodbye Buffalo Bay

Nicholson, Caitlin Dale and Morin-Neilson, Leona. Niwechihaw / I Help

Pokiak, James and Willett, Mindy. Proud to be Inuvialuit / Quviahuktunga Inuvialuugama

Savageau, Cheryl. Muskrat Will Be Swimming

Slipperjack, Ruby. Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens

Sloat, Teri and Huffmon, Betty. Berry Magic

Spalding, Andrea and Scow, Alfred. Secret of the Dance

Stellings, Caroline. The Contest

Stephenson, Wendy. Idaa Trail - In the Steps of our Ancestors

Sterling, Shirley. My Name is Seepeetza

The Royal Canadian Geographical Society/Canadian Geographic. Indigenous Peoples Atlas of Canada

VanCamp, Richard, Gray Smith, Monique and Flett, Julie. Lucy & Lola/ When We Play Our Drums, They Sing!

Vickers, Roy Henry and Budd, Robert. Peace Dancer

Wallace, Mary. Inuksuk Journey - An Artist at the Top of the World

Wiebe, Rudy. Hidden Buffalo

Wilson, Janet. Shannen and the Dream for a School

Wollison, Mary Anne. Code Talkers

Yerxa, Leo. Ancient Thunder



**Book Title:** Wisahkecahk Flies to the Moon

**Author:** Freda Ahenakew

**Illustrator:** Sherry Farrell Racette

**Annotation:** This book, written in English and Cree, is another story to add to the of collection famous Indigenous trickster tales. This story is about Wisahkecahk and his attempt to go to the moon. He convinces Crane to fly him to the moon. On the trip, Wisahkecahk clings to Crane’s legs and by the time they reach the moon’s surface, Crane’s legs have stretched to great length. Crane returns home and Wisahkecahk thinks he will remain on the moon because the view of Earth is wonderful. But something happens and the moon begins to shrink and finally disappears. Wisahkecahk falls back to Earth. Because he created the things on Earth, Wisahkecahk wishes to fall in a soft spot. He lands in soft mud that becomes a wasteland called muskeg. Wisahkecahk tells the muskeg that it will have no value for humans.

**Text Sets:**

- Sky stories: Indigenous Astronomy (<https://www.slideshare.net/guesta6856e/first-nations-star-stories>)
- Part of a text set of Stars and Constellations

**Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

**TC5 Key Concepts:**

- Aboriginal perspectives of the night sky
- The sun, earth, moon and stars are considered living things and spiritual in First Nations culture. These elements are all at the center of the medicine wheel.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** The Power of Story, Indigenous Culture

**Topics:** Trickster; creation of muskeg; night sky/stars; medicine wheel

**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **Create a Myth:** For centuries, people in all parts of the world have looked at the stars. The patterns remind them of familiar objects or characters from stories. Different cultures have associated mythological creatures and stories with different constellations of stars. Begin by asking students to name some constellations they've heard of or observed. Discuss with them how they think the constellations got their names. Next, have students use a common pattern of stars to design a constellation (draw figures or objects) and then write a brief story about their figures and how they came to be found in the stars. Share student-created stories and drawings to emphasize how different people see different figures in the same pattern. Relate to the students that just as different people in the class saw different figures in the star patterns, so have various cultures when looking at the night sky. Discuss how stories about cultural artifacts (stars, muskeg) are an important aspect of culture. How do stories contribute to our culture?
- **Comparison and Contrast Reader Response:** Read stories from different cultures or have students research other constellations. Try to find different cultural stories and myths (Greek, Chinese, German, Zuni Indians) for the same group of stars and compare for similarities and differences.

**Curriculum Connections:****English Language Arts - Grade 4****2.2 Respond to Texts****Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs

**2.3 Understand Forms, Elements and Techniques****Understand techniques and elements**

- identify and explain connections among events, setting and main characters in oral, print and other media texts

**2.4 Create Original Text****Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

**Structure texts**

- produce narratives that describe experiences and reflect personal responses

**4.3 Present and Share****Present information**

- present to peers ideas and information on a topic of interest, in a well-organized form

## English Language Arts - Grade 6

### 2.2 Respond to Texts

#### Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts

#### Construct meaning from texts

- summarize oral, print or other media texts, indicating the connections among events, characters and settings

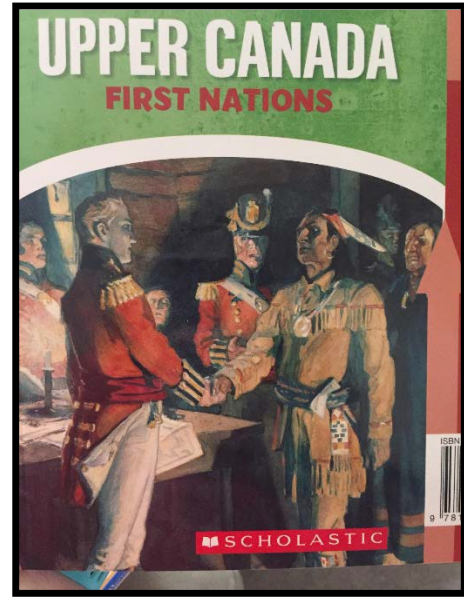
### 5.1 Respect Others and Strengthen Community

#### Appreciate diversity

- share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts

#### Relate texts to culture

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas



**Book Title:** Upper Canada: First Nations & Upper Canada: Early Settlers (Flip Point of Perspectives)  
**Author:** Karen Alexander

**Annotation:** In the late 1700s and early 1800s, people from many different places chose to settle in Upper Canada or what has now become the province of Ontario. The Flip Point of View examines the settlement of Upper Canada from two different perspectives, both equally weighted. One side of the book details the settlement as related to Early Settlers, immigrants from the United States and Europe. The reverse side of the book details the same timeline but how the settlement of Upper Canada impacted the First Nations peoples of the region. The book engages the reader by providing opportunities for debate, discussion, and critical thinking. It also includes a table of contents, timelines, glossaries, quotes, maps, illustrations, and historical photographs from across Canada.

**Text Sets:** Flip Point of Perspectives, First Nations, Métis, and Inuit titles include:

- *First Nations: This Land Was Theirs* & *First Nation: Reserve Life* by Vanessa York
- *First Nations: Traditional Customs* & *First Nations: Moving Forward* by Libby Bretton
- *Fur Trade: Cause of Conflict* & *Fur Trade: Booming Business* by Anthe Crawley
- *Western Expansion: The Last, Best West* & *Western Expansion Aboriginal Homelands* by Elizabeth Brereton

### **Connection to First Nations, Métis, Inuit Foundational Knowledge**

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

### TC3 and TC4 Key Concepts:

- Britain forced First Nations peoples to sign treaties. Many gave up their lands for lump sums of money, goods, and small pieces of land known as reserves.
- When First Nations peoples signed treaties, they lost their traditions (e.g., hunting and fishing on the land) and survival became difficult.
- When Upper Canada was formed, the government continued to obtain land from First Nations peoples in different parts of the new colony.
- Governor of Upper Canada reduced payments to First Nations peoples as promised in the Niagara Treaty.
- First Nations peoples supported the British in the war against the United States as they believed that they would help protect the land from the Americans. However, the Americans expanded into First Nations territory after the war.
- Land Claims

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

### Themes & Topics at a Glance:

**Themes:** Canada's History, Upper Canada, War of 1812, Treaty of Paris

**Topics:** Niagara Treaty; Mohawk; Loyalists, Mennonites; underground railway

**Recommended Grade Level:** Grades 5 - 6

### Projects, Ideas and Activities:

- **Reader Response:** You learned that First Nations peoples were pressured to sign their land over to the British so that settlers could move in. Write a journal entry explaining how you might have felt seeing settlers move onto lands that once belonged to your people.
- **Compare and Contrast:** Imagine that you and your family were one of the original settlers in Upper Canada. Describe how different your life would have been compared with your life today. Consider chores, school, transportation, food and medicine.
- **Symbolism:** Begin by showing students a Canadian Flag and have them complete a quick write of what it stands for. Share and discuss answers as a whole class. Ask student how they know what the flag symbolizes. Introduce the term symbolism (person, place or object that stands for something beyond itself). Explain how symbolism allows people to communicate beyond the limits of language. Have students reread the text and in one paragraph, explain why the canoe is a powerful symbol of cooperation between First Nations peoples and Europeans.

### Curriculum Connections:

#### English Language Arts - Grade 5

##### 2.1 Use Strategies and Cues

###### Use textual cues

- use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information



## **2.2 Respond to Texts**

### **Experience various texts**

- describe and discuss new places, times, characters and events encountered in oral, print and other media texts

### **Construct meaning from texts**

- describe and discuss the influence of setting on the characters and events
- retell or represent stories from the points of view of different characters

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
- compare own and others' responses to ideas and experiences related to oral, print and other media texts

## **English Language Arts - Grade 6**

## **2.2 Respond to Texts**

### **Experience various texts**

- make connections between own life and characters and ideas in oral, print and other media texts

## **3.1 Plan and Focus**

### **Focus attention**

- distinguish among facts, supported inferences and opinions

### **Determine information needs**

- decide on and select the information needed to support a point of view

## **3.3 Organize, Record and Evaluate**

### **Organize information**

- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence

## **4.1 Enhance and Improve**

### **Revise and edit**

- revise to provide focus, expand relevant ideas and eliminate unnecessary information
- use paragraph structures in expository and narrative texts

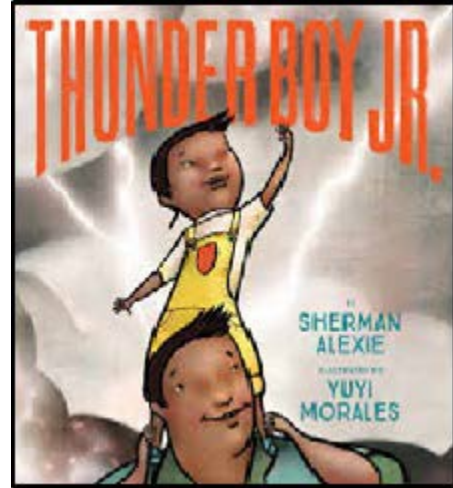
## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts

### **Relate texts to culture**

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas



**Book Title:** Thunder Boy Jr.

**Author:** Sherman Alexie

**Illustrator:** Yuyi Morales

**Annotation:** This is a contemporary story about a young boy, Thunder Boy Jr., who is named after his father but wishes to have a name that's all his own. He wants a name that celebrates his accomplishments and aspirations, like "Touch the Clouds", "Not Afraid of Ten Thousand Teeth", or "Full of Wonder". Just when Thunder Boy Jr. thinks all hope is lost, he and his father pick the perfect name. While reading the text, the author wishes children to know that "as one person, as one member of a family, you can make your unit larger with your ambitions and your ideas about yourself." The text welcomes readers to explore their gifts and talents as well as gain a better understanding of who they are and wish to become.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Rich tradition of names and the meaning of names in the Native American culture
- Illustrations highlight the importance of connectedness with one another and all of creation. For example, Thunder Boy's sister is in almost every scene, observing her brother learn and become his new self. Thunder Boy reminds the reader that we learn about ourselves from the people and world around us.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Self-Discovery; Personal Development; Identity

**Topics:** ceremonies with a current day perspective

**Recommended Grade Level:** Grades 4-6

### Projects, Ideas and Activities:

- **Comparison Reader Response:** There is a tradition of name changing in the Bible. In ancient Hebrew culture, one's name being changed signaled a new beginning in one's life. For example, Jacob becomes Israel or when Jesus gives Simon the name Peter. Compare Bible characters' name-changing moments with the part in the book when Thunder Boy's father says, "I think it's time I gave you a new name. A name of your own." What is similar? different?
- **Narrative:** Write a narrative about a naming ceremony. It may have religious or cultural significance (e.g., baptism) and can be about yourself or another person, real or fictional. How does your story connect to the theme, identity? Explain how your story illustrates the meaning of cultural identity (of a group) or personal identity (of one person).
- **Reader Response:** Sherman Alexie wished for children to know that "[You] don't have to be like your family to be a part of your family; that in fact you can extend the borders of your family. As one person, as one member of a family, you can make your unit larger with your ambitions and your ideas about yourself." Invite students to reflect of Sherman Alexie's message. How will you "extend the borders of your family?"
- **Expository Paragraph:** Choose one of the following themes and explain how it is prominent in the story, using specific examples from the text to support your understanding: self-discovery, personal development, and identity.

Author's website: <http://fallsapart.com>

### Curriculum Connections:

#### English Language Arts - Grade 4

##### 2.4 Create Original

###### Text Structure texts

- produce narratives that describe experiences and reflect personal responses

##### 5.1 Respect Others and Strengthen Community

###### Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
- appreciate that responses to some oral, print or other media texts may be different

#### English Language Arts - Grade 5

##### 2.1 Use Strategies and Cues

###### Use comprehension strategies

- comprehend new ideas and information by responding personally, taking notes and discussing ideas with others
- monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources

## **2.2 Respond to Texts**

### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- make connections between fictional texts and historical events

## **2.3 Understand Forms, Elements and Techniques**

### **Understand forms and genres**

- identify and discuss similarities and differences among a variety of forms of oral, print and other media texts

## **English Language Arts - Grade 6**

## **2.2 Respond to Texts**

### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts

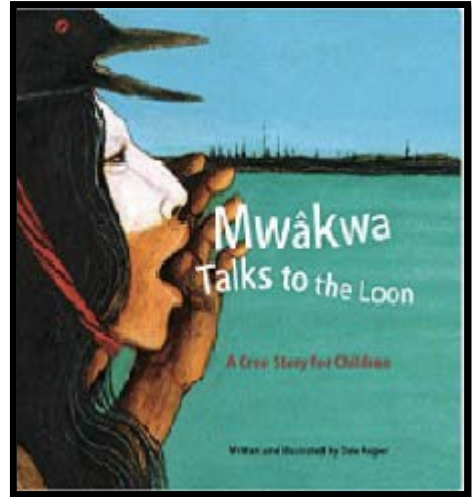
### **Construct meaning from texts**

- summarize oral, print or other media texts, indicating the connections among events, characters and settings

## **2.4 Create Original Text**

### **Generate ideas**

- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts



**Book Title:** Mwakwa Talks to the Loon: A Cree Story for Children

**Author and Illustrator:** Dale Auger

**Annotation:** This Cree story tells of Kayas, a talented hunter who knows the ways of the “beings” he hunts. He can even talk to them. But, Kayas grows too proud and loses his gift. His people grow weary and hungry. With the help of the Elders, Kayas learns that he must respect and share the gifts that he has been bestowed. A glossary with a pronunciation guide to Cree words and phrases is included.

**Text Sets:** Dale Auger’s *Medicine Paint* offers readers another example of this author’s artistic depiction of Cree culture. Dale studied at the University of Calgary and he has become one of the famous Canadian Indigenous artists in the world. Some of his original pieces are available to view at Edmonton’s <http://bearclawgallery.com/artists/dale-auger/>

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1 and TC5 Key Concepts:**

- We learn about how traditional spiritual knowledge is passed down from the elders
- The theme of kinship, sustainability, and Indigenous ways of knowing are prevalent throughout the book

**Sensitivities:** None

### **Themes and Topics at a Glance:**

**Themes:** Cooperation, Interdependence, Traditional Ways of Life, Relationships between Animals and Humans, Community, Language and Identity

**Topics:** gifts/talents, respect, appreciation of Cree language

**Recommended Grade Level:** Grades 4-9

**About the Author Link:** [www.strongnations.com/gs/show.php?gs=3&gsd=653](http://www.strongnations.com/gs/show.php?gs=3&gsd=653)  
<https://www.pinterest.com/kkibbe49/artist-white-wolf-dale-auger-phd-1st-nations/>

**Projects, Ideas and Activities:**

- **Reader Response:** Synthesize life lessons and compare your experiences of being part of a community with Kayas’ experiences regaining his ability to provide for his community. Think about how what you would do, say and how you get along with people helps to create your identity. What is it like to lose a part of your identity? Compare your feelings regarding your community identity to Kaya’s experiences.
- **Classroom discussion as a pre-reading activity:** Ask students to share a time when they had lost an ability to do something well or to perform a skill that seemed so easy in the past. What was the reason? How did they get the skill back or not? What lessons were learned?
- **During the read aloud of this text:** Students are to identify what Kaya lost, how he regained it, and what lessons he learned.
- **After reading:** Consider what lessons the elders shared with Kayas. What did they see in Kayas while watching him lose his ability that Kayas did not see? (i.e., that his arrogance and pride had taken over). Consider how lessons learned underpin themes on our lives, i.e., human strengths and weaknesses exist in every culture
- **Application:** The elders held wisdom in seeing that talents can become weaknesses when taken for granted. Think of your strengths and how your strengths can be gifts to others and how, when pushed too far or taken for granted, can become a weaknesses. As students develop their written personal responses of how their strengths are both gifts and potential weaknesses, consider posting their examples to have available to later connect to other texts read that include Elders’ stories designed to be “teachings” for characters. How do elders understand human strengths and weaknesses? How are stories as teachings useful in Indigenous communities and our own communities?
- **Extension:** Exploring the relationship between kin - write a letter to a parent or grandparent, thanking them for what they have taught you.
- **Extension:** Older students could do a study of Dale Auger’s art and what his works teach is about disassembling Indigenous stereotypes and reframing world views of Indigenous culture.

**Curriculum Connections:**

**English Language Arts Grade 6**

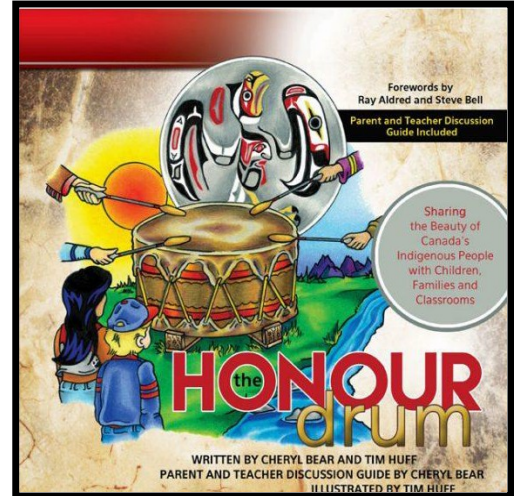
**2.2 Respond to Texts**

**Construct meaning from texts**

- Identify or infer reasons for a character’s actions or feelings

**2.4 Create Original Texts**

- Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts



**Book Title:** Honour Drum  
**Author:** Cheryl Bear and Tim Huff  
**Illustrator:** Tim Huff

**Annotation:** Two Canadian authors created a book to share conversations about Indigenous peoples in Canada and how to appreciate Indigenous culture, how to discuss cultural stereotypes, and how to address misunderstandings as they arise. Specifically, the authors explore how Indigenous communities are diverse, but all of them tend to refer to: creator stories and the spiritual connection of people to land and animals; the importance of drums and drumming; the significance of traditional songs and dances and traditional and ceremonial clothing; the well-known powwow as a social gathering bringing together many Indigenous communities; the centrality of language, story, and oral traditions; and the importance of elders. These commonalities are starting points for learning about similarities and differences amongst Indigenous communities. The authors also explore common stereotypes associated with Indigenous peoples: that all First Nations people lived in tipis; that all Indigenous peoples have totem poles; that names such as “Indians” and “Aboriginal peoples” are correct terms for referring to Indigenous peoples; that all Indigenous peoples honour the same symbols such as inukshuks, and so on.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC1 and TC7 Key Concepts:**

**TC1 Key Concepts:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC7 Key Concepts:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization, Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Indigenous Origin Stories and Cultural Identity, “Truth” in “Truth and Reconciliation” begins with Learning about Indigenous Communities’ Identities and Cultures

**Topics:** culture, symbolism, acceptance, creator, origin stories

**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **What are we called to do to engage in “Truth” and “Reconciliation” in the TRC Calls to Action?**  
Begin by examining the website: <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- Consider reading this excerpt from the Summary of the Final Report of the TRC ([http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive\\_Summary\\_English\\_Web.pdf](http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf)) to determine what our main job is as learners of the “truth” and agents of “reconciliation”:

*The Truth and Reconciliation Commission of Canada was a commission like no other in Canada. Constituted and created by the Indian Residential Schools Settlement Agreement, which settled the class actions, the Commission spent six years travelling to all parts of Canada to hear from the Aboriginal people who had been taken from their families as children, forcibly if necessary, and placed for much of their childhoods in residential schools.*

*This volume is a summary of the discussion and findings contained in the Commission’s final multi-volume report. The Final Report discusses what the Commission did and how it went about its work, as well as what it heard, read, and concluded about the schools and afterwards, based on all the evidence available to it. This summary must be read in conjunction with the Final Report.*

*The Commission heard from more than 6,000 witnesses, most of whom survived the experience of living in the schools as students. The stories of that experience are sometimes difficult to accept as something that could have happened in a country such as Canada, which has long prided itself on being a bastion of democracy, peace, and kindness throughout the world. Children were abused, physically and sexually, and they died in the schools in numbers that would not have been tolerated in any school system anywhere in the country, or in the world.*

*But, shaming and pointing out wrongdoing were not the purpose of the Commission’s mandate. Ultimately, the Commission’s focus on truth determination was intended to lay the foundation for the important question of reconciliation. Now that we know about residential schools and their legacy, what do we do about it? Getting to the truth was hard, but getting to reconciliation will be harder. It requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that*



*non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered. is summary is intended to be the initial reference point in that important discussion. Reconciliation will take some time.*

- Share with students that there are many ways to learn about the “Truth” and one way is through suggested reading resources written by Indigenous authors. This text, *Honour Drum*, was written by two Canadian authors to do exactly that-- to help us to start our journey in learning what brings Indigenous communities together in Canada, what makes them unique, and to dispel some common stereotypes that get in the way of understanding the diversity of Indigenous peoples.
- To work through this resource, consider using the literacy strategy called “Stop-Jot-Summarize” from Linda Hoyt.
- **“Stop and Jot” and “Sum Up” literacy strategy:** As part of a unit of study introducing students to who Indigenous peoples are in Canada, as students read through each chapter, model how to use the following chart to promote writing during reading and after reading:

Stop and Jot	Sum It Up Sentences
Page	
Page	
Page	

- As you read the book over the course of a week, continue this activity and determine how best to assess the responses. By the end of the reading, return to the essential question at the start of this lesson and work with students to start a response about how to move forward with “Truth and Reconciliation” and why it matters.

**Curriculum Connections:**

**English Language Arts Grade 4**

**2.1 Strategies and Cues**

**Use comprehension strategies**

- Comprehend new ideas and information by responding personally and discussing ideas with others

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**Construct meaning from texts**

- Develop own opinions based on ideas encountered in oral, print and other media texts

**3.1 Plan and Focus**

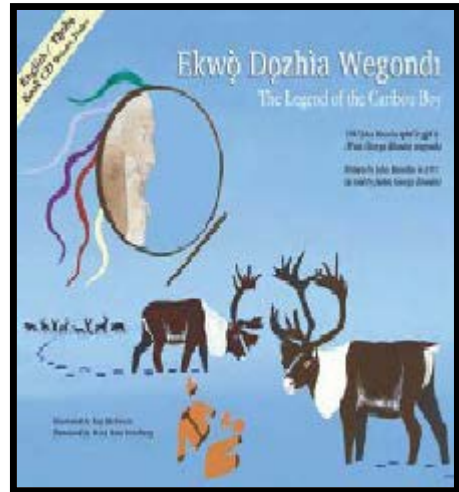
**Plan to gather information**

- Develop and follow a class plan for accessing and gathering ideas and information

**3.3 Organize, Record, and Evaluate**

**Record information**

- Paraphrase information from oral, print and other media sources



**Book Title:** The Legend of the Caribou Boy

**Author:** Told by John Blondin; Translated by Mary Rose Sundberg

**Illustrator:** Ray McSwain

**Annotation:** Written in both English and Dene, this simple story revolves around a young boy who is travelling with his extended family in the winter. Over several nights, when the family stops to rest, the boy has recurring dreams. During his sleep, he moans and groans but he forgets his dream upon awakening. The boy's parents and grandfather assist in discovering the issue. The grandfather uses his medicines to determine the problem but finds no answer. The next night, the parents wake to find their son missing. The family tracks the boy and discovers an amazing occurrence - the boy changes into a caribou before their eyes! The boy explains that he is being called to fulfill his destiny and that his transformation is a gift to his family and the Dene people. When the Dene people need food, they should call on him and he will ensure that the people have meat for their families.

**Text Sets:** *The Caribou Feed Our Soul* by Pete Enzoe and Mindy Willett is the sixth book in *The Land is Our Storybook* series. In this book, the author takes readers on a respectful caribou harvest. Along the way, he shares creation stories about how his people are descendants of the caribou. He also describes the spiritual areas his community is trying to protect. The story helps readers understand the rich history of the Chipewyan Dene and their relationship with caribou today.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- Oral tradition (Dene storytelling, First Nations legends and Indigenous language)
- Indigenous people acknowledge their close relationship to the land and the animals

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Courage; Gratefulness; Protection (family and environment)

**Topics:** storytelling; Dene language; nature and respect for living things

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Reading Connection:** Read *The Legend of the Caribou Boy* and *The Caribou Feed Our Soul* and discuss the difference between fiction and nonfiction texts. Emphasize that nonfiction text features highlight the most important pieces of information and also make them easier to find. On the whiteboard, list nonfiction text features: labels, bold words, title, headings, charts, table of contents, fact boxes, photographs, index, captions italics, diagrams, maps, glossary, illustrations, graphs, webs, speech bubbles. In pairs, invite students to flip through *The Caribou Feed Our Soul* and find examples of the nonfiction text features listed on the board. Encourage them to read the main body as well as the pictures, diagrams, captions, etc. Have students find five interesting caribou facts and indicate which text feature was the source of this information. Have students turn to the same partner to share one discovery and then one more fact with the larger group.
- **Create a Drawing/Dramatization:** All human cultures create stories that express ideas about the world around them. They sing songs, tell tales, and create dances and artwork that express how they feel about natural creatures and places. Stories are passed on from generation to generation, sharing important information about culture and environment. Animals are depicted in stories and legends in various ways according to beliefs about them and their importance. Begin by reading aloud *The Legend of the Caribou Boy* to the class. For primary grades, have students draw pictures based on what they hear in the story. Have each explain his or her drawing to the class by telling how the story and their drawing show what is important in Dene culture. For upper elementary, separate the students into groups and provide each with a story about caribou (*The Boy Who Found the Lost Tribe of Caribou* or *The Man who became a Caribou*). Ask each group to dramatize the story. They may wish to mime, use sounds or add dialogue. Have the groups present their caribou skit to the class. As follow-up discussion, ask students to think about what the story taught them about caribou behaviour and the relationship between people of various cultures and caribou.

**Curriculum Connections:****English Language Arts - Grade 3****2.1 Use Strategies and Cues****Use prior knowledge**

- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning

**Use comprehension strategies**

- identify the main idea or topic and supporting details in simple narrative and expository passages

## **English Language Arts - Grade 4**

### **2.2 Respond to Texts**

#### **Experience various texts**

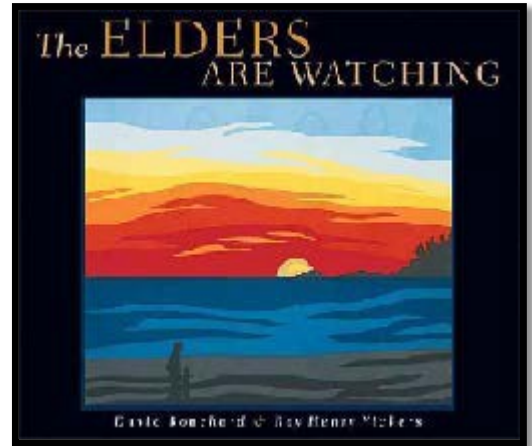
- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folktales, informational texts, mysteries, poetry and CDROM programs
- retell events of stories in another form or medium

## **English Language Arts - Grade 5**

### **2.1 Use Strategies and Cues**

#### **Use textual cues**

- use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information



**Book Title:** The Elders Are Watching

**Author:** David Bouchard

**Illustrator:** Ray Henry Vickers

**Annotation:** This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

**Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

**TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life),
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism),
- Relationships (Laws of relationships, Kinship)
- Sustainability
- Holistic wellbeing

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Revival, Culture, and Heritage, Traditional Ways of Knowing

**Topics:** environment, elders, trust, relationships

**Recommended Grade Level:** Grades 3-7

**Projects, Ideas and Activities:**

- **Compare and Contrast two mediums:** Watch the video about *The Elders Are Watching*

- <http://int.search.myway.com/search/video.jhtml?n=783926dc&p2=%5ECAM%5Echr999%5ETTA%5E&pg=video&pn=1&ptb=54198878-3225-4C78-809A-EB19F98C5F12&qs=&searchfor=the+elders+are+watching&si=&ss=sub&st=tab&tpr=sbt&trs=wtt> and take jot notes on the key messages.
- Watch the video again and attend to how the messages are delivered through his words and visuals. Note how the words and visuals that help to capture your attention and imagination. What does he say? Which visuals are most impactful? How do they create this impact? What else does he do as a film maker (angles, transitions, colours, music, etc.) that helps him to create impact on you as the viewer?
- Read *The Elders Are Watching* and note the key messages and the way that words and visuals work together to create impact on you as the reader/viewer/listener.
- After reading and watching: Which text do you prefer? Why? Model for students how to compose this response and refer to criteria or cocreate criteria for matters most in this response (Ideas? Details? Vocabulary? Grammar? Punctuation?).

**Links of interest:**

<http://abed.sd58.bc.ca/wordpress/wp-content/uploads/2015/11/the-elders-are-watching-1.pdf>  
<https://blogs.ubc.ca/ourcommonbowl/2015/10/03/the-elders-are-watching-summary-by-aaron-singh/>  
<http://www3.sd73.bc.ca/general/content/art-project-logan-lake>

**Curriculum Connections:**

**English Language Arts Grade 7**

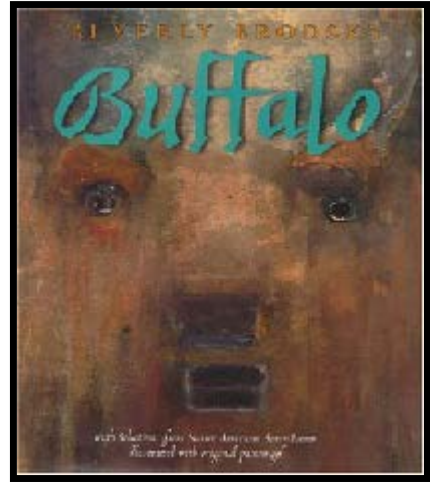
**2.2 Respond to Texts**

**Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints
- justify own point of view about oral, print and other media texts, using evidence from texts

**Artistry of texts**

- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
- Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities



**Book Title:** Buffalo

**Author/Illustrator:** Beverly Brodsky

**Annotation:** *Buffalo* is a powerful tribute to the sacred buffalo. Through tribal song-poems and impressionistic watercolour and oil paintings, the book explores the plight of the buffalo as it relates to the Native American experience. The background text for each song-poem gives facts about hunting and the importance of buffalo to First Nations customs.

**Connection to First Nations, Metis, and Unit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**TC7 Key Concepts:**

- The Buffalo was a way of life and provided tribes with all of their basic needs. The first Americans celebrated the buffalo's sacred spirit with ceremonies, prayers, and songs. The buffalo taught that all living things, including humans, are equal in the natural world.

**Sensitivities:** The term "Indian" is used throughout the text. The usage of word has a negative connotation due to connections to colonizer policies and departments such as the Indian Act and residential schools. Although some individuals still refer to themselves as Indians, a discussion on the use of language to show respect towards people of particular culture and communities is encouraged.

**Themes & Topics at a Glance:**

**Themes:** Resilience, Identity, Culture

**Topics:** hunting

**Recommended Grade Level:** Grades 4-6



### Projects, Ideas and Activities:

- **Watercolour Composition:** Use *Countless Millions* on pages 16 and 17 as inspiration for a watercolor composition. Classes could include lessons on brush technique, horizontal lines, sky layering, dry brush to make clouds, etc.
- **Poetry Writing:** Use *Rising of Buffalo Bull Men* on page 18 as a frame for writing other poetry. Create mini-lessons on pronouns, verbs, figurative language (simile and metaphor) and conventions (comma) to enhance artistry:

I flutter, I flutter, (*pronoun and action*)  
I, whose movements barely stir the air (*pronoun and impact*)  
I flutter, I flutter (*pronoun and action*)  
I, whose wings are patterned with beauty (*pronoun and description of body part*)  
I flutter, I flutter  
I, who moves like a gentle breeze (*pronoun and simile*)

### Curriculum Connections:

#### Art - Grades 3-4

##### Component 4 - Main Forms and Proportions

**Students will perfect forms and develop more realistic treatments**

- E. Landscapes can show middle ground, background and foreground.
- F. Size variations among objects give the illusion of depth.

##### Component 10 (i) - Purpose 2

**Students will illustrate or tell a story**

- A. A narrative can be retold or interpreted visually.
- B. An original story can be created visually.

##### Component 10 (i) - Purpose 5

**Students will create an original composition, object or space based on supplied motivation**

- A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

##### Component 10 (iii) - Media and Techniques

**Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts**

- B. Painting
  - Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
  - Continue to paint, using experimental methods including without a brush.
  - Apply washes, using tempera or watercolour.

### English Language Arts - Grade 5

#### 2.2 Respond to Texts

**Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres,

- such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- describe and discuss new places, times, characters and events encountered in oral, print and other media texts

**Appreciate the artistry of texts**

- explain how simile and hyperbole are used to create mood and mental images
- alter sentences and word choices to enhance meaning and to create mood and special effects

**2.3 Understand Forms, Elements and Techniques**

**Experiment with language**

- experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning

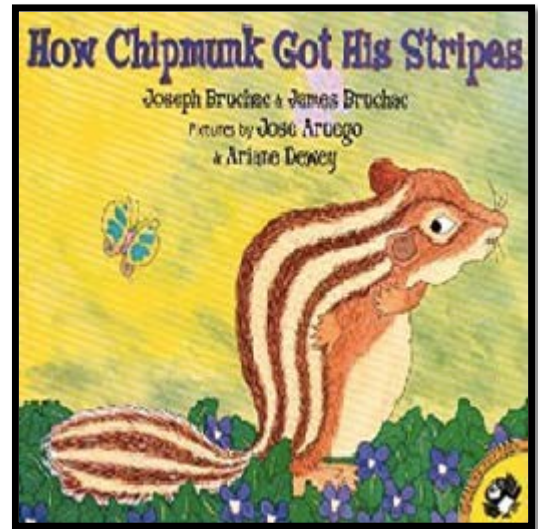
**2.4 Create Original Text**

**Generate ideas**

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

**Structure texts**

- use structures encountered in texts to organize and present ideas in own oral, print and other media texts



**Book Title:** How Chipmunk Got His Stripes  
**Author:** Joseph Bruchac and James Bruchac  
**Illustrator:** Jose Aruego and Ariane Dewey

**Annotation:** This is an Iroquois original pourquoi tale that is retold by the author who recalls hearing it from a Mohawk storyteller and as a Cherokee tale. This picture book version of the tale is about how the brown squirrel got his stripes. It begins with the protagonist, Big Bear, who brags about being able to be so big and strong that he can do “anything,” including stopping the sun from coming up in the morning. Brown Squirrel challenged Big Bear and said that he could not wish away the sun from coming up. It turned out that Brown Squirrel was correct, but instead of accepting his “win” graciously as his grandmother had advised, Brown Squirrel decided to taunt and tease Big Bear for being wrong. The result was that Big Bear caught Brown Squirrel with his claws as the squirrel tried to run away. The claw marks are what created what is now known by such Indigenous communities as the reason why brown squirrels have their stripes.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Indigenous ways of knowing

**Sensitivities:** None

#### **Themes & Topics at a Glance**

**Themes:** Power of Words, Overcoming Challenges and Life Lessons Learned

**Topics:** animals, folktales, boasting

**Recommended Grade Level:** Grades 1-6

**Projects, Ideas and Activities:**

- Share the historical background of the Iroquois communities that gained political distinction and authority through the Iroquois Confederacy to become what is known as the “Five Nations” by the British and often referred to as the “Iroquois League” by the French:
  - The Iroquois Confederacy goes back to its formation by the Peacemaker in 1142, which brought together five distinct nations in the southern Great Lakes area in Ontario, Canada, as the **Five Nations/Iroquois League**. Each nation had a distinct language, territory and function and their communities and tradition grew westward along the Great Lakes and down both sides of the Allegheny Mountains into present-day Virginia and Kentucky and into the Ohio Valley. Five Nations is governed by a Grand Council, an assembly of fifty chiefs or sachems, each representing one of the clans of one of the nations. The original Iroquois League or Five Nations occupied large areas of present-day New York State up to the St. Lawrence River, west of the Hudson River, and south into northwestern Pennsylvania. The League was composed of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca nations. In or close to 1722, the Tuscarora tribe joined the League, having migrated from the Carolinas after being displaced by Anglo-European settlement. Also an Iroquoian-speaking people, the Tuscarora were accepted into what became the Six Nations.
- **K-3 Activity:** Compare and contrast this pourquoi tale with another one from the Iroquois League. Read this text and support students to collectively retell this tale and end with the lesson that they think the story is meant to teach to us. Introduce students to another tale from the Iroquois tradition and have them work in pairs to determine the lesson(s) learned from the tale. Debrief as a class by sharing the different possible lessons learned as shared by the students and then consider a list of questions that students have about the Iroquois communities referred to in the tales read/viewed and investigate some of their question by learning more about one Iroquois community.
- **Grades 4-6 Activity:** Do the same activity as described for K-3, but have the students work in groups to learn about each of the five Iroquois communities (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) to answer one or more questions.

**Curriculum Connections:**

**English Language Arts Grade 1**

**3.2 Access information**

- Use questions to find specific information in oral, print and other media texts.

**English Language Arts Grade 4**

**3.2 Select and Process**

- Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips

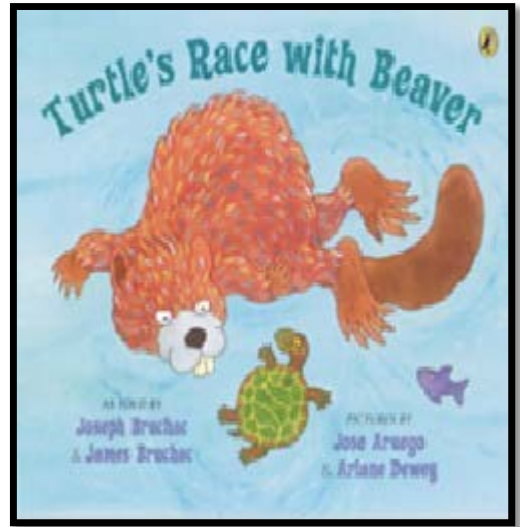
**3.3 Organize information**

- Identify or categorize information according to sequence, or similarities and differences

- List related ideas and information on a topic, and make statements to accompany pictures

### **3.4 Organize, Record, and Evaluate Information**

- Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
- Record ideas and information that are on topic



**Book Title:** Turtle's Race with Beaver

**Author:** Joseph Bruchac and James Bruchac

**Illustrator:** Jose Aruego and Ariane Dewey

**Annotation:** This charming fable of brains versus brawn is a great read for all young readers. Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage and perseverance in the face of adversity.

**Text Sets:** Andrew Fusek Peters (Author), Alison Edgson (Illustrator), *Bear and Turtle and the Great Lake Race*, Andrew Fusek Peters, Anna Wadham (Illustrator), *The Ant and the Big Bad Bully Goat*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Oral traditions of Northeastern Woodlands peoples, especially the Iroquois and Abenakis communities
- This story originated in Iroquois culture
- Weaker but wiser animals winning a competition is a motif of North American Indigenous tales

**Sensitivities:** None

#### **Themes & Topics at a Glance**

**Themes:** Will to Survive; Wisdom of Experience; Learning from Challenges

**Topics:** fables, weak, strong, inner strengths, outer strength

**Recommended Grade Level:** Kindergarten - Grade 4

### **Projects, Ideas and Activities:**

- **Background information:** In Iroquois tradition, this fable about turtle and beaver has been told in many different forms to reveal a common motif of a weaker animal winning in a challenge with a larger animal due to his/her creativity, ingenuity, and cleverness.
- **Before reading:** Provide students with the background about this text, that it has been written as a fable, which is story that uses animals as central characters to teach us a lesson about life. Ask them to consider what the lesson or lessons might be while listening to the story and be prepared to share their ideas.
- **After reading:** Students share their thoughts on what the lessons are in this fable. To provide students with the opportunity to apply what they have learned, distribute other fables and have them read in pairs or groups of four to identify whether or not the text that they have is fable, and ask them to retell the story and to share the lesson learned. Some possible texts: Andrew Fusek Peters (Author), Alison Edgson (Illustrator), *Bear and Turtle and the Great Lake Race*, Andrew Fusek Peters, Anna Wadham (Illustrator), *The Ant and the Big Bad Bully Goat*

### **Curriculum Connections:**

#### **English Language Arts Grade 4**

##### **1.2 Discover and Explore**

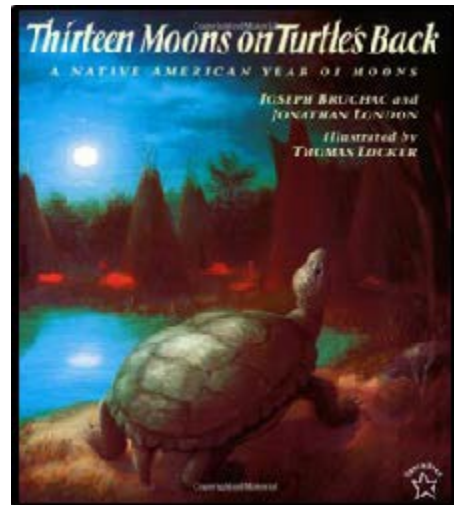
###### **Experiment with language and forms**

- Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

##### **2.2 Respond to Texts**

###### **Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker
- Make general evaluative statements about oral, print and other media texts



**Book Title:** Thirteen Moons on Turtle's Back  
**Author:** Joseph Bruchac and Jonathan London  
**Illustrator:** Thomas Locker

**Annotation:** To many Indigenous peoples, the thirteen cycles of the moon represent the changing seasons and passage of time. Each moon has its own special name that, while varying among the tribal nations, is consistent with the legend that the thirteen scales of Old Turtle's back hold to the key to these moons. The book is comprised of thirteen lyrical poems that take the reader through the year. The striking oil paintings reflect the sublime beauty of the land. Readers gain an understanding of Native American culture and relationship with the natural world.

**Text Sets:** *Between Earth and Sky: Legends of Native American Sacred Places* by Joseph Bruchac includes ten different Indigenous Legends told from an uncle, Old Bear, to his nephew, Little Turtle, about stories of sacred places. The legends teach Little Turtle about culture, but more importantly, that every place can be special when seen through the heart.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- cultural emphasis on the importance of nature and spiritual respect for the land

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Patience; Hard Work; Giving

**Topics:** calendar; seasons; connections with nature; poetry

**Recommended Grade Level:** Grades 4-6



### **Projects, Ideas and Activities:**

- **Narrative Writing:** Invite students to write their own story of how the different seasons or months are celebrated in his/her community. How do stories support Indigenous and non-Indigenous communities to sustain their cultural identities?
- **Interview:** Have students interview parents, grandparents, Elders or community members about seasonal stories. Students gather information about food, plants and jobs that are done during specific times of the year and create an expository paragraph explaining what they learned.
- **Calendar:** Design a calendar using the computer or other media. Begin by discussing the Indigenous calendar or invite an Elder to share his/her knowledge of moon names and related teachings. Students can use their knowledge of moon names and corresponding months to add to their calendar. Students are also welcome to add his/her own language, the days, months and special dates. In groups, they can discuss special times for their families in which they could also mark on these calendars to make them personal.
- <https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/curriculum-final.pdf>

### **Curriculum Connections:**

#### **English Language Arts - Grade 4-6**

##### **2.4 Create Original Text**

###### **Structure texts**

- produce narratives that describe experiences and reflect personal responses

##### **3.1 Plan and Focus**

###### **Determine information needs**

- ask relevant questions, and respond to questions related to particular topics

##### **5.1 Respect Others and Strengthen Community**

###### **Appreciate diversity**

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

#### **English Language Arts - Grade 5**

##### **2.4 Create Original Text**

###### **Generate ideas**

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

##### **3.2 Select and Process**

###### **Use a variety of sources**

- locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions

##### **5.1 Respect Others and Strengthen Community**

###### **Appreciate diversity**

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

## **English Language Arts - Grade 6**

### **2.2 Respond to Texts**

#### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances

### **2.4 Create Original Text**

#### **Generate ideas**

- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts

### **3.2 Select and Process**

#### **Use a variety of sources**

- locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet



**Book Title:** The Bulrush Helps the Pond

**Author:** Ken Carriere

**Photographer:** Dennis Chamberlain

**Annotation:** Written in Swampy Cree and English, *The Bulrush Helps the Pond* describes the Prairie wetland ecosystem, the plants, birds and animals. It follows the progression of the seasons and the migratory patterns of the animals. The text provides young readers with an opportunity to gain an appreciation of diversity and fragility of the Prairie wetland ecosystem while demonstrating that traditional Indigenous culture is parallel to the dominant paradigm of Western Science. The author preserves the Swampy Cree's oldest generation's terminology and knowledge of the marshland ecology.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Examine how cultures view the relationship between living organisms and their ecosystems
- Explore cultural perspectives on sustainability
- Personal and shared responsibility for maintaining a sustainable environment

**Sensitivities:** There are no sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Prairie Wetland Ecosystem

**Topics:** seasons, animal life, care for creation

**Recommended Grade Level:** Grade 4

#### **Projects, Ideas and Activities:**

- **Earth Walk/Reflection/Poetry:** This lesson involves a walk in nature in the community or in an environmental centre such as the Muttart Conservatory or the Botanical Gardens (located in

Devon or at the University of Alberta). Assemble data collection equipment (cameras, field guides, sketching pencils, etc.) and invite students to take photos and/or sketch living organisms. Create a theme (e.g, sharing a sense of wonder, plants have so much to teach, all things are connected) and return to it often by presenting examples, stories, and demonstrations. Engage students in active poetry writing by taking an image and writing a free verse poem on one of the themes discussed during the walk. Students are encouraged to incorporate literary devices to enhance effect. Finally, students compose a variety of poems and compile a portfolio through a blog. Close the lesson by asking students to share their impressions, suggestions, artwork and poems. Ask students to reflect on the importance of creating art and poetry to preserve moments and places of significance to a culture. How does art in this book and in our class communicate “culture”?

### **Curriculum Connections:**

#### **English Language Arts - Grade 4**

##### **2.2 Respond to Texts**

###### **Experience various texts**

- Explain how onomatopoeia and alliteration are used to create mental images
- Explain how language and visual work together to communicate meaning and enhance effect
- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs

##### **2.4 Create Original Text**

###### **Generate ideas**

- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

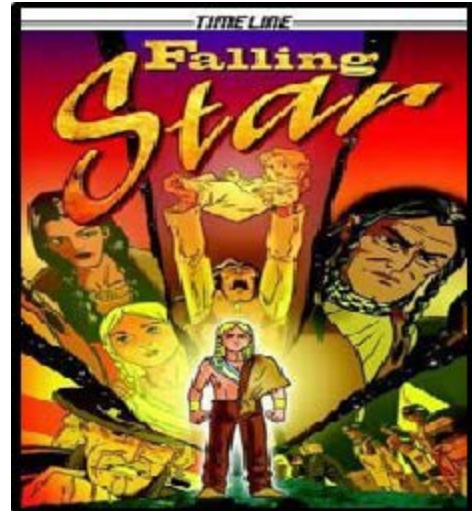
###### **Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

##### **4.3 Present and Share**

###### **Present information**

- present to peers ideas and information on a topic of interest, in a well-organized form



**Book Title:** Falling Star (Timeline Series)

**Author:** Robert Cutting

**Illustrator:** Drew Ng

**Annotation:** In 1870, a Caucasian baby is rescued by the Lakota people. They name him “Falling Star” and raise him as one of their own. Years later, 1874-1875, the Lakota people are pushed off of their land in the Black Hills and forced to live on reservations. Chief Sitting Bull refused and was joined by many others who defeated the U.S. Army at the Battle of Little Bighorn in 1876. By 1877, Chief Crazy Horse, Chief of the Band of Lakota called Oglala. Eventually, he gave up fighting against the U.S. Army and led his people to live on a reservation at Fort Robinson, Nebraska. This text details these two stories to uncover the tensions and the moments of beauty that existed between Indigenous and non-Indigenous peoples in the late 1800s (early 19thC) in America.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- **Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide
- **Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop
- **Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Facing tensions, Cultural and Personal Resiliency

**Topics:** United States History (late 19thC), Lakota people, Chief Sitting Bull, Chief Crazy Horse

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Understanding the Lakota communities’ struggles and triumphs in the early 19thC in South Dakota:** Begin with these questions - What does it mean to struggle and triumph in life? What do we learn through the characters in *Falling Star*?
- As each chapter is read, students document what is happening to keep track of key events and their inferences about them:

Chapters	Key Events	Struggles	Triumphs
Chapter One			
Chapter Two...			

- Work on taking notes during reading to model how such a strategy helps us to recall a text and to understand as we read. In other words, reader response is not always left to an “after reading” activity.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read on or listen and continue note-taking and then sharing their thinking about the triumphs and struggles for the Lakota people based on this text.
- While working through the text, return to the essential question and consider what the class thinks the answer is as they reflect on their notes.
- By the end of the book, help students to develop a draft for a possible response to the essential question and have them proceed to write their own response and submit it for feedback.

**Curriculum Connections:**

**English Language Arts Grade 7**

**2.1 Use Strategies and Cues**

**Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

**2.2 Responds to texts**

- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

**3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

**3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them



**Book Title:** The Giving Tree: A Retelling of a Traditional Métis Story  
**Author and Illustrator:** Leah Dorion

**Annotation:** Based on a true story the author learned from Elder Frank Tomkins, this charming tale focuses on the boyhood reminiscences of Moushoom as he describes finding the “Great Giving Tree” with his mother and father. The book explains the concept of the giving tree where Métis travellers often left food packages or everyday utensils in a special tree along the trail. This was to ensure that future travellers would have adequate food supplies or necessary tools if required along the trail. The traveller could take something from the cache and in return was obliged to leave something for the next person. The story teaches about the sacred law of reciprocity and emphasizes Métis core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most importantly, the connection with the Creator and Mother Earth. The illustrations include representations of traditional Métis cultural symbols and lifestyle practices and integrate the vibrant colours historically used by Métis women in their beadwork and related designs. The book also includes an accompanying narration CD in English and Michif.

**Text Sets:** *The Diamond Walking Willow Stick: A Traditional Metis Story About Generosity* by Leah Dorion focuses on a Métis Elder’s remembrances of traditional teachings about generosity that were taught to him by his grandparents during his childhood. These lifelong lessons imparted on him “how to live in a good Métis way,” and taught him how to live with respect within the circle of life. In this charming children’s book, the author takes the reader on another enchanting journey while once again honouring the special bond between Métis children and their grandparents. The book includes breathtaking artwork and Michif translations.

### **Connection to First Nations, Métis, Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**TC1, TC5 and TC7 Key Concepts:**

- One of the sacred laws in the traditional Métis worldview was the Great Law of Harmony and Balance. According to this Métis law, an individual must place an offering before they take something.
- Sharing your gifts and abundance with others was a vital part of living
- Respect for the Creator, Mother Earth, the living world, and oneself was paramount towards living in a good Métis way.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with the parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Stewardship, Generosity, Respect, Thankfulness

**Topics:** character education; Métis culture; responsibility to community

**Recommended Grade Level:** Grades 2-6

**Projects, Ideas and Activities:**

- **Quick Write:** After reading *The Giving Tree*, introduce the following writing prompts and have students complete a quick write on the prompt of their choosing. Encourage students to write for ten minutes without stopping.
  - Prompt #1: Why did the family sprinkle an offering of tobacco at the base of the giving tree every time they visited? In what ways do you give thanks or express gratitude?
  - Prompt #: In your own words, define generosity and describe how you demonstrate generosity to others.
- **Reader Response:** As Catholics, stewardship is a way of life that calls believers in Christ to receive God's gifts with gratitude, cultivate these gifts responsibly and share them sacrificially. Compare Catholic teaching of stewardship to the theme of generosity presented in the Métis interpretation of *The Giving Tree*. Draw on similarities using textual evidence as well as biblical stories (e.g., Genesis chapter 1 and 2, or The Good Samaritan) to further support your reasoning.
- **Research:** Great levels of reverence and respect for Mother Earth were practiced by the Métis. Honouring the land and all the gifts that she provided was a key aspect of Métis culture and society. In groups, have students research environmental issues caused by humanity (e.g., surface water contamination, pollution, etc.). Once the group selects an environmental problem they wish to focus on, have them create a list of criteria to focus their inquiry. Once information is gathered, ask students to create a presentation reflecting what new knowledge the group has gained about the environmental issue, how humans contribute to the problem, and what specific actions are required to rectify it or slow its progression. Conclude by having students reflect on the importance of stewardship and how Métis Communities cultivate stewardship in their communities.
- **Author's website:** <https://www.youtube.com/watch?v=1-FGhbqYMU>



## **Curriculum Connections:**

### **English Language Arts - Grade 6**

#### **2.2 Respond to Texts**

##### **Experience various texts**

- make connections between own life and characters and ideas in oral, print and other media texts

##### **Construct meaning from texts**

- observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community

#### **2.4 Create Original Text**

##### **Generate ideas**

- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts

#### **3.2 Select and Process**

##### **Use a variety of sources**

- locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet

##### **Evaluate sources**

- evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria

#### **3.3 Organize, Record and Evaluate**

##### **Organize information**

- organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence

#### **3.4 Share and Review**

##### **Share ideas and information**

- select appropriate visuals, print and/or other media to inform and engage the audience

#### **4.3 Present and Share**

##### **Present information**

- use various styles and forms of presentations, depending on content, audience and purpose

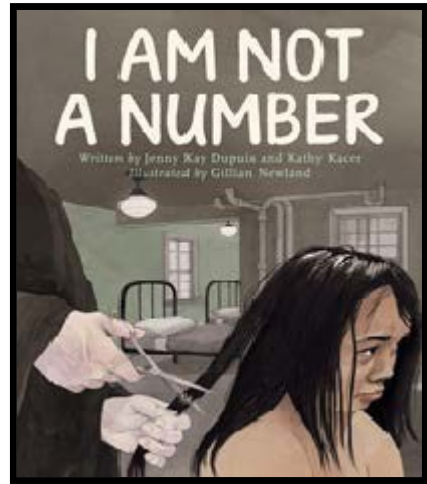
##### **Enhance presentation**

- emphasize key ideas and information to enhance audience understanding and enjoyment

#### **5.1 Respect Others and Strengthen Community**

##### **Relate texts to culture**

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas



**Book Title:** I Am Not a Number

**Author:** Jenny Kay Dupuis and Kathy Kacer

**Illustrator:** Gillian Newland

**Annotation:** This picture book is based on a true story about an eight year old girl named Irene who is sent to residential school. Despite being mistreated and having her identity challenged, Irene remembers her mother's words "to stay true to who she is." Her prayers are answered when she and her siblings are sent home for the summer. When it is time to go back to residential school and the Indian Agent comes, Irene and her family have a plan.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

#### **TC1 and TC4 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC4:** First Nations (reserves, pass system, forced relocation, Indian Act (and all amendments to the act over time that have since been repealed), Constitution Act, Métis, Métis Nation of Alberta, Métis Settlements, Métis Scrip, Forced relocation, Inuit, Inuit Identification "Tag" System, Project Surname, Inuit Land Claims, forced relocation)

**Sensitivities:** Physical abuse

### Themes & Topics at a Glance:

**Themes:** Developing Resiliency, Facing Life Challenges, Identity and Loss, Family

**Topics:** biographical genre, residential schools, First Nations

**Recommended Grade Level:** Grades 3-6

### Projects, Ideas and Activities:

- **Understanding Loss and Resiliency:** *How do we recover from loss in our lives? What does Irene's story teach us about Indigenous peoples' experiences of residential school and loss?* Share with students that this novel is about a main character who is sent to residential school and finds residential schooling a time when she misses family and is forced to stop being who she is (using her name, speaking her language, doing her hair in a certain style, etc.), which causes her to ensure many losses.
- Enduring loss can lead us into sadness and depression, but such experiences may also afford us opportunities to experience resiliency.
- Have the students share what they think this word, "resiliency" means. Record their ideas. Share the definition: *the ability to recover readily from illness, depression, adversity, or the like*. Have students paraphrase it after discussing some personal examples of times when they may have endured a loss and then found ways to return some kind of "normal". What happened? How did they cope? How did they find a "new" normal?
- **Before reading:** Preview the text and invite students to predict possible losses that Irene endured and her ways of "bouncing back" from them.
- **During reading:** Note evidence in the text that confirms or disconfirms the predictions listed.
- **After reading:** Compare and contrast a personal experience of loss to Irene's loss and ways of bouncing back in both cases. Use a Venn Diagram to take notes on Irene's experiences and a student's experiences. Consider what was the same and what was different.
- Use the notes to compose a 1-2 paragraph response as a class that addresses the question: *What does Irene's story teach us about Indigenous peoples' experiences of residential school and loss?* While stating the evidence from the text, also request that students offer their inferences and empathize with how she felt when she went through the losses. Have students also offer their experiences to compare or contrast with Irene's magnitude of loss. To conclude, invite students to note ways that Irene demonstrated resiliency and to offer their inferences as to how she did "bouncing back" from the life events that she endured in the text.

### Curriculum Connections:

#### English Language Arts Grade 5

#### 5.1 Respect Others and Strengthen Community

##### Appreciate diversity

- Compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts

#### 3.1 Plan and Focus

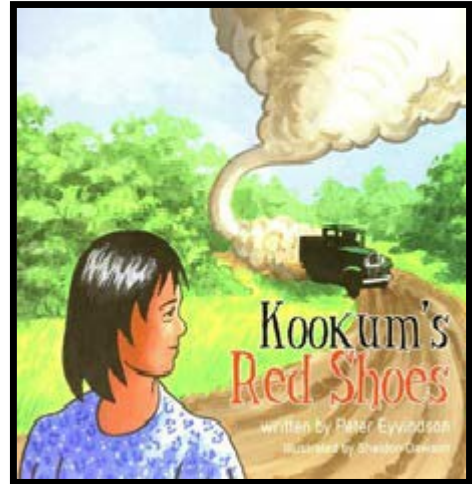
##### Focus attention

- Summarize important ideas in oral, print and other media texts and express opinions about them
- Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation

### **3.3 Organize, Record, and Evaluate**

#### **Organize information**

- use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding



**Book Title:** Kookum's Red Shoes

**Author:** Peter Eyvindson

**Illustrator:** Sheldon Dawson

**Annotation:** This is a picture book that compares the protagonist's experience to that of Dorothy in the *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed her into the back of the truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide)
- Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations)
- Social Implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues)
- Societal inequity (socio-economic gaps)
- Racism
- Stereotyping
- Sixties Scoop

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Loss and Resiliency, Challenge and Growth, Loss and Hope

**Topics:** residential schools, colonialism, long-term effects, family, culture, First Nations, biographical

**Recommended Grade Level:** Grades 3-9

- **Background on literary devices for grades 7-9:** This book offers students an opportunity to study a few different literary devices in a manageable text that can be accessed by readers who may not be reading at level in junior high:
  - **Allusion:** This picture book is constructed as an **allusion** to *The Wizard of Oz* in implicit and explicit ways. Explicitly, the author states that the central character saw the movie and imagines playing Dorothy. Implicitly, when Kookum (as a child) begs her parents to buy her the red shoes like Dorothy’s shoes in the movie and her mother says that she is not “big” enough to handle them, on more than one level the mother is right. Given what is about to happen (Kookum being taken away to residential school), such a whisking away is jarring and upsetting for a child, and arguably too much for someone so young who is faced with losing contact with family and family’s traditions, a huge part of her identity. This is an allusion to *The Wizard of Oz* and provides an opportunity to discuss allusion on a very small scale with grade 9 students.
  - **Symbolism and foreshadowing:** It also uses the red shoes as a motif (symbolism- Grade 9) **to foreshadow (Grade 7)** the “unexpected”. It’s also ironic that what becomes a focus of Kookum’s childhood play (*Wizard of Oz*) is played out in her real life (irony-grade 9).

**Projects, Ideas and Activities:**

- **Junior High Students and Literary Devices:** Students who have learned about literary devices or who are being introduced to them will benefit from reviewing some key definitions and examples of literary devices to be studied and then see if they can identify allusion, symbolism, and irony in this text.
- Reference for literary devices (definitions and example): <http://literary-devices.com/frontpage?page=6>
- After students identify the examples in this text, consider asking them how using such devices enhanced the reader’s experience of the text? How does the use of \_\_\_\_\_ assist the (Literary Device) reader to visualize and empathize with what the character went through in this residential school experience?
- Model how to get started with answering this question and provide students with criteria for how to assess their response.
- **Elementary students: It Says, I Say, And So... an inferencing activity.** Before reading this text, explain to students that the main character is sharing her experience as a child before, during, and after being taken away to residential school. Explain to the students that the purpose of the author was to provide us an opportunity to empathize with the protagonist (main character). One strategy that helps us to empathize while we read is “It Says, I Say, And So”.

It Says	I Say	And So
<p><i>As you read, choose one part of the text that made you feel a certain way and tell what part it was:</i></p> <p>Example:</p>	<p><i>Tell what you feel.</i></p>	<p><i>Tell why you feel that way.</i></p>

It Says	I Say	And So
Kookum sees the red shoes in the store window and asks for her parents to buy them.	Example: She feels excited.	Example: She feels excited because she pictures being like Dorothy while wearing them and she likes the story.

- Model how to use the strategy and the chart and then have the students continue applying the strategy and completing the chart on their own.

**Links of interest:**

<https://edci305a.wordpress.com/2016/04/05/kookums-red-shoes/>

**Curriculum Connections:**

**English Language Arts Grade 3**

**Construct meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- Make inferences about a character's actions or feelings

**English Language Arts Grade 7**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

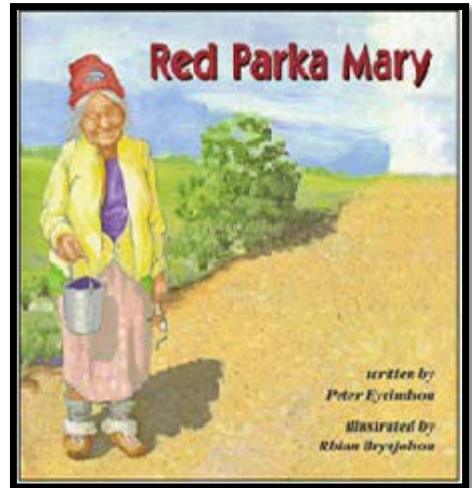
- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts

**English Language Arts Grade 9**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

- Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.



**Book Title:** Red Parka Mary

**Author:** Peter Eyvindson

**Illustrator:** Rhian Brynjolson

**Annotation:** *Red Parka Mary* is about how a young Indigenous boy and an elderly woman build what initially appears to be an unlikely friendship. Originally, when the boy first saw Mary, he was skeptical about her because of her appearance (floppy moccasins lined with rabbit fur, thick grey wool socks, Montreal Canadian red toque and “her skin was brown and wrinkled”). Eventually, he came to know her as she gave him berries, and then his mother asked him to return a cup of sugar to Mary. Over time, they had more opportunities to share and to become good friends who exchanged Christmas gifts (a beautiful red parka for Mary and a beautiful red heart on rabbit fur for the boy). By the end of the story, we see a blossoming of an awkward friendship into a warm familial connection.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC2 and TC7 Key Concepts:**

**TC2:** Traditional Territories (First Nations within Alberta and their traditional territories/histories), Métis within Alberta and traditional territories/histories), Inuit within Canada and traditional territories/histories; Historical and Contemporary Contributions; Traditional governance; Consensus model of decision making, Military contributions, Technologies. Political systems

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization, Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children



**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Intergenerational Relationships, Elders' Wisdom and Cultural Identity

**Topics:** Christmas, parka, moccasins, traditions, chokecherries

**Recommended Grade Level:** Kindergarten - Grade 6

**Projects, Ideas and Activities:**

- **Tracing a character's growth:** This is a story of growing acceptance based on increased understanding of who another person is based on what they do, say, and how they interact. It is useful to have students understand that a dynamic character is one who changes internally to show an increase in certain competencies. In this case, the author aims to have us see an increase in empathy of the main character (the boy) for Red Parka Mary. Therefore, charting the change in the character's level of empathy can be done by using the chart below.
- **Before reading:** Share the book title and the cover with the students. Ask students to predict what they think the story will be about. Explain that main characters in stories are usually "dynamic" which means that they change in some way. In this story, the author hoped to see a change in the character's empathy. Discuss students' understandings of this word and come to a class definition (the ability to understand things from another person's point of view). Share examples of empathy.
- **During Reading:** Ask the students to pay attention to the boy's response to Red Parka Mary in the story. Consider whether or not he is being empathetic towards her or not and how you know (evidence). Explain that you will stop reading after the "beginning" and check to see whether we have little or more evidence of empathy based on the boy's actions.

**Empathy**

Massive Evidence			
A lot of Evidence			
Quite a bit of Evidence			
Some Evidence			
Little Evidence			

**Beginning**

**Middle**

**End**

- **After Reading:** After completing the story and chart, consider why growth in empathy might be important for relationships with people (teachers and students, parents and children, elderly and young people, people from diverse cultures).

**Links of interest:**

<https://www.strongnations.com/inc/files/lesson-plan-red-parka-mary.pdf>

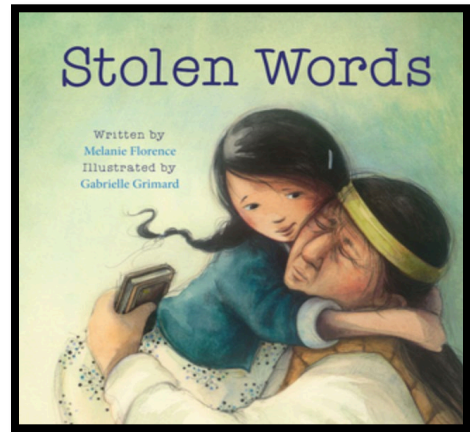
**Curriculum Connections:**

**English Language Arts Grade 6**

**2.2 Responds to Texts**

**Construct meaning from texts**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Identify or infer reasons for a character's actions or feelings
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts x comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text



**Book Title:** Stolen Words

**Author:** Melanie Florence

**Illustrator:** Gabrielle Grimard

**Annotation:** *Stolen Words* explores the intergenerational impact of the residential school system that separated young Indigenous children from their families. In the story, a little girl asks her grandfather how to say something in Cree, but he can't remember because his language was stolen from him when he was a boy. The little girl takes action and sets out to help her grandfather find his language again. Although the picture book recognizes the pain of those whose culture and language were stripped from them, the story also takes the reader on a path of discovery, healing, reconciliation, and Cree language reclamation.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **Text Connections to Key Concepts:**

Residential school experiences: loss of language and culture, identity, community, and family.

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** resilience, prejudice, communication, family, reconciliation

**Topics:** residential schools, government and citizenship, Canadian First Nations languages, dreamcatcher

**Recommended Grade Level:** Grades 1-4

#### **Projects, Ideas and Activities:**

- **Compare and Contrast:** Invite students to compare how the granddaughter came home from school on pages 1 and 2 with how her grandfather and his classmates looked in their residential school on pages 9 and 10. In their notebooks, have them make references to the imagery, colour, faces, eyes, bird, and cage.
- **Making Inferences:** Pose questions that will help students use contextual clues to determine the meaning of figurative language or the connotative meaning of a word or phrase. For example, “it felt like home” reveals what emotion from the grandfather? For each question, invite students to complete the “It Says, I Say, And So” literacy strategy:
  - *It Says:* find information in the text that helps you answer the question (e.g., illustration or a direct quote from the text);

- *I Say: think about what you know about the information presented;*
  - *And So: combine the information from the text with what you know to answer the question.*
- Following the activity, ask students to consider the relationship between textual evidence and a reader's interpretation of a text.

- **Second Story Press, Teacher's Guide by Laura Horton:**

<https://static1.squarespace.com/static/5783b41337c581c34c808812/t/5dcee3db6ad93f5f5f1e85ca/1573839852837/Stolen+Words+Teachers+Guide.pdf>

**Curriculum Connections:**

**English Language Arts - Grade 3**

**2.1 Use Strategies and Cues**

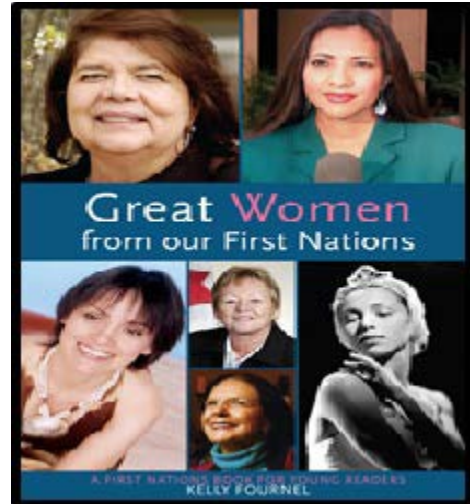
**2.1.2 Use comprehension strategies**

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

**2.2. Responds to Texts**

**2.2.3 Appreciate the artistry of texts**

- Express feelings related to words, visuals and sound in oral, print and other media texts
- Identify how authors use comparisons, and explain how they create mental images



**Book Title:** Great Women from Our First Nations

**Author:** Kelly Fournel

**Annotation:** Fournel, a Métis author, born in Winnipeg, Manitoba, wrote a collection of ten biographical accounts of North American Indigenous women’s lives as Métis or First Nations community members. Each of these women overcame difficulties connected to discrimination and domination by Europeans (i.e., Indian Agents, nuns, priests, armies). Each Indigenous woman proved to be resilient in their struggles. For example, Susan Rochon-Burnett, a Métis Quebecois woman, suffered discrimination at school, but despite her struggles, she honed her French language skills and eventually became a successful journalist, radio show producer and owner. She was the first Indigenous woman inducted into the “Canadian Council for Aboriginal Business Hall of Fame.” Each biographical account illuminates a struggle and how the individual overcame such circumstances and illuminated resilience.

**Text Sets:** This text complements *Sugar Falls: A Residential School Story* in which Robertson tells the story of Betsy Ross, a Canadian residential school survivor who has a successful personal and professional life. The protagonists in both texts are tasked with writing the story of a residential school survivor and this task parallels what Fournel did when she wrote this book.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC2, TC6 and TC7 Key Concepts:**

**TC2** First Nations and Métis peoples within Canada and the United States, their histories, most notably their struggles with European settlers.

**TC6** Some of the struggles identified in the lives of these women were connected to living in schools with discrimination (even though the schools may not have always been residential schools)

**TC7** Fournel tells each of these women's histories as First Nations or Métis community members and how they represent the beauty and strength of their communities.

**Sensitivities:** The struggles identified are handled carefully and sensitively.

**Themes & Topics at a Glance:**

**Themes:** Identity, Change, Resiliency

**Topics:** being resilient; being courageous; being who one is meant to become (i.e., following an inner passion and drive).

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- Write a biographical account of an Indigenous person who has had to overcome a struggle and rely on his/her strengths and passions to grow into a personal, professional success story reflective of their resiliency.
- Students create the text by producing the account as a graphic biographical narrative and use *Sugar Falls: A Residential School Story* as a mentor text or produce the narrative with supporting visuals that may be realistic drawings, photographs, or other visual styles.

**Author's website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=906>

**This website features multiple Indigenous authors including Kelly Fournel.**

**Curriculum Connections:**

**English Language Arts- Grade 4**

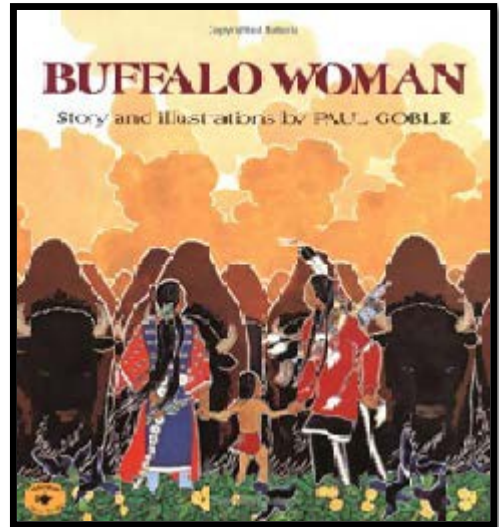
**2.4 Create Original Texts**

**2.4.2 Elaborate on the expression of ideas**

- Select and use visuals that enhance meaning of oral, print and other media texts.

**2.4.3 Structure Texts**

- Produce narratives that describe experiences and reflect personal responses.



**Book Title:** Buffalo Woman

**Author and Illustrator:** Paul Goble

**Annotation:** A talented young hunter draws his arrow against a buffalo cow drinking from a stream. Before he releases his arrow, the buffalo transforms into a beautiful and mysterious maiden, whom he knows he must marry. A son is born to the married couple, however, the hunter's tribe shun the Buffalo Woman because she is different and not considered one of them. The young bride and her son leave to return to her people. The hunter's heart compels him to follow, but he has been warned: The Buffalo Nation is angry at the Straight-up People. His love for his family is tested and if he cannot find his wife and son among the many buffalo, they will be lost to him forever. With the help of his son, the hunter passes his test and is given the honor of joining the buffalo. His bravery results in the union between his People and those belonging to The Buffalo Nation. In the telling of this legend, the close interdependent relationship between man and the buffalo is celebrated and the value of the hero sacrificing himself for his family and his people is taught to the next generation.

**Text Set:** *The Return of the Buffaloes: A Plains Indian Story about Famine and Renewal of the Earth* by Paul Goble retells another tale about the mysterious woman whose people are the buffalo. In this Lakota myth, spring arrives, but the buffalo do not return. The hunters come back empty-handed from each search, until two young brothers go out and find Buffalo Woman, who promises to send her people to the plains again. The buffalo herds soon thunder around the tepees of the hungry people, who give thanks to the mysterious woman.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC7 Key Concepts:**

- The lives of the buffalo and people were interwoven; the story teaches that buffalo and people were related
- Stories had the power to strengthen the bond with the herds and to encourage hers to continue to give themselves so that the people could live

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Acceptance, Love, Sacrifice, Family

**Topics:** buffalo, connections between the Blackfoot confederacy and the bison herds

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Reader Response:** In your own words, define “sacrifice” and provide examples of sacrifice in the world today (e.g., soldiers who died for the love of their country and the freedoms we enjoy). Discuss how love is an important component of sacrifice. Christ's love was made known by freely giving his life away in teaching, healing, serving and death. In a similar way, the hunter in the story *Buffalo Woman*, sacrifices himself for his family and to create peace among his people and the people of the Buffalo Nation. Choose a passage from the bible and explain how it connects to one of the following themes from the story: acceptance, love, family or sacrifice. Examples of scripture are also provided below:
  - “Greater love has no one that this, that he lay down his life for his friends” (John 15:13)
  - Jesus commanded, “As I have loved you, so you must love one another” (John 13:34)
- **Story Map:** Using the setting, create a story map of the places you read about in *Buffalo Woman*. Encourage students to review the book so that they can list the right order of places (e.g., the stream where the hunter first saw the Buffalo Woman, the tribe’s camp, the rolling country, the Valley of Buffalo Nation, etc.). In small groups, have students brainstorm possible map symbols to create a legend for their map. Once completed, invite students to present their story maps to the class.

**Curriculum Connections:**

**English Language Arts - Grade 4**

**2.3 Understand Forms, Elements and Techniques**

**Understand forms and genres**

- identify various ways that information can be recorded and presented visually

**Understand techniques and elements**

- identify and explain connections among events, setting and main characters in oral, print and other media texts

**2.4 Create Original Text**

**Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

**Structure texts**

- produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot

**3.2 Select and Process**

**Access information**

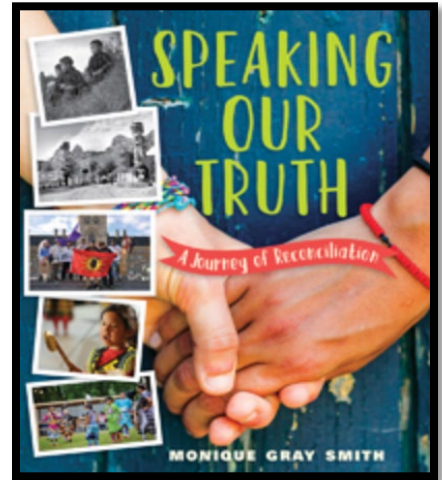
- use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information



## **5.1 Respect Others and Strengthen Community**

### **Relate texts to culture**

- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities



**Book Title:** Speaking Our Truth

**Author:** Monique Gray Smith

**Annotation:** Author Monique Gray Smith invites readers to walk with her on a journey to examine the impacts of colonialism on Canada's First Nations, Métis and Inuit families and communities. By looking closely and compassionately at the ongoing effects of the Indian Act and the Residential School system, readers will not only begin to understand the complexities of Indigenous and non-Indigenous relationships in Canada, but will be encouraged to envision what kinds of relationships, policies and systems would ensure equity for all children in the future.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislations between the Crown and First Nations, Métis and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Metis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Métis and Inuit beliefs, traditions and practices to advance reconciliation.

#### **TC Key Concepts:**

- The Indian Act: detailed description of the laws and government responsibilities for managing reserve lands, money and other resources.
- Land Claims: the Indian Act prohibited Indigenous people from raising money to hire legal counsel to fight for land claims.
- Traditional ways of life: as part of the initial Indian Act, Chieftainships and traditional systems of governance were abolished, and elected Band Councils were implemented. During this time in Canadian history, women were not permitted to run for any Band Council positions. This was a significant disruption to traditional ways of doing business, especially in the Nations that were matriarchal and matrilineal.

- Colonization: in chapter 2, the effects of colonization are viewed through the lens of resiliency and hope.
- Residential School system: detailed description of the lifespan of Residential Schools, daily life, the Number System, lack of health and wellness as well as stories written by Survivors (including the positive experiences: the uncommon voice).
- Social implications: explanation of how Aboriginal children were denied their identity by being separated from their language, culture and spiritual traditions. The concepts of cultural genocide and cultural resilience are examined through primary and secondary documents and the testimonies of Survivors and their families.
- Sixties Scoop: reference to the period when many children were taken from their families and the 2017 class-action lawsuit linked to the Sixties Scoop.
- Reciprocity: chapter 4 explores the attitudes and dispositions needed to create social change. Values and beliefs are explored by examining agency, citizenship, voice, action and what it means to be an ally.

**Sensitivities:** The teaching about Canada’s history and commitment to the Residential School system and the suffering endured by Survivors is unsettling; however, the content delivers a message of resilience and hope that invites readers to join a conversation based on kindness and reciprocity.

**Themes & Topics at a Glance:**

**Themes:** Honestly, Love, Resilience, Reconciliation

**Topics:** Residential Schools, the Indian Act, Seven Sacred Teachings, Sixties Scoop, Powerful Medicine

**Recommended Grade Level:** Grades 4-8

**Projects, Ideas and Activities:**

- Invite students to read the section on the Indian Act (pages 34-38). Following the reading, watch [I’m Not the Indian You Had in Mind](#) by Thomas King and ask students to reflect on the following questions:
  - How does the poem use sarcasm and irony to make you think about cultural representation?
  - How would stereotypical images of First Peoples support the Indian Act?
  - How does the word short challenge stereotypes?
- Invite students to assume the role of a sociologist and study the primary documents (photos) in chapter 2. Most of these photos were staged to promote Residential Schools. When looking at the photos, ask students to consider the following:
  - What can you not see in the photos?
  - What do the faces tell you?
  - What is the tone and energy of the photos?
  - What does the body language say? What values about schooling are depicted in these photos?
  - What do the documents tell us about the purpose of colonization and Residential Schools?
- Juxtapose an article from the [UN Declaration on the Rights of Indigenous Peoples](#) with a primary document or image from the chapter related to the Indian Act.

**Curriculum Connections:**

**English Language Arts - Grade 8**

**2.1 Use Strategies and Cues**

**Use Comprehension strategies**

- Enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages.

## **2.2 Respond to Texts**

### **Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as poetry, drama and photographs.

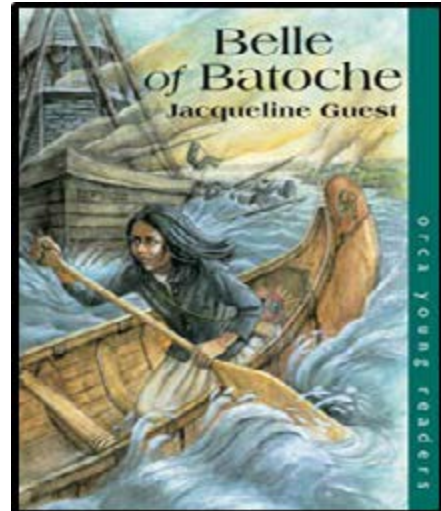
### **Appreciate the artistry of texts**

- Discuss how techniques such as word choice communicate meaning and enhance effects in oral, print and other media texts.

## **2.4 Create Original Text**

### **Generate ideas**

- Create oral, print and other media texts related to issues encountered in texts.



**Book Title:** Belle of Batoche

**Author:** Jacqueline Guest

**Illustrator:** June Lawrason

**Annotation:** The Métis rebellion is brought to life for young readers in this fictional story of Belle Tourond who lived in Batoche, Saskatchewan when the government forces surrounded the town in 1885. Author, Jacqueline Guest, whose great-great-grandmother lived in Batoche, draws on her family history to weave the story of the rebellion into the life of Belle and her family. Belle wishes to become the new bell ringer at her church. When her rival, Sarah, decides that she, too, would like to become the bell ringer, a competition ensues. Each girl must embroider an altar cloth and present it for judging. Although Belle is a tomboy of sorts, she enlists the help of her talented mother to show her the most beautiful stitches to use on her cloth. When Belle suspects Sarah of cheating on her task, she sets out to prove it. Before Belle can prove to the church members that Sarah paid an elder to stitch for her, General Middleton's forces advance on Batoche in the Riel Rebellion. Belle and Sarah must join forces to save their families from the dangerous battle. Hiding out in a root cellar together, Belle and Sarah take charge of the situation and care for their injured family members. For many readers, Belle will serve as a role model with her bravery in the face of danger, her determination to succeed and her loyalty to family and friends. The book is a welcome addition to the growing body of historical fiction that serves to entertain and inform young readers about the history of Canada.

**Text Sets:** *Outcast of River Falls* by Jacqueline Guest is a next generation sequel to *Belle of Batoche*. After the death of her parents, well-bred young city girl Kathryn must travel across country to live with her Aunt Belle. Arriving at her destination in the foothills of the Rocky Mountains, Kathryn is horrified to learn her new home is a group of shacks called River Falls, a Métis community. Kathryn has never known about her true heritage, a mix of Native-American and Euro-Canadian. She is even more shocked to discover theirs is not even a permanent home. Barred from owning land, the Métis must find a way to live in the road allowances, or ditches--the strips of government land between public highways and the private properties of recognized citizens. Excitement comes in the form of a mysterious stranger known as the Highwayman, a shadowy Robin Hood figure who rights wrongs against his people in his own way. When he is framed for a crime he did not commit, and Aunt Belle becomes involved, Kathryn must use all of her resources to prove their innocence and challenge the deep-seated prejudices of an entire community.

## Connection to First Nations, Metis, and Inuit Foundational Knowledge

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

### TC1 Key Concepts:

- New form of provisional government in Batoche, Saskatchewan after the English Canada refuse to validate the claims of the Métis and the First Nations.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

### Themes & Topics at a Glance:

**Themes:** Friendship; Honesty; Integrity; Courage

**Topics:** cultural identity; Métis history, Canadian history; governance

**Recommended Grade Level:** Grades 4 - 5

### Projects, Ideas and Activities (include links when necessary)

- **Reader Response:** Have students imagine that they are Sarah and have them complete a journal entry about one or more significant events in the story (e.g., in the root cellar). Invite students to compare what they have written with one another, looking for a variety of interpretations of the story and of Sarah’s character.
- **Narrative:** Have students think about a time when somebody they know behaved dishonestly or acted unfairly. Then ask them to write a short story about it from the other person’s point of view. How do we learn from different points of view on issues of importance? What do we learn from the different points of view of characters in *Belle of Batoche* about the issues of how to make tough decisions in life?
- **Poetry Analysis:** In Chapter 2, Belle’s class reads William Wordsworth’s poem, “I Wandered Lonely as a Cloud.” Lead students in a choral reading of the poem. Have them connect their thoughts about it to the comments made by Belle and Sarah. As a class, analyze the content of the poem. Use this as an opportunity to discuss form and poetic conventions. Ask students to consider what is the significance of this poem as it relates to the story?
- **Research Project:** Discuss the difference between autobiography and biography. Use the discussion as a starting point for writing about some of the famous people of Belle’s time, such as Louis Riel, Chief Poundmaker, Gabriel Dumont, George Simpson, General Middleton and Victoria Belcourt. Assign students to research these people and describe how they were connected to the Battle of Batoche.
- **Imagery:** Jacqueline Guest helps the reader imagine Madame Coteau’s cabin with the following description: *The weathered cabin looked run-down and uninviting. An owl flew overhead, its powerful wings beating the air, whoosh, whoosh, whoosh.* Have students think about a place that gives them the shivers. It could be a house, an area in their neighborhood, or even a place they’ve only dreamed of. Have them imagine how this place would appear to someone who’s never been there before. Ask students to describe what the imaginary visitor sees, feels, hears and smells in this spooky locale. Discuss how word choice, placement of phrases, and the use of other literary devices (onomatopoeia, metaphor, etc.) also enliven descriptions.

- **Figurative Language:** Authors sometimes use figurative language to communicate meaning. Similes can be an effective way to show action or mood in a story, or simply to enrich a description. For example, “When Parveen bends over to pull out her books, I watch her long shiny braid swing down her back like a thick rope.” Have students find five more examples of similes in the story.
- <http://www.jacquelinequest.com/wp-content/uploads/2014/11/TeacherGuideBelleofBatoche.pdf>

Author’s website: [www.jacquelinequest.com](http://www.jacquelinequest.com)

## Curriculum Connections:

### English Language Arts - Grade 5

#### 1.2 Clarify and Extend

##### Combine ideas

- use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

#### 2.2 Respond to Texts

##### Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- make connections between fictional texts and historical events
- describe and discuss new places, times, characters and events encountered in oral, print and other media texts

##### Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- retell or represent stories from the points of view of different characters

##### Appreciate the artistry of texts

- explain how simile and hyperbole are used to create mood and mental images
- alter sentences and word choices to enhance meaning and to create mood and special effects

#### 2.3 Understand Forms, Elements and Techniques

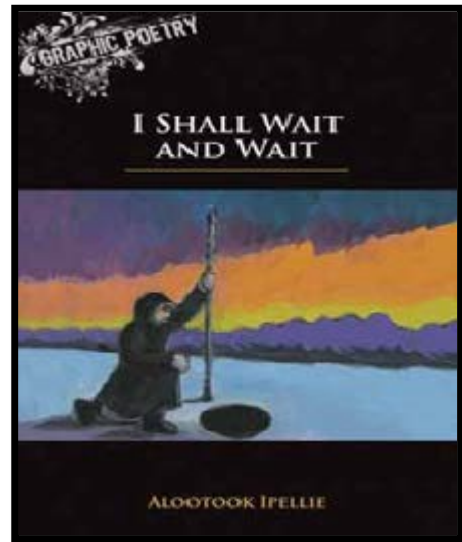
##### Experiment with language

- experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning

#### 5.1 Respect Others and Strengthen Community

##### Relate texts to culture

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities



**Book Title:** I Shall Wait and Wait

**Author:** Alootook Ipellie

**Illustrator:** Anne Marie Bourgeois

**Annotation:** This is a graphic poetic novel about the protagonist who is waiting at the ice for a seal to come within sight in order to kill it for his family to eat. This text depicts his longing to serve his family through his hunting expedition. As he waits, we see his patience as a virtue and a theme of the text.

**Text Sets:** *Inuit Thought of It, Amazing Arctic Innovations* is a text by the same author which shows amazing innovations of traditional Inuit peoples and how their ideas continue to echo around the world (i.e., the kayak; slitted snow goggles, dog sleds, shelters, clothing, medicines).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit. It is important to become familiar with the following terminology.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

### **TC1 and TC2 Key Concepts:**

- Sustainability and caring for human and animal lives
- Gaining insight into Inuit life and culture

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

### **Themes & Topics at a Glance:**

**Themes:** Relationships, Care for Creation, Resiliency

**Topics:** caring for animals, taking care of family



**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **Analyzing poetic and informational genres:** Read the text, *Inuit Thought of It, Amazing Arctic Innovations* by the same author and discuss:
  - What information does each text share? (main ideas and details)
  - How does each text use different modes language (i.e., visuals, words) and types of texts (informational versus poetic) to get across ideas?
  - What is the advantage and disadvantage of each genre?
  - Which genre do you prefer and why?

**Author's website:** <http://www.inuitartofcanada.com/english/legends/poemtwo.htm>

**Curriculum Connections:**

**English Language Arts- Grade 4**

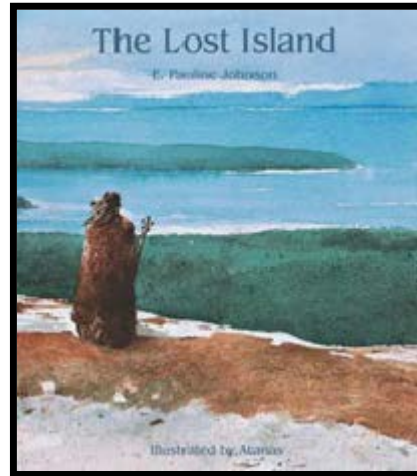
**1.1 Discover and Explore**

**1.1.2 Experiment with language and forms**

- Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

**1.1.3 Express preferences**

- Select preferred forms from a variety of oral, print and other media texts



**Book Title:** The Lost Island

**Author:** E Pauline Johnson

**Illustrator:** Atanas

**Annotation:** This picture book portrays a boy learning from an elder about a legend from hundreds of years ago about how Sagalie Tyee, a medicine man, who had a vision that the “Island of the North Arm” would no longer exist and “pale faces” would create huge buildings on the coast (what is now Vancouver) and camp there. The elder makes a plea that extends from this Chief Tyee, to never forget about the power of the island, its animals, the water, and the Earth. This legend is about lamenting the loss of land, animals, traditions, and culture as well as courage and perseverance.

**Text Sets:** Pauline Johnson wrote other legends about Indigenous communities in Vancouver, [http://www.canadianpoetry.ca/confederation/johnson/legends\\_of\\_vancouver/index.htm](http://www.canadianpoetry.ca/confederation/johnson/legends_of_vancouver/index.htm)

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism (vs. Western Individualism)

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Loss

**Topics:** connection to land, tradition, Vancouver, Mohawk, Salish, legends, wildlife

**Recommended Grade Level:** Grades 3-6

## Projects, Ideas and Activities:

This is a two or three lesson activity as presented below.

- **Checking our facts about Indigenous peoples' communities in British Columbia:** Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area?
- **Before reading:** Pauline Johnson is a Canadian author of legends and poetry. Read her biography, [http://www.canadianpoetry.ca/confederation/johnson/legends\\_of\\_vancouver/index.htm](http://www.canadianpoetry.ca/confederation/johnson/legends_of_vancouver/index.htm) before reading *The Lost Island*. Consider what prompted her to write this text amongst others and share your inferences about why she took the time to write the legends.
- **During reading:** Have students preview and predict what you think this story, *The Lost Island*, will be about. As you read, discuss what is happening and how the story fits with what we know about Vancouver today. Invite students to summarize some of the author's key messages about Indigenous communities along the Pacific West Coast of Vancouver. One such message is that traditions have been lost.
- **After Reading:** Return to the question that started the lesson: *Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area?* Consider what students think they know is happening within Pacific West Coast Indigenous communities in the Vancouver area.
- Explain that authors present a point of view about a subject when they write, and Pauline Johnson shares her messages and point of view in *The Lost Island*. Johnson has spent a lot of time learning from Mohawk Salish elders in B.C., so her story reveals what she learned.
- Take a moment to view and read about what is happening along the Pacific West Coast in Indigenous communities based on a regularly updated website about travelling in B.C. and the communities that live there: <https://www.aboriginalbc.com/>
- While reviewing this website, choose a story about Indigenous communities as prepared on this website. Have students write about their perspectives about the original question: Does the view of the loss of Indigenous traditions and ways of life as presented in "The Lost Island" represent what you think is happening based on current information about Indigenous communities in the Vancouver area? In their responses, have them explain their perspectives using evidence from this website and any other sources of information that they have.

## Curriculum Connections:

### English Language Arts Grade 6

#### 2.1 Use Strategies and Cues

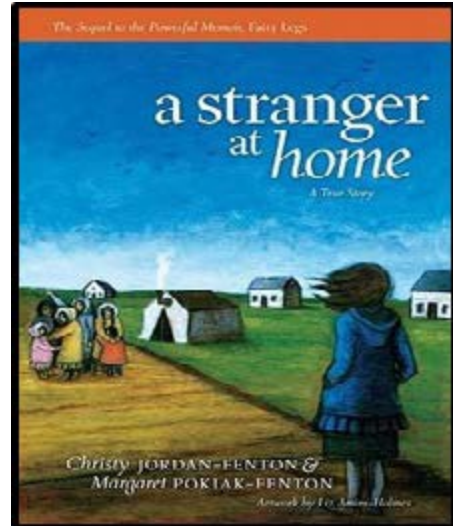
##### Use prior knowledge:

- Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

#### 2.2 Respond to Texts

##### Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts



**Book Title:** A Stranger At Home

**Author:** Christy Jordan-Fenton Margaret Pokiak-Fenton

**Illustrator:** Liz Amini-Holmes

**Annotation:** This is a short memoir with greater written detail than its picture book companion, *Not My Girl*. It is the sequel to *Fatty Legs*, so it the continuing story of Olemaun, (Margaret) and her difficulty connecting with her family and her culture when she returns to her Inuit community after attending residential school.

**Text Sets:** Christy Jordan-Fenton's *Not My Girl*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

- Assimilation: Colonization, Eurocentrism, Paternalism, Cultural genocide
- Residential Schools and Their Legacy
- Social implications of attending residential schools

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Inequity and Discrimination in Indigenous Communities, Resiliency, Personal and Cultural Challenges

**Topics:** connection to land and language, Inuit culture

**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

**Compare and contrast *Not My Girl* and *A Stranger at Home*:**

- **Book Trailer Author audio recording of *Not My Girl*:**  
[https://www.teachingbooks.net/book\\_reading.cgi?id=11354&a=1](https://www.teachingbooks.net/book_reading.cgi?id=11354&a=1)
- Start by listening to the story told by Christy Jordan-Fenton and her co-author, Margaret Pokiak-Fenton, who shared Margaret’s life stories about growing up in residential school and travelling back and forth from the school to home. Listen to the book trailer for “Not My Girl” and share predictions about what key events will be told in the picture book. Then read the picture book and confirm predictions.
- **Create a class retelling that is done in comics/illustrative format** (with some key words within the illustrations). Work together to create a picto-retelling of this picture book.
- **Predictions:** Based on what was learned from listening to both authors discuss their process for writing stories, predict what might be different about *A Stranger at Home* when compared to the picture book version of Pokiak-Fenton’s stories. Which key events might be expanded? What do you hope to learn that wasn’t in the picture book? List class ideas and questions.
- **Read aloud, over a week, *A Stranger at Home*.** Request that students keep a visual journal of their listening for the purposes of using their sketches, drawings, and words to assist them to recall and retell key events throughout the story as it is heard and then reviewed. Each day, students will also write a brief summary of what was learned that day about details in the novel that were not in the book. Students will also reflect together on what they like about each version of the story (picture book/novel) and what they don’t like.

**Links of possible interest:**

<http://www.annickpress.com/Stranger-at-Home-A> (book annotation)

<https://alisonwebber.files.wordpress.com/2016/02/a-stranger-at-home-questions.pdf> (novel study questions)

<https://drive.google.com/file/d/0B4LJXSpvxnmbbU9MSERyc1RQcTg/view> (novel study)

**Curriculum Connections:**

**English Language Arts Grade 4**

**1.1 Discover and Explore**

**Express preferences**

- Assess a variety of oral, print and other media texts, and discuss preferences for particular forms

**2.1 Strategies and Cues**

**Use prior knowledge**

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.2 Respond to Texts**

**Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts

- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts
- discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose

**Construct meaning from texts:**

- Summarize oral, print or other media texts, indicating the connections among events, characters and settings

**Appreciate the artistry of texts**

- Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts

**2.3 Understand Forms, Elements, and Techniques**

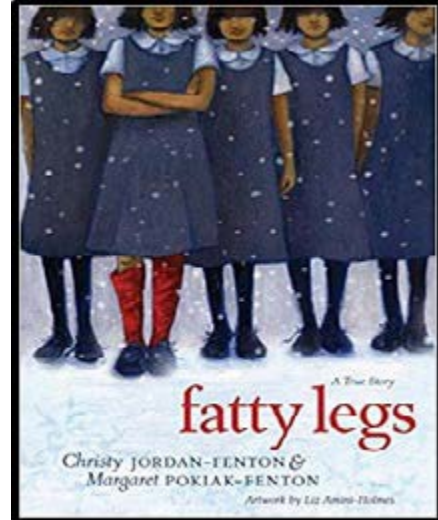
**Understand forms and genres**

- Identify key characteristics of a variety of forms or genres of oral, print and other media texts
- Discuss the differences between print and other media versions of the same text

**2.4 Create Original Texts**

**Structure texts**

- Create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action



**Book Title:** Fatty Legs

**Author:** Christy Jordan-Fenton Margaret Pokiak-Fenton

**Illustrator:** Liz Amini-Holmes

**Annotation:** This is a short novel rooted in the real life experiences of residential school survivor and coauthor, Margaret Pokiak-Fenton. It offers more detail than its parallel picture book, *When I Was Eight*. It illuminates the story of Olemaun, renamed Margaret, who attended residential school in Canada's North. Eight-year-old Margaret set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey to attend school, but he warns Margaret of the terrors of residential schools. At school Margaret soon encounters the Raven, a black-cloaked nun with a hooked nose and bony fingers that resemble claws. She immediately dislikes the strong-willed young Margaret. Intending to humiliate her, the heartless Raven gives gray stockings to all the girls — all except Margaret, who gets red ones. In an instant Margaret is the laughingstock of the entire school. In the face of such cruelty, Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret, in the end, it is this brave young girl who gives the Raven a lesson in the power of human dignity. Complemented by archival photos from Margaret Pokiak-Fenton's collection and striking artworks from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor will linger with young readers.

**Texts Sets:** This story is continued in a sequel, *A Stranger At Home*, which is in this kit.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

- Assimilation: Colonization, Eurocentrism, Paternalism, Cultural genocide

- Residential Schools and Their Legacy
- Social implications of attending residential schools

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Inequity and Discrimination in Indigenous Communities, Resiliency, Personal and Cultural Challenges

**Topics:** residential schools, Indigenous connection to land/language, Inuit culture, Non-fiction/True Story

**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **Pre-reading:** What do you expect this book to be about (preview the text cover, end pages and some pictures). Note class predictions for later reference (digitally or on a chart).
- **Watch the book trailer for Fatty Legs by Annick Press** <https://youtu.be/6rJ9awMQ1w8> to add to the list of predictions or to revise some of them.
- **Predicting and Confirming:** As the class reads chapter one, review the list of predictions and confirm and disconfirm some of the ideas.
- **Start a visual timeline of key events** for each chapter by having student listen for a key event and draw a picture and or write a word(s) on a Post It to share a personal (text-self) or text-text (intertextual or comment on the way the text is written-artistry of the text), or a text-world (theme) connection.
- **Keep the visual timeline growing** as chapters are read with the Post its illuminating class connections.
- By Chapter two or three, invite students to collaboratively write a response to events so far in terms of sharing text-self, text-text, and text-world connections. After composing the response, have students co-construct criteria for what makes this a powerful connections response.
- **Use the criteria to create a class rubric** to post beside the class response.
- Invite students to continue sharing their Post It connections and request that they be prepared over the next two chapters to write their own connections response.
- **Have students use the rubric to self-assess their response** and consider peer assessment, if time permits.
- To conclude this novel, have the students continue sharing their connections and to then share a final connections response in varied formats: written, written and visual, visual and oral presentation using the class rubric as a basis for evaluation.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
- Engage in exploratory communication to share personal responses and develop own interpretations



## 1.2 Clarify and Extend

### Combine ideas

- Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

## 2.1 Strategies and Cues

### Use prior knowledge

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

## 2.2 Respond to Texts

### Experience various texts

- Explain own point of view about oral, print and other media texts
- Make connections between own life and characters and ideas in oral, print and other media texts
- Discuss common topics or themes in a variety of oral, print and other media texts

### Construct meaning from texts

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings

### Appreciate the artistry of texts

- Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts

## 2.4 Create Original Texts

### Structure texts

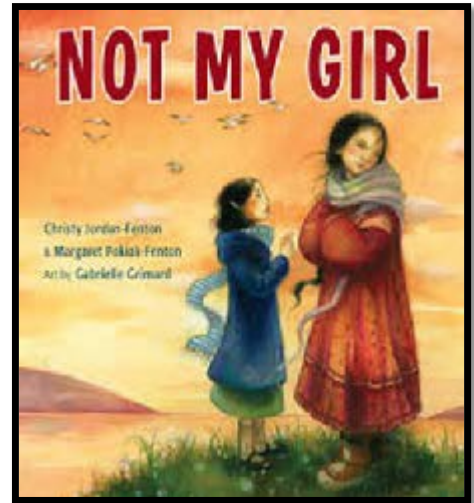
- Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts

### Other links of interest:

<http://empoweringthespirit.ca/fatty-legs-webinar-series/>

<https://drive.google.com/file/d/0B4LJXSpvxnmbbU9MSERyc1RQcTg/view> (novel study)

<http://www.annickpress.com/Fatty-Legs>



**Book Title:** Not My Girl

**Author:** Christy Jordan-Fenton and Margaret Pokiak-Fenton

**Illustrator:** Gabrielle Grimard

**Annotation:** Two years ago, Margaret left her Arctic home for the outsiders' school. Now she has returned and can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.

**Text Set:** *Not My Girl* is the sequel to the original picture book *When I was Eight* by Christy Jordan-Fenton and Margaret. Olemaun is eight and knows a lot of things except for how to read. Ignoring her father's warnings, she travels far from her Arctic home to the outsiders' school to learn. The nuns at the school call her Margaret. They cut off her long hair and force her to do menial chores, but she remains undaunted. Her tenacity draws her attention of a black-coated nun who tries to break her spirit at every turn. But the young girl is more determined than ever to learn how to read.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- First Nations children were taken from their families and communities
- Children forgot their First Nations culture including language and identity. It was difficult for them to fit in with their communities once they returned

- Residential school resulted in social implications including negative associations with school and personal trauma

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Identity; Determination

**Topics:** memoir; Inuit culture; residential schools; family; society

**Recommended Grade Level:** Grades 2-5

**Projects, Ideas and Activities:**

- **Making Connections to Text:** Have students explain how their previous experiences, knowledge, emotions and understandings affect how they learn about new topics. Ask students to complete a text-to-self, text-to-text, and text-to-world connection on the story, *Not My Girl*:
  - **Text-to-self:** highly personal connections that a reader makes between text and their own lived experiences. Students may consider what it means to be an outsider. How was Margaret treated like an outsider by others and what are some reasons people give for excluding others?
  - **Text-to-text:** readers are reminded of other things that they have read in other books by the same author, stories from a similar genre, or perhaps on the same topic. Students may compare Margaret’s experience in residential school with a protagonist from another title or movie such as *The Boy in Striped Pajamas* or *Kookum’s Red Shoes*.
  - **Text-to-world:** larger connection that a reader brings to a text. Their ideas go beyond their own personal experiences. Students draw on information through television, newspapers, documentaries, etc. Students may consider how Margaret regained her sense of belonging and found personal fulfillment. How does Canada celebrate diversity?
- **Comprehension Strategies:** Examine how visuals, in combination with text, strengthen intended meaning and purpose; thus, strengthening comprehension of text. Using visual contrasts on pages 1 and 2, discuss how illustrator, Gabrielle Grimard, is able to visually communicate the emotional gulf between Margaret and her mother when she returns home. Grimard’s talent in depicting emotional tone is expressed in her ability to depict facial expressions with sensitivity and grace. The opening spread shows Margaret’s return to Aklavik. One page shows a cluster of happy mothers and daughters embracing, while, on the facing page, Margaret and her mother stand separated by a dock. Margaret, dressed in her blue uniform with short hair, expresses uncertainty in both her face and posture as she faces her mother. Margaret’s mother, dressed in red with long windblown braids, has her back turned to the reader. Her expression is hidden from the reader, and so the reader is made to feel as much a stranger to her as Margaret feels when she calls out, “Not my girl!” Have students find other similar examples from the text.

**Curriculum Connections:**

**English Language Arts - Grade 2**

**2.1 Use Strategies and Cues**

**Use prior knowledge**

- use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning

### **Use comprehension strategies**

- identify the main idea or topic and supporting details of simple narrative and expository texts

## **2.2 Respond to Texts**

### **Construct meaning from texts**

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- express thoughts or feelings related to the events and characters in oral, print and other media texts

## **2.3 Understand Forms, Elements and Techniques**

### **Understand techniques and elements**

- identify how pictures, illustrations and special fonts relate to and enhance print and other media texts

## **English Language Arts - Grade 5**

### **2.1 Use Strategies and Cues**

#### **Use prior knowledge**

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information

### **2.2 Respond to Texts**

#### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers

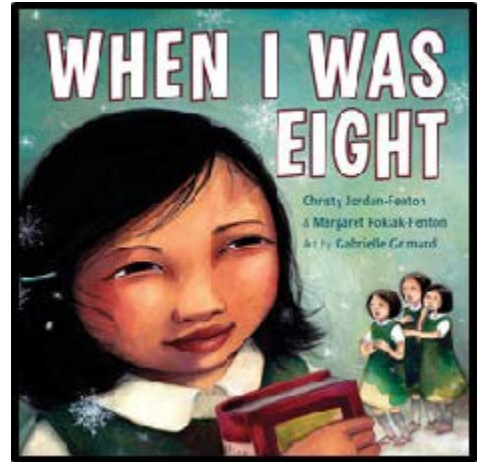
#### **Construct meaning from texts**

- compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

### **5.1 Respect Others and Strengthen Community**

#### **Relate texts to culture**

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities



**Book Title:** When I Was Eight

**Author:** Christy Jordan-Fenton and Margaret Pokiak-Fenton

**Illustrator:** Gabrielle Grimard

**Annotation:** This picture book memoir begins with Olemaun living on the land with her family. Her older sister has attended residential school and brought back a special book about a girl named Alice. Olemaun wants to attend this school too. Reluctantly her father agrees. A rude awakening occurs when Olemaun's long braids are cut off and her warm Inuk clothing is replaced by thin clothes and scratchy underwear. Even her name is taken and she is now known as Margaret. Hard work scrubbing floors and overseen by black-robed nuns was how the students passed their time in this school. Finally the students are taken to a classroom and Margaret now believes she will at last learn to read. Overcoming her inability to speak English and dealing with the harsh discipline of the nuns, Margaret finally succeeds. She can read her precious book about a magical world and a girl named Alice. Readers can identify with this Inuk girl whose courage and determination help her to overcome the challenges of a foreign culture and learn to read.

**Text Sets:**

- *Not My Girl* by Christy Jordan-Fenton and Margaret Pokiak-Fenton is a continuation of the journey that began in *When I Was Eight*. The story takes place two years later when Margaret returns home to her family in Aklavik. She can barely contain her excitement as she rushes towards her waiting family, but her mother stands still as a stone. This strange, skinny child, with her hair cropped short, can't be her daughter. "Not my girl!" she says angrily. Margaret's years at school have changed her. Now ten years old, she has forgotten her language and the skills to hunt and fish. She can't even stomach her mother's food. Her only comfort is in the books she learned to read at school. Gradually, Margaret relearns the words and ways of her people. With time, she earns her father's trust enough to be given a dogsled of her own. As her family watches with pride, Margaret knows she has found her place once more. *Not My Girl* is a poignant story of a determined young girl's struggle to belong.
- *Kookum's Red Shoes* is a children's picture book by Peter Eyvindson. In this story, an Elder, Kookum, tells about her experiences as a child attending a Catholic-run residential school. As a child growing up in a loving family, Kookum recalls seeing a movie called *The Wizard of Oz*. Like Dorothy, Kookum is taken up into a wild and scary tornado as she is whisked away from her home into a foreign residential school. She had to leave her lovely red shoes behind. The story

follows Kookum at residential school and she finds her beautiful red shoes are too small when she eventually returned to her home community.

### Connection to First Nations, Metis, and Inuit Foundational Knowledge

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### TC6 Key Concepts:

- First Nation's children were taken from their families and communities
- Children forgot their First Nations culture including language and identity. It was difficult for them to fit in with their communities once they returned
- Residential school resulted in social implications including negative associations with school and personal trauma

**Sensitivities:** The treatment that Olemaun receives could be frightening for children who have sensitive hearts or have been victims of abuse or bullying.

#### Themes & Topics at a Glance:

**Themes:** Self-esteem; Prejudice; Bullying; Courage; Bravery; Perseverance

**Topics:** Inuit culture; residential schools; abuse; assimilation; community; character education; memoir

**Recommended Grade Level:** Grades 1-4

#### Projects, Ideas and Activities:

- **KWL Chart:** Using a KWL chart, lead students into a discussion on what they know and what they want to learn about residential schools. Follow the anticipatory set with one or more of the following activities:
  - **Venn Diagram:** Read *Kookum's Red Shoes* by Peter Eyvindson and *When I was Eight* by Christy Jordan-Fenton. Compare Olemaun's account of residential school with that of Kookum's using a Venn diagram.
  - **Paragraph Writing:** Olemaun's courage and determination help her overcome challenges. Write a paragraph describing how Olemaun's character and actions reflect the theme of perseverance throughout the text. Provide specific examples to support your reasoning.
  - **Create Original Text:** Based on Olemaun and Kookum's experiences, have students consider what it would be like to go to a residential school and create an original text (e.g., poem, journal entry, letter, play, etc.) of their choosing that reflects their thoughts and feelings on the topic.
  - <https://www.youtube.com/watch?v=LSBrkJn3NeI>
  - <https://www.youtube.com/watch?v=r4gBwADGnWs>

#### Curriculum Connections:

### English Language Arts - Grade 2

#### 2.1 Use Strategies and Cues

##### Use comprehension strategies

- apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions

- identify the main idea or topic and supporting details of simple narrative and expository texts

## **2.2 Respond to Texts**

### **Construct meaning from texts**

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- express thoughts or feelings related to the events and characters in oral, print and other media texts

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- discuss the experiences and traditions of various communities portrayed in oral, print and other media texts

### **Relate texts to culture**

- discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities

## **English Language Arts - Grade 4**

### **1.1 Discover and Explore**

#### **Experiment with language and forms**

- discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

### **2.2 Respond to Texts**

#### **Experience various texts**

- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

### **2.3 Understand Forms, Elements and Techniques**

#### **Understand techniques and elements**

- identify and explain connections among events, setting and main characters in oral, print and other media texts

### **2.4 Create Original Text**

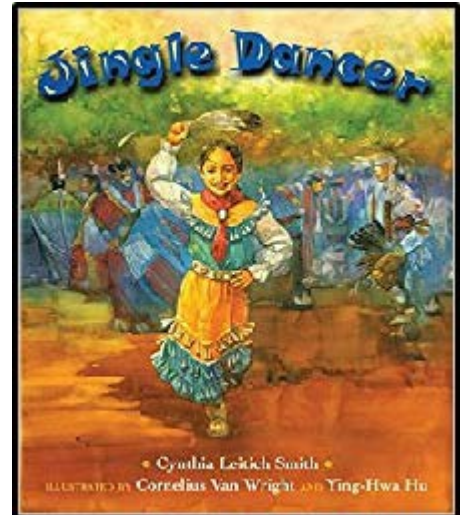
#### **Generate ideas**

- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

## **5.1 Respect Others and Strengthen Community**

### **Relate texts to culture**

- identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities



**Book Title:** Jingle Dancer

**Author:** Cynthia Leitich Smith

**Illustrator:** Cornelius Van Wright and Ying-Hwa Hu

**Annotation:** This is a picture book about the protagonist, Jenna, a young Muscogee (Creek Nation and Ojibway (Chippewa/Anishinabe) girl, who looks forward to taking part in a jingle dance at a Powwow like her Grandma Wolfe. After watching a video of how Grandma Wolfe danced, Jenna knew that she needed to have more bells on her dress to have a “voice” in the dance. Jenna approached three people in the story, her neighbour, her cousin, and her grandma who each gave her additional bells from their dresses. The jingle dance is a tradition of the Ojibway people who lived in the Great Lake region.

**Text Sets:** A news article, “The Healing Gift of the Jingle Dance” retrieved from <http://www.ammsa.com/publications/windspeaker/healing-gift-jingle-dance> is about how 76-year-old jingle dress dancer, Evelyn Thom, an “outstanding, a powerful role model and inspiration” for Ojibwa women, explains the history and reason for creating the jingle dance traditional wear and for taking part in jingle dancing.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit. It is important to become familiar with the following terminology.

#### **TC1 Key Concepts:**

- Understanding the tradition of jingle dancing and the importance of earning a “voice” in the powwow traditional Ojibway dance.

**Sensitivities:** None

#### **Topics, Themes & Topics at a Glance:**

**Themes:** Identity through Traditions

**Topics:** powwow, jingle dancing, traditions



**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **Text-text Connections Reader Response:** Read the story, Jingle Dancer, and make connections to another text, “The Healing Gift of the Jingle Dance”

**Author’s website:** <http://cynthialeitichsmith.com/>

**Curriculum Connections:**

**English Language Arts- Grade 4**

**2.2 Respond to Texts**

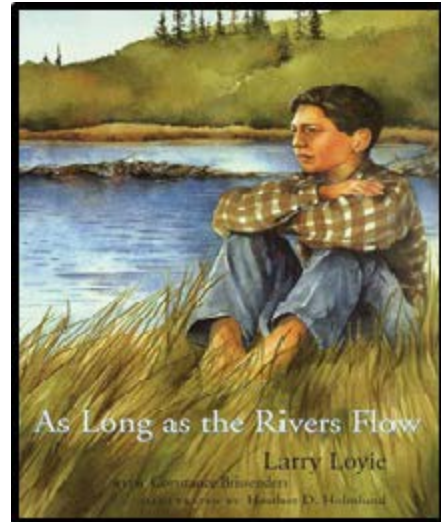
**2.2.2 Construct meaning from texts**

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences.

**5.1 Respect Others and Strengthen Community**

**5.1.2 Relate texts to culture**

- Explore oral, print and other media texts from various communities.



**Book Title:** As Long As the Rivers Flow  
**Author:** Larry Loyie with Constance Brissenden  
**Illustrator:** Heather D. Holmlund

**Annotation:** This is a four-chapter picture book, an autobiographical (first person) account of the author's life as a boy living near Slave Lake with his family prior to being taken away to St. Bernard's Mission Residential School in northern Alberta. In each chapter, the reader grows closer to understanding Larry's experiences of living as a Cree boy and learning firsthand about his family's traditions (stories of fishing on his own, hunting with his kokom, gathering berries with his siblings and cousins, and camping and listening to stories told by elders). Loyie illuminates how close the family is and how when Lawrence is taken away at ten years old to go to "mission" school, everyone is devastated. When Lawrence returns home at the age of 18, he finds it difficult to pick back up with his family's traditions. His experience of loss is explained in the epilogue.

**Text Sets:** First in a series of two texts about the author's life. The second text is *Goodbye Buffalo Boy*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC5 and TC6 Key Concepts:**

- Sustainability and caring for human and animal lives
- Balancing of male and female roles
- Passing down of knowledge on how to live off of the land
- Kinship
- Colonization and eurocentrism in residential schools

**TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.**

- We learn about traditional ways of life of this Cree family as told from the ten year-old boy’s point of view. We also learn about “sustainability” and “kinship”:
  - **Ch. 1:** Larry’s father finds an owl (they named “Ooh-Hoo”) who has lost his parents in a storm. The children learn how to take care of the owl as their father teaches them to feed him “wild meat” and “to care for him until he is ready to fly away”. The concept of “sustainability” is illuminated because the children see that the life of all living things matter and that it is important for humans and animals to support each other “to sustain” life.
  - **Ch. 1-4:** There is a balancing of male and female roles and the passing down of knowledge about how to live off the land throughout Larry’s life. Some examples of how males and females share roles are: berry picking, smoking moose meat, sewing moccasins; hunting (i.e., Kokom and Larry meet a Grizzly, “the size of their house”, and kokom shoots the bear. The concept of “sustainability” is illuminated as kokom thanks the bear for “giving up his spirit” and they use “every part of the bear” to show respect by not wasting what is left of him on Earth.
  - **Ch. 2:** Another traditional way of life is learning about medicinal properties of plants and ways of using plants to keep certain animals away. Grandma shares with Lawrence how “spruce boughs” are good for beds because they are “prickly”, which keeps the mice and frogs away.
  - **Ch. 1-4:** Kinship is illuminated as a concept by virtue of the many introductions that the reader has to Loyie’s immediate and extended family members. The reader learns that even he is surprised by how many aunts and uncles he had.

**TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.**

- **In Ch.3,** Kokom learns that children are being taken away by the government to go to school. By the last chapter, we experience the tears and feelings of desperation within this family as Lawrence is told that he will be taken away to go to “mission” school.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

**Themes & Topics at a Glance:**

**Themes:** Relationships, Care for Creation, Loss

**Topics:** caring for animals; learning from elders; passing down knowledge; stories as teachings.

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- **Comparison and Contrast Reader Response:** Because Loyie has written two books *As Long As the Rivers Flow*, and a sequel, *Goodbye Buffalo Boy* that explore T5 and T6 from an author’s point of view from childhood to young adulthood, there is an opportunity to compare and contrast what is learned in each book from Larry’s point of view.

- **Write a Letter to Larry:** There is also an excellent opportunity for Grade 6 students to explore the familiar childhood/youth themes of building relationships, loss of relationships, and our changing identity by having the students consider their own experiences of each theme compared to Larry's experiences depicting each theme. The exploration could be done visually, digitally, and/or in written form by the student (s) for Larry to share with him what they learned about Cree culture and residential schooling that will help them to move build relationships with other Indigenous brothers and sisters in their lives. They could do this after reading one or both titles.
- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to Larry's experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://biography.jrank.org/pages/441/Loyie-Larry-1933.html>

**YouTube:** <https://www.youtube.com/watch?v=pluUYegfW34> YouTube Link to a Classroom Discussion with Larry Loyie about his three autobiographical and biographical books (*"The Gathering Tree"*, *"Goodbye Buffalo Bay"*, *"As Long As the Rivers Flow"*).

#### **Curriculum Connections:**

#### **English Language Arts- Grade 4**

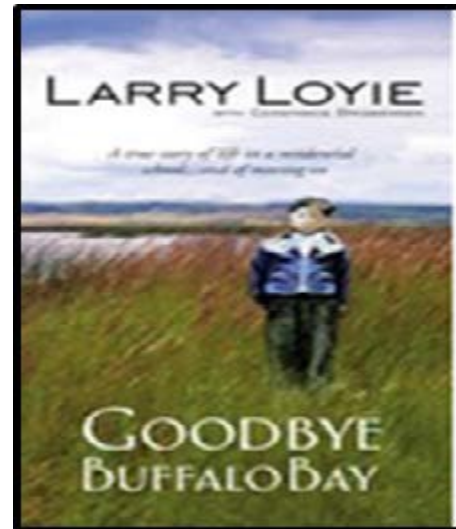
##### **2.2 Responds to Texts**

###### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

###### **Construct meaning from texts**

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences



**Book Title:** Goodbye Buffalo Bay

**Author:** Larry Loyie with Constance Brissenden

**Annotation:** Lawrence just has to make it through his final year of residential school and then he will never have to set foot in this horrible place again. Fortunately, his friendships and the tutelage of Sister Theresa help make his last school days bearable. When he returns home, Lawrence struggles to find acceptance in a community that seems to have forgotten him. With hard work, increased confidence, and the money he has saved up, he leaves Slave Lake to fulfill his dream of living in the mountains.

**Text Sets:** Because Loyie has written two books, *As Long As the Rivers Flow*, and a sequel, *Goodbye Buffalo Boy* that explore TC5, TC6, and TC7 from childhood to young adulthood, there is an opportunity to compare and contrast what is learned in each book from Larry's point of view.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide, Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** None

### Themes & Topics at a Glance:

**Themes:** Relationships, Care for Creation, Loss

**Topics:** caring for animals, learning from elders, passing down knowledge, stories as teachings.

**Recommended Grade Level:** Grades 4-6

### Projects, Ideas and Activities:

- **Comparison and Contrast Reader Response:** Because Loyie has written two books *As Long As the Rivers Flow*, and a sequel, *Goodbye Buffalo Boy* that explore T5 and T6 from an author's point of view from childhood to young adulthood, there is an opportunity to compare and contrast what is learned in each book from Larry's point of view.
- **Write a Letter to Larry:** This is an excellent opportunity for Grade 6 students to explore the familiar childhood/youth themes of building relationships, loss of relationships, and our changing identity by having the students consider their own experiences of each theme compared to Larry's experiences depicting each theme. The exploration could be done visually, digitally, and/or in written form by the student (s) for Larry to share with him what they learned about Cree culture and residential schooling that will help them to move build relationships with other Indigenous brothers and sisters in their lives. They could do this after reading one or both titles.
- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to Larry's experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://biography.jrank.org/pages/441/Loyie-Larry-1933.html>

### Curriculum Connections:

#### English Language Arts- Grade 4

##### 2.2 Responds to Texts

###### Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

###### Construct meaning from texts

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences

#### English Language Arts-Grade 6

##### 2.2 Respond to Texts

###### 2.2.1 Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts

- discuss common topics or themes in a variety of oral, print and other media texts

#### **2.2.2 Construct meaning from texts**

- observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community.

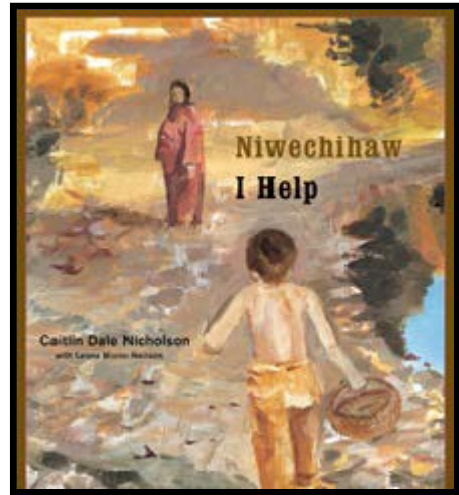
### **English Language Arts- Grade 9**

#### **2.2.1 Experience various texts**

- explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction.
- consider the historical context when developing points of view or interpretations of texts.
- justify their point of view and interpretation using evidence from a text

#### **2.2.2 Construct meaning from texts**

- examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change.
- analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others.
- identify the main message, theme, point of view, argument and lesson or moral within a text.
- define their own interpretation of texts, based on experience, prior knowledge and evidence from the text.



**Book Title:** Niwechihaw I Help

**Author:** Caitlin Dale Nicholson and Leona Morin-Neilson

**Annotation:** This simple story told simultaneously in Cree and English explores a young child's relationship to his Kokhom. As the young child follows his Kokhom on a walk, he absorbs the rich cultural traditions and values of his Cree heritage. The traditions involved him in "listening, picking, praying, eating . . . just as she does." Beautiful paintings help illustrate many of the cultural traditions and evoke the beauty of the relationship between this boy and his Kokhom.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5 and TC7 Key Concepts:**

- Cree tradition of living in and "with" nature
- Cree tradition of learning from elders (intergenerational values and practices)

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Kinship and Relationships, Sacredness of Nature

**Topics:** listening to stories, learning from a mentor, learning from elders, understanding the spiritual connection between Earth and living

**Recommended Grade Level:** Kindergarten to Grade 4

#### **Projects, Ideas and Activities**

- **K-2:** Students listen to the story and look for examples of important lessons learned by the protagonist from his Kokhom. To follow up, students need to share what they have learned from an important adult in their lives (in their family, a friend, a school staff member). Who is it? What did you learn? What did you teach that person? Have them draw and write what they learned from the adult and what they offered in return as their lessons/teachings/gifts. Debrief



about the importance of relationships and valuing what we bring to each other as adults and children.

- **Grades 3-4:** Author study: Because this is an author who is at a Canadian university, it may be possible to ask her for an interview about her experiences writing this text and how it is based on real life experiences (autobiographical and/or biographical).
- **Grades 3-4:** Making connections between the importance of the relationship between nature and Cree culture as re-presented in this story. Have the students develop a chart of this story and evidence of the value of nature to this Cree boy as well as other examples of literature or website links that depict this strong connection between the Earth and Cree ways of talking, acting, and mentoring. Request that the students be specific about where the communities are who are studied and where the authors are from as well as important detail about their backgrounds. It is critical that in doing this task that the students pay attention to the details and particularity of the cultures studied as opposed to seeing “Cree” communities as one when there are many local, provincial, national and global Cree communities and traditions.

### **Curriculum Connections:**

#### **English Language Arts Grade 1**

##### **2.2 Responds to Texts**

###### **Constructs meaning from texts**

- Relate aspects of stories and characters to personal feelings and experiences
- Retell interesting or important aspects of oral, print and other media texts

##### **2.4 Create Original Texts**

###### **Structure texts**

- Write, represent and tell brief narratives about own ideas and experiences
- Recall and retell or represent favourite stories

#### **English Language Arts Grade 4**

##### **2.2 Responds to texts**

###### **Constructs meaning from texts**

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences

##### **3.1 Plan to Gather Information**

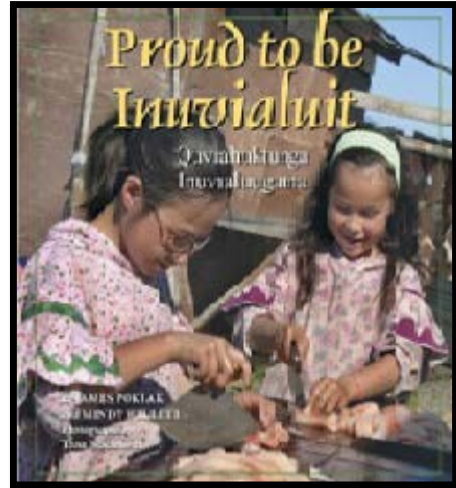
###### **Determine information needs**

- Develop and follow a class plan for accessing and gathering ideas and information

##### **3.3 Organize, Record, Evaluate**

###### **Organize information**

- Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
- Record ideas and information that are on topic



**Book Title:** Proud to be Inuvialuit

**Author:** James Pokiak and Mindy Willett

**Photographs:** by Tess Mackintosh

**Annotation:** This true narrative is told by James, who lives in the hamlet of Tuktoyuktuk, North West Territories, which is above the Arctic Circle on the shore of the Arctic Ocean. James grew up on the land, learning the traditional values and survival skills of his people. He is now passing on those traditions to his children. James and his daughter Rebecca share their Inuvialuit culture and history by explaining the importance of and taking part in the beluga whale harvest.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

#### **TC5 and TC7 Key Concepts:**

- Sustaining and celebrating traditional ways of life while living in the modern world is a key concept
- Spirituality, stewardship and sustainability, and connection to the land are an integral part of the book.

**Sensitivities:** None

#### **Themes and Topics at a Glance**

**Themes:** Traditional Ways of Learning and Surviving

**Topics:** harvesting the beluga whale

**Recommended Grade Level:** Grades 1-4

### **Projects, Ideas and Activities:**

- **Pre-reading:** Determine what students know and want to know about Inuit people in Canada. Use K-W-L or a version such as K-W-H-L-A-Q
- K- what I know, W- what I want to know, H-How do I find out?, L-What have I learned?, A- What action will I take? And Q-What new questions do I have?
- Share a preview of the text and invite students to use the cover, pictures, and headings to determine which questions this text may begin to answer. Highlight those questions and note using a star or question mark the statements in the chart that may be confirmed, disconfirmed, or revised in some way (extended with greater details).
- **During reading:** Read the text to find out answers to some questions and note them down as the class or group engages in shared reading or a read aloud. Invite students to work together after reading the text to ask new questions. Note the new questions on the classroom chart.
- **After reading:** Use the new questions as a basis for future research.

### **Curriculum Connections:**

#### **English Language Arts Grade 3**

##### **2.1 Strategies and Cues**

###### **Use comprehension strategies**

- Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

##### **2.2 Respond to Texts**

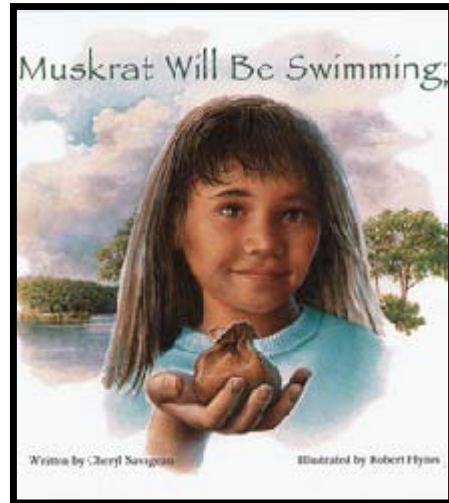
###### **Construct meaning from texts**

- Summarize the main idea of individual oral, print and other media texts

##### **2.3 Understand Forms, Genres, and Techniques**

###### **Understand forms and genres**

- Identify distinguishing features of a variety of oral, print and other media texts
- Discuss ways that visual images convey meaning in print and other media texts



**Book Title:** Muskrat Will Be Swimming

**Author:** Cheryl Savageau

**Illustrator:** Robert Hynes

**Annotation:** This picture book is a layered text, with a story about the protagonist, a young girl named Jeannie, and the Sky Woman creation story of the Haudenonsaunee, People of the Longhouse, also known as the Iroquois. In the primary story, Jeannie laments being called “Lake Rat” by her elementary classmates. She explains her frustration to her grandfather. Her grandfather helps Jeannie understand that her identity as a Métis person is rooted in a spiritual relationship with the land and water. He illuminates this teaching using his own story about being called “frog” in school because of his French and Indigenous background. He then tells Jeannie a creation story about “Sky Woman” falling through a hole in the sky and the sea animals gathering together to bring Earth to her feet so that she would have somewhere to stand in the water. This book is about embracing one’s cultural roots and identity.

**Text Sets:** For other Iroquois stories, consider Joseph Bruchac’s books, *Iroquois Stories* and *Keepers of the Earth*. A text within this text set that connects well to the theme of overcoming cultural tensions is Tara White’s *I Like Who I Am*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC1, TC5 and TC7 Key Concepts:**

- Jeannie’s grandfather advises her on how to deal with her feelings of inadequacy.
- Kinship and Indigenous ways of knowing are the focus.

- Spirituality and connection to the land are an integral part of the book.

**Sensitivities:** Name calling

**Themes and Topics at a Glance:**

**Themes:** The Power of Stories in Indigenous Culture, Embracing Cultural Diversity, Knowing Who We Are: Identity and Culture

**Topics:** ecological understanding of our world, origin/creation stories, environment, empathy, tolerance, courage, intergenerational guidance

**Recommended Grade Level:** Grades 2-6

**Projects, Ideas and Activities:**

- **Pre-reading:** Think of a time when something changed in school (schedule change, substitute teacher). Identify the good and the bad feelings experienced by students connected to a change. Before sharing this story, divide the class in half. Have one-half focus on the students' points of view and how they experienced "change" when Jeannie shared what her life was like at the lake. Ask the other half of the students to take Jeannie's point of view and consider how she experienced her classmates' reactions to her attempt to explain what life was like at the lake.
- **After reading:** Using a Venn diagram, title one side, "Class Reactions" and the other side, "Jeannie's Reactions." In the middle of the Venn Diagram, discuss with the students what is the same from both points of view (i.e., misunderstanding each other's life experiences).
- **Creating a Guide for Overcoming Misunderstandings:** Invite students to consider how to create a Guide for Overcoming Misunderstandings like the one that happened to Jeannie and the students in her classroom. What happens in the book to help Jeannie overcome her negative feelings over the students' misunderstanding her life and treating her poorly? Make a list based on evidence in the text (i.e., she turns to her grandfather who listens to what happened; she listens to his experiences in school and makes connections to her experiences, etc.). Ask students to help to create a classroom guide for overcoming misunderstandings based on what they learned from this story and from their own experiences in school (and in life). Each student needs to come up with one or two guidelines based on his/her point of view about what will help to overcome/prevent misunderstandings like the one in Jeannie's classroom. The student needs to provide a reason for why they think the suggested guideline is necessary and important. By having everyone submit their suggestions, the class can come together to create one classroom guideline based on their collective contributions and the similarities across them.

**Curriculum Connections:**

**English Language Arts 6**

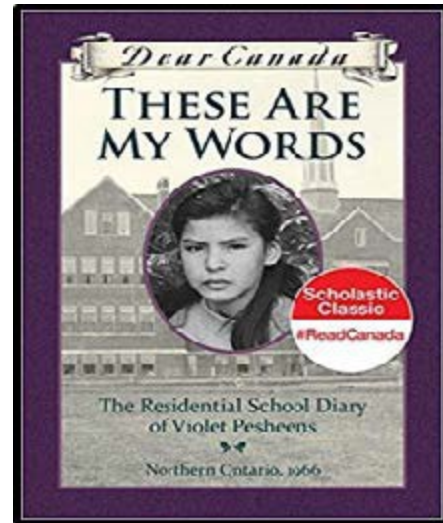
**2.2 Respond to Text**

**Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts

**Construct meaning from texts**

- identify or infer reasons for a character's actions or feelings
- make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts



**Book Title:** Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens  
**Author:** Ruby Slipperjack

**Annotation:** This is a novel written as a fictional account in diary format about the protagonist, Violet Pesheens, who lived in a village in the Northern Ontario railway settlement, Flint Lake. Violet attended residential school in a nearby city. In the fall of 1966, 14-year-old Violet and seven other children leave Flint Lake for school in the city. *These Are My Words* presents the story of that year through Violet's eyes, starting with the tearful goodbyes as they board the "Train of Tears" (an allusion to the "Trail of Tears", the 1838 forced relocation of the Cherokee nation in the United States, a 1,000 mile forced march in winter, on which a quarter of the Cherokee died.) In *These Are My Words*, the First Nations children heading for the city survive their trip, but it is clear from Violet's account that it was dangerous and poorly planned by Indian Affairs. Drawing from her own experiences at residential school, Ruby Slipperjack creates a brave, yet heartbreaking heroine in Violet, and lets young readers glimpse into an all-too-important chapter in our nation's history. The account illuminates her struggles to feel comfortable in this environment because she is stripped of her identity (her name is replaced with a number and her belongings from home are taken from her), and she misses her Grandma. Violet is not making friends easily with Cree girls at her "white" school, and she finds that she is an "outsider" and "everyone just stares" at her. As she stays in the school, she shares her fear of forgetting the things she treasures most: her Anishnabe language, the names of those she knew before, and her traditional customs. Her notebook is the one place she can record all of her worries, and heartbreaks, and memories.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC6 Key Concepts:**

**Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide

**Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop

**Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** Somewhat mature themes which makes it more suitable for middle school.

**Themes & Topics at a Glance:**

**Themes:** Loss, Identity and Culture, Human Resiliency, Life Challenges

**Topics:** Residential Schools, Indigenous Traditions and customs,

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Text-Text Connections and Comparisons:** Using *These Are My Words* as an anchor text, have students choose another text to read to compare the experiences of the protagonists in each text. As each chapter is read loud, consider how best to have students document what is happening to keep track of key events.

Chapters	Key Events	Character's Feelings	Character's Changes (development of self knowledge, personal strengths/weaknesses)
Chapter One			
Chapter Two			

- While reading this anchor text, read and discuss what happens to Violet (environmental changes, loss of relationships, struggles with new relationships, etc.) in each chapter and note them as key events. Then have the class infer her feelings and take note of changes in her ways of acting, talking, thinking, interacting.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read their own text about another character's experiences of residential school and complete the chart for their book. Develop criteria to assess the chart (note-taking key events and writing inferences).
- While working through the texts, eventually, students will be prepared to compare how the two characters are changing based on their experiences and what is positive and negative about these changes. (Develop criteria for what's important when writing about comparisons of two characters' experiences with residential schooling and the internal and external conflicts that they endure).



## **Curriculum Connections:**

### **English Language Arts Grade 7**

#### **2.1 Use Strategies and Cues**

##### **Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

#### **2.2 Responds to texts**

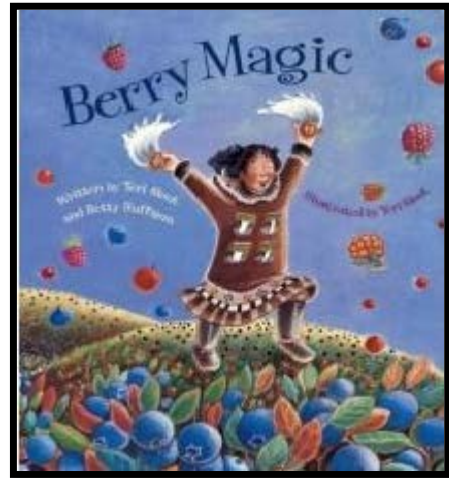
- identify and explain conflict, and discuss how it develops and may be resolved
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

#### **3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

#### **3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them
- compare, contrast and combine ideas and information from several sources



**Book Title:** Berry Magic

**Author:** Teri Sloat and Betty Huffmon

**Illustrator:** Teri Sloat

**Annotation:** This is a pourquoi tale “origin” story that explains how the protagonist, Anana, listens to an older women complaining as they pick the “hard, dry crowberries”. During berry picking, Anana thinks up a plan to give them pleasure. She sews four dolls, each with a different color pelatuuk, or head scarf. After carrying them to the hills, she sings a special song and dances, transforming each doll into a berry girl who speckles the fields with cranberries, blueberries, raspberries, and salmonberries. The rich language enlightens readers to different elements of the Eskimo culture such as reindeer-skin bags, muskrat parkas, and the “ice cream” called akutaq.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC 5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC5 and TC7 Key Concepts:**

- Inuit storytelling through pourquoi tales
- Traditional ways of life
- Relationships between land and Inuit people

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Relationships, Stories in Inuit Culture

**Topics:** berry picking, doll making, preparing for the fall feast

**Recommended Grade Level:** Kindergarten-Grade 4

### **Projects, Ideas and Activities:**

- **K-2 Activity:** Explain that this is a tale that tells the story of how berries came to be in the fields where Anana lived. As students retell the story using pictures and words, have them draw their

pictures and words in squares that can be cut apart and sequenced.

- **Grades 4 Activity:** Explain to students that a pourquoi tale tells about why something is the way it is (e.g., why a duck has a waddle; why the sun shines a bright yellow, orange, and red; why the snow is white). Entice the students to read this tale in order to write their own pourquoi tale about why something is the way it is. As a class, engage in shared writing by choosing an aspect of their everyday world that can be a provocation for them such as “Why a cat meows” or “Why a dog barks”. After writing a shared tale, have students write their own pourquoi tale about some aspect of their world that makes them wonder and ask why. Debrief about how this aspect of storying origins of Inuit traditions and environments such as how the sun came to be; how the wind came to be; how the rain came to be and so on is a compelling way that children interact with elders and their land. Consider how other cultural traditions include origin tales and pourquoi tales and how such stories become an important cultural artifact and practice.

## **Curriculum Connections:**

### **Kindergarten**

#### **2.3 Respond to Texts:**

##### **Construct meaning from texts**

- Relate aspects of oral, print and other media texts to personal feelings and experiences talk about and represent the actions of characters portrayed in oral, print and other media texts.

### **Grade 1**

#### **2.1 Use Strategies and Cues**

- Use comprehension strategies: Recall events and characters in familiar stories read aloud by others.

### **Grade 2**

#### **2.2 Respond to Texts:**

##### **Construct meaning from texts**

- Retell the events portrayed in oral, print and other media texts in sequence.

### **Grade 4**

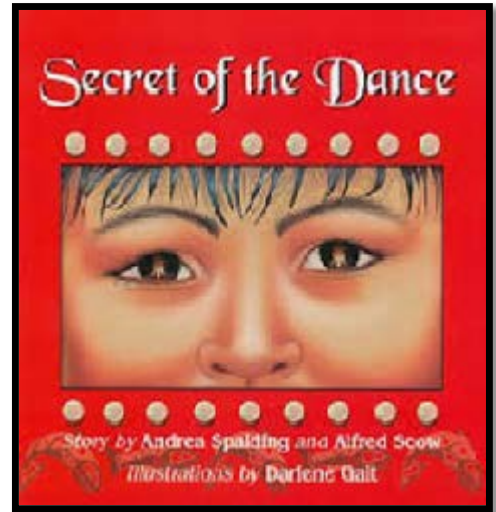
#### **2.4 Create Original Text**

##### **Generate ideas**

- use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts
- Elaborate on the expression of ideas - select and use visuals that enhance meaning of oral, print and other media texts

##### **Structure texts**

- produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot.



**Book Title:** Secret of the Dance

**Author:** Andrea Spalding and Alfred Scow

**Illustrator:** Darlene Gait

**Annotation:** In 1885, the Canadian government passed a law forbidding Indigenous people to hold ceremonies, including the Potlatch. But these ceremonies were the essence of Indigenous culture and so were continued in secrecy. This story, although fiction, is based on an incident in the life of the child Watl'kina, now known as retired Judge Alfred Scow. The young boy in the story travels with his family to honour their tradition, defying the Indian agent and government rulings regarding ceremony. The boy sneaks into a forbidden potlatch and sees his father dance for the first and last time. Time passes and the boy grows older. Each time he steps in procession and wears the regalia that was once forbidden, he remembers his father and rejoices.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC7 Albertans deepen their awareness and knowledge of First Nations, Metis and Inuit beliefs, traditions and practices to advance reconciliation

#### **TC4 and TC7 Key Concepts:**

- The Canadian government passed a law forbidding Indigenous people from holding ceremonies; they raided Potlatches in efforts to stop the ceremonies. Once caught, the participants were given a choice between prison or having their masks and other ceremonial regalia confiscated. If children were found near the Potlatch, they would have been removed from their parents' care.
- Canada's Potlatch law was repealed in 1951. Masks and ceremonial regalia were returned to the people and/or placed in museums and cultural centers.

**Sensitivities:** Indigenous history and traditions are is disrespected and repressed by the Canadian government

**Themes & Topics at a Glance:**

**Themes:** Family, Tradition, Hope, Perseverance, Honour

**Topics:** Indian Act, regalia, bentwood boxes, Potlatch ceremony

**Recommended Grade Level:** Grades 3-6

**Projects, Ideas and Activities:****Reading Strategies:**

- **Before Reading:**
  - Access prior knowledge: Ask students to look at the title of the book and consider the following questions: Why would a dance have to be held in secret? Have you seen a ceremonial dance? What is powerful about them? Have you witnessed documentaries on dance in different cultures?
  - Word Association: Look at the word “secret.” What comes to mind when you read this word? In your own words, create a definition.
  - Set a purpose for reading: Look at the image on the front cover and then on the back. What do you notice about the pictures? Who do you think these people are? Write two questions when looking at each image.
  - Build on clues: Have you ever been told you shouldn’t do something but you don’t understand why? (e.g., you’re told that the school can no longer organize or participate in Christmas activities). How did it make you feel?
- **During Reading:**
  - Stop reading after the boy witnesses the secret packages being loaded onto the boat. Imagine that you are this boy witnessing the hiding of wrapped parcels onto the shipping boat. Predict what you think might be hidden.
- **After Reading:**
  - Now that you have read the book, look at the front and back cover again. Who do you think is depicted in these pictures?
  - Read the historical notes at the back of the book. Illustrate the most powerful aspect of the story and describe why you chose it as the pivotal scene.
  - Create a raven, eagle, wolf, bear mask or bear claw as a replica of those that may have been used during the dances.
  - Reflect on how the boy and others in his community likely felt about having to keep their ceremonial practices a secret. Should governments force cultural groups to keep their practices a secret? Why or why not?

**Author’s website:** <https://andreaspadding.squarespace.com>

**Curriculum Connections:****English Language Arts - Grade 3****1.1 Discover and Explore****Express ideas and develop understanding**

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

## **2.1 Use Strategies and Cues**

### **Use comprehension strategies**

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- identify the main idea or topic and supporting details in simple narrative and expository passages

## **2.2 Respond to Texts**

### **Experience various texts**

- connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

## **5.1 Respect Others and Strengthen Community**

### **Appreciate diversity**

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts

## **English Language Arts - Grade 4**

### **1.1 Discover and Explore**

#### **Express ideas and develop understanding**

- compare new ideas, information and experiences to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts
- share personal responses to explore and develop understanding of oral, print and other media texts

### **2.1 Use Strategies and Cues**

#### **Use comprehension strategies**

- preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate
- comprehend new ideas and information by responding personally and discussing ideas with others
- monitor understanding by confirming or revising inferences and predictions based on information in text

### **2.2 Respond to Texts**

#### **Construct meaning from texts**

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences
- identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events

### **2.4 Create Original Text**

#### **Elaborate on the expression of ideas**

- select and use visuals that enhance meaning of oral, print and other media texts

### **5.1 Respect Others and Strengthen Community**

#### **Appreciate diversity**

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts



**Book Title:** The Contest

**Author:** Caroline Stellings

**Annotation:** Rosy, a humorous, spunky, dark-haired, girl is the first and only half-Mohawk girl to enter an *Anne of Green Gables* look-alike contest. Rosy meets Lydia, a young girl her age, and they become close friends. The only challenge is that they are both competing in an Anne look-alike contest and they spend the majority of the novel building up to that event.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

#### **TC1 Key Concepts:**

- Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31)
- Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist
- First Nations, Métis, Inuit

**Sensitivities:** Rosy ensures racist comments and discrimination, but the good aspect is that she recognizes it for what it is and gains even more determination and resiliency.

#### **Themes & Topics at a Glance**

**Themes:** Challenges and Personal Growth, Family and Identity, Racism, Discrimination, and Identity, Resiliency

**Topics:** determination, friendship, belonging, community

**Recommended Grade Level:** Grades 5-7 (Easy read - main character is 12 years old)

**Projects, Ideas and Activities:**

- **Essential Question:** What helps us to grow as human beings?
- **Before Reading:** Preview the novel with the class. Uncover the plot -- that it is about a young “Half Mohawk” girl who, in her love of the character Anne in *Anne of Green Gables*, sets out to win an Anne “Look Alike” Contest. Explain to students that she faces many challenges along the way. The task as readers is to consider what challenges Rosy faces and what she learns from them. How does facing her challenges assist her to grow as a person?
- **Traits Graph:** One way to chart a character’s change in a novel is to brainstorm desirable and undesirable traits and then to make two graphs identifying traits that she illuminates and to plot the amount of evidence for each one.

Trait Graph for: \_\_\_\_\_  
Character’s Name

**Directions:** Decide what three positive traits this character demonstrates and list them and colour the boxes for the amount of evidence to back up your claim in the text.

Massive Evidence			
A lot of Evidence			
Quite a Bit of Evidence			
Some Evidence			
Little Evidence			
	Trait:	Trait:	Trait:

- **During Reading:** Throughout the novel, support students to notice evidence of certain traits for Rosy. Keep a running list of traits and evidence and start plotting them while working the way through the novel
- **After Reading:** Write about which traits developed most for Rosy as she faced struggles in the book and share reasons why. Support students by modelling how to think aloud about the traits and how to choose the top three traits for Rosy.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
- Engage in exploratory communication to share personal responses and develop own interpretations



## **1.2 Clarify and Extend**

### **Combine ideas**

- Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

## **2.1 Strategies and Cues**

### **Use prior knowledge**

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

## **2.2 Respond to Texts**

### **Experience various texts**

- Explain own point of view about oral, print and other media texts
- Make connections between own life and characters and ideas in oral, print and other media texts
- Discuss common topics or themes in a variety of oral, print and other media texts

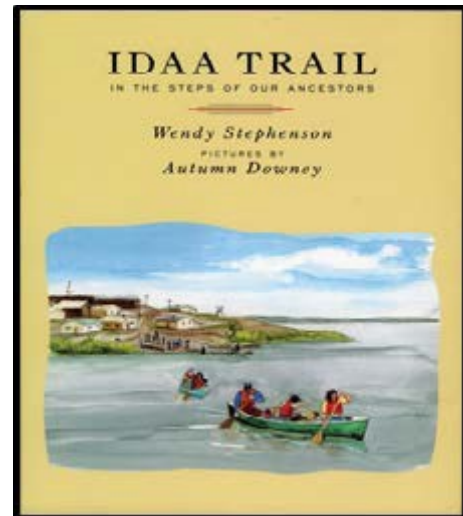
### **Construct meaning from texts**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings

## **2.4 Create Original Texts**

### **Structure texts**

- Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts



**Book Title:** Idaa Trail - In the Steps of Our Ancestors

**Author:** Wendy Stephenson

**Illustrator:** Autumn Downey

**Annotation:** This picture book is the story of three grandchildren travelling with their grandparents and learning about their family's history while going through the Northwest Territories, following their ancestors' traditional route. They are following the Idaa Trail just as the Dogrib community members had done hundreds of years ago. In their travels, they learn about their own history (stories about special sites, people such as Chief K'aawidaa, legends like the legend of Yamozhah and the Giant Wolverine at the Sliding Hill and so on).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

#### **TC2 Key Concepts:**

- Traditional Territories and histories

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Personal Identity and Cultural History; Identity and Culture, Identity and Land, Identity and Travelling

**Topics:** Northwest Territories, Dogrib, Idaa Trail, traditions

**Recommended Grade Level:** Grades 4-6

**Projects, Ideas and Activities:**

- **Retell and Connect:** *How do the small stories shared by others teach us important lessons?*
  - In this text, the children learn about their own histories through sequentially shared “small stories” by their grandparents. The task is for the students to identify when such a “small story” is being shared in the text and to stop and paraphrase it. Then, they share their own personal (text-self), text-text (another book or part of the text), or text- world (theme) that they think of after reflecting on the small story paraphrased.
  - After modelling this for the students and having them “share write” a second example, as the read aloud continues, students take notes as they listen to be able to paraphrase the small stories told.

Title: _____ Author: _____ Name: _____		
Page and Date	Small Story- My words	My Connections (Text-Self, Text-Text, Text-World)
		....

**Curriculum Connections:**

**English Language Arts Grade 4**

**2.1 Strategies and Cues**

**Use comprehension strategies**

- Comprehend new ideas and information by responding personally and discussing ideas with others
- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**Construct meaning from texts**

- Develop own opinions based on ideas encountered in oral, print and other media texts

**3.1 Plan and Focus**

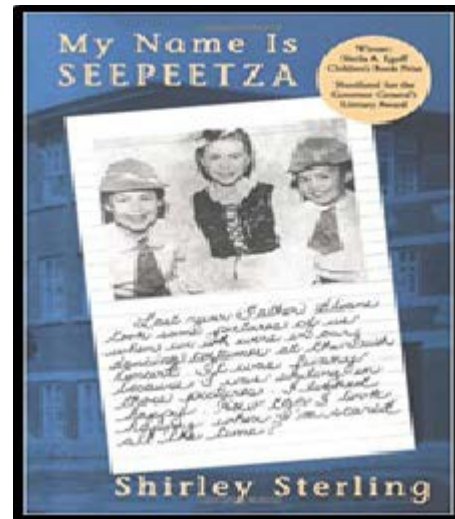
**Plan to gather information**

- Develop and follow a class plan for accessing and gathering ideas and information

**3.3 Organize, Record, and Evaluate**

**Record information**

- Paraphrase information from oral, print and other media sources



**Book Title:** My Name is Seepetza  
**Author:** Shirley Sterling

**Annotation:** This novel is written as a first person diary account by the protagonist, who has two names, Seepetza at home and Martha Stone at residential school. She shares poignantly about her life as a twelve year old girl in a residential school during the late 50s in Kalamak, British Columbia. She provides a clear picture of her identities at school and at home, which encourages the reader to think about where she should have grown up and the methods and quality of her learning between the two different cultures.

**Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide, Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** Abuse (verbal and physical)

### Themes & Topics at a Glance:

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Cree families and traditions

**Recommended Grade Level:** Grades 6-7 (Easy read - main character is 12 years old); likely appealing to girls

### Projects, Ideas and Activities:

- **Background information:** Reading about residential schools in Canada
- **Before Reading:** Consider reading to uncover answers to some key questions:
  - **What might we do as a class to honour what Cree communities and other Indigenous families have gone through in residential schools?**
    - What is Seepeetza's identity at home compared to her identity at school?
    - What do we learn about her development as a character and the development of her competencies as a human being in each location?
    - What does this character teach us about facing struggles in life?
- After sharing the questions, have students share how they are different at home versus school. Using a Venn Diagram, chart what students share about how they are at school versus home. Using the word "identity", have students explain what we need to notice to define someone's identity (i.e., their roles (sister, daughter, etc.), where they live, what they like to do, what they say, how they talk, how they interact, what they think and feel; how others see them and talk to them; how they are represented in varied media--names, videos, pictures, etc.)
- Read diary entries for September and October (to about page 30) and make notes on a Venn Diagram, where one side is the protagonist as Seepeetza and the other side is her identity as Martha. Draw students' attention to the maps drawn of her home at Joyaska Ranch and the school diagram drawn on the opposite page that show how she begins the novel by naming herself using her two identities.
- **During Reading:** After reading to page 30, stop to gather and work as a class to share some of the notes that students wrote as they listened to or read the beginning of the book.
- **After reading:** Debrief about some of the inferences that can be drawn about the characteristics that this character is demonstrating to us through her two identities. Choose one characteristic that defines who she is at home compared to who she is at school. Write a paragraph about what these two characteristics are and evidence in the text and from background experiences that justify the claims. Do this paragraph together. When concluding the paragraph, consider how to share a developing insight about human nature (how people can be and were in this novel). Such an insight is important since the character is helping the reader to see the injustices experienced to illuminate what residential schooling did to others within her Cree community as well as other Indigenous children's communities.
- Continue with this comparison and contrast note-taking and character analysis throughout the novel. Throughout the reading of the novel, stop to reflect on the main question: **What might we do as a class to honour what Cree communities and other Indigenous families have gone through in residential schools?** Gather students' ideas (one example might be to create our own local history of stories of residential school survivors to acknowledge, present, and give "voice" to their identities before and now.) Consider when to act on the students' ideas and develop criteria for multiple projects to be started as the reading of the novel continues.

**Links of interest:**

<http://www.myteacherpages.com/webpages/mkiva/esoms-.cfm?subpage=1735839>  
[www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepetza.pdf](http://www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepetza.pdf) -  
Vancouver School Board Novel Study \*always cross reference activities with ELA/Social  
Studies Alberta Curriculum connections.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

**1.2 Clarify and Extend**

**Combine ideas**

- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

**2.1 Strategies and Cues**

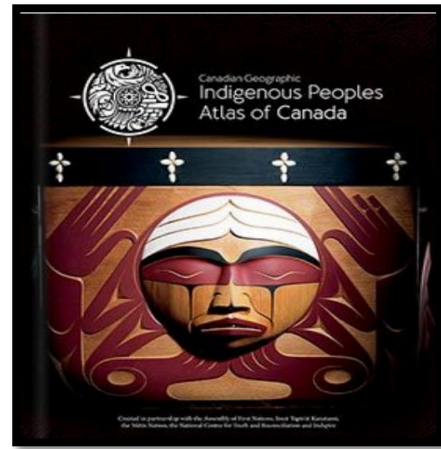
**Use comprehension strategies**

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.2 Respond to Texts**

**Construct meaning from texts**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings



**Book Title:** Indigenous Peoples Atlas of Canada

**Author:** The Royal Canadian Geographical Society/Canadian Geographic

**Annotation:** The four-volume atlas was inspired by the Truth and Reconciliation Commission's Calls to Action and shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples. Each book explores themes of language, demographics, economy, environment and culture, with in-depth coverage of treaties and residential schools. The rich narratives are told through the eyes of Indigenous writers and include reference maps and hundreds of historical and contemporary photographs. The resource is an excellent support to young Canadians who are learning about diverse Indigenous values, practices, cultures, traditional lands and language systems that have been systematically destroyed.

**Text Sets:** The Indigenous Peoples Atlas of Canada Giant Floor Map assists students in understanding the past, present and future of Indigenous Peoples in Canada. The map is accompanied with a teacher's guide, cards, and activities that engage students in topics focused on climate change, Indigenous governance, connection to the land/demographics, Universal Declaration of Human Rights, Indigenous languages, relocation, original place names, Residential schools, seasonal cycles, migration patterns, and traditional ways of knowing and being.

[http://www.canadiangeographic.com/educational\\_products/ipac\\_floor\\_map.asp](http://www.canadiangeographic.com/educational_products/ipac_floor_map.asp)

### **Connection to First Nation, Métis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples – First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**Text Connections to Key Concepts:** Each volume has a unique connection to the Foundational Terms and Concepts which may include, but are not limited to:

- Traditional territories/histories: Indigenous populations affected by Eurocentric cartography; geographic boundaries of various traditional territories.
- Settlement: impacts of European resource exploitation and settlement; Métis farming settlement, Road Allowance people.
- Policy and legislation: Indian Act; forced relocation, Métis script, settlement.
- Residential school experiences and social implications: the effects on the demographic composition of Indigenous communities; the unmarked Indigenous burial grounds identified in relation to Residential schools; impacts on the spiritual, familial, and linguistic dynamic of Indigenous communities.
- Linguistic diversity and language revitalization: diverse Indigenous languages spoken in different regions across Canada; languages at greater risk of becoming extinct; original place names of local regions and geographic features.
- Stewardship and sustainability: climate change and its effect on Indigenous communities; sustainability of bison hunting; valuable resources and good transportation for widespread trade among Indigenous communities.
- Connection to the land: lifeways dependent on seasonal adjustments; plants used for healing purposes; natural materials to create goods.
- Roles and responsibilities: gender roles in the type of work performed by Métis in connection to fur trade.

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** interrelationships, languages, patterns and trends, sovereignty, arts and culture, racism, reconciliation, governance, justice, worldview, lifeways, activism, community, migration,

**Topics:** Treaties, fur trade, Residential schools, environmental issues, Indian Act, colonialism, Red River carts, road allowance people/communities, oral tradition, wildlife.

**Recommended Grade Level:** Grades 6-12

**Projects, Ideas and Activities:**

- Most Canadian students are used to seeing historical Canadian maps from a European perspective, and one of the principal reasons for their creation was to reinforce the concept of control or political power. As a result, details important to Indigenous Peoples were usually excluded from the new maps created by the European explorers and settlers, while details emphasizing the European view of land ownership and control were included.
  - Have students create maps of their neighbourhood, adding whatever they believe is important. Catalogue and analyze the types of things they have included in their maps. How are their maps different from the maps that their community or province produces?
  - Have students examine the possibility of combining Indigenous and Eurocentric cartography and ask them to produce a map that includes elements of both.
  - Examine the maps throughout the Atlas and discuss the boundaries and sizes of various treaty areas. Why do the sizes vary so much? How were the boundaries determined?
  - Examine the connection between the surveying and re-mapping of parts of Manitoba, the long-lot survey system, and Louis Riel.
- Canadian Geographic Indigenous Peoples Atlas of Canada Teacher's Guide:  
[http://www.canadiangeographic.com/educational\\_products/activities/ipac\\_gfm/IPAC Atlas TG EN G.pdf](http://www.canadiangeographic.com/educational_products/activities/ipac_gfm/IPAC Atlas TG EN G.pdf)



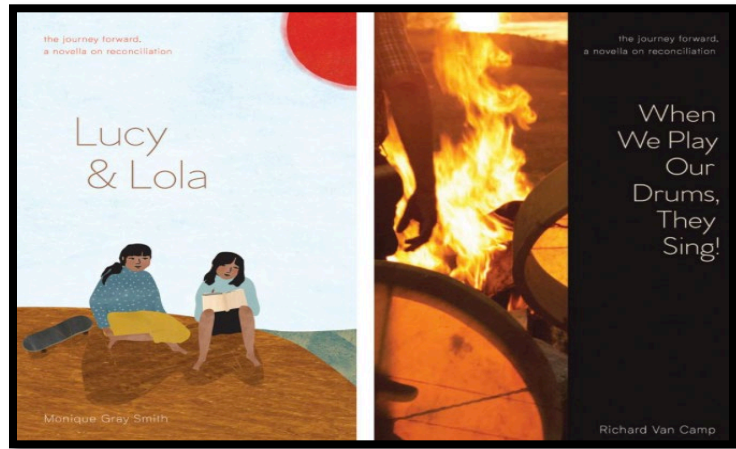
**Curriculum Connections:**

**Social Studies - Grade 7**

**7.1 Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.**

**7.1.3** compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- A. What were the different ways in which Aboriginal societies were structured?
- B. What were the social and economic factors of European imperialism?



**Book Title:** Lucy & Lola/When We Play Our Drums, They Sing!  
**Authors:** Richard Van Camp, Monique Gray Smith, and Julie Flett

**Annotation:** *Lucy & Lola* and *When We Play Our Drums, They Sing!* focus on two contemporary Indigenous families who are experiencing the lasting impacts of residential school. The two novellas have been bound together in a flipbook format giving the reader a chance to experience two points-of-view on Residential schools and reconciliation.

*Lucy & Lola* is a story about 11 year-old twins who spend the summer with their Kookum so their mom, Mary, can focus on studying for the bar exam. The girls are taught to be proud of their Indigenous identity and culture; they smudge to feel closer to their ancestors and learn words in the language of the Snuneymuxw people, whose traditional territory includes Gabriola Island where their Kookum lives. The author reveals the realities of deeply entrenched racism when the twins encounter a woman who assumes when they say their mom is getting ready for the bar, that they mean tavern, not law exam. Mary and her mother's experiences at residential schools run as a current through the story; however, the daily interactions between characters, more poignantly, the woman's apology for her unintentional racist comment, provides opportunity for healing and understanding, both for the characters and the reader.

*When We Play Our Drums, They Sing!* is a story told from the perspective of Dene, an adolescent boy living in a small Northwest Territories community. His mother, a residential school survivor, is the town mayor and overwhelmed with grief after losing her husband to illness. Dene is at constant conflict with his school principal, who despite having lived in the community for 30 years, has made no effort to learn about the local Indigenous culture or language. Following an incident involving defiant behaviour, Dene is granted a four-day excused absence which he spends with a blind Elder named Snowbird. Dene expresses his concern about elders in the community dying and the risk of their history not being passed down to the next generation. He also asserts his frustration with the education system; they spend hours studying colonial history but not their own traditional ways of hunting, fishing, and celebrating. The shadow of residential schools looms over their daily existence, but they are not taught about the atrocity in class or, in many cases, at home. Snowbird teaches Dene many of the things he wants to know, including words in their Tlicho language, what it was like during the time when Indian agents were taking children away to residential schools, and even a traditional drum song that Dene's father used to sing. By the end of his time with Snowbird, Dene is grateful for the knowledge, but no less adamant in his belief that things need to change.

## Connection to First Nation, Metis and Inuit Foundational Knowledge

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### Text Connections to Key Concepts:

- Elder: medicine power and knowledge of old and new ways.
- Traditional ways of life: picking medicines, berries and rat root; camping in moose-hide teepees, tea dance; lawmakers; following the seasons.
- Laws and relationships: Dene law is to “share what you have”; don’t put water on the ground because it is sacred - “cradle the water as it cradles you, water is life.”
- Residential school and social implications: experiences of three generations of women who have been impacted by Residential schools and how, in their own way, they’re attempting to make their individual lives better; Witness Blanket; Indian Agent; children stripped of their childhood; loss of language.
- Linguistic diversity and language revitalization: Snowbird teaches Dene words in Thcho, the traditional language of Dene First Nations.
- Symbolism: drumming; song and storytelling; when Dene plays his drum, the people in his world will sing with him in spirit.
- Ceremony: smudging is performed to give thanks for a safe passage and cleanse the mind, body and soul; medicine bundles containing precious items are carried to provide courage when in fear.
- Stewardship and sustainability: Dene’s respect for the land is interwoven throughout the story (e.g., concern for climate change, warmer winters, absence of caribou, etc.)
- Connection to land: kookum’s connection to the land, seas, and stars is an important part of her healing journey.

**Sensitivities:** None

### Themes & Topics at a Glance:

**Themes:** reconciliation, healing, racism, respect, love, stewardship, storytelling, stereotypes

**Topics:** Residential schools, smudging, Elder, climate change

**Recommended Grade Level:** Grades 5-8

### Projects, Ideas and Activities:

- **Making Inferences:** Begin by sharing the following question with students: What is the relationship between textual evidence and a reader’s interpretation of a text? This question guides students thinking about the process of making inferences. Inferring requires the reader to use an appropriate amount of background knowledge in combination with textual evidence to draw a conclusion. Explain that as readers we draw clues from both “seen”

(words, pictures, charts, graphs, etc.) and “unseen” (resides in the reader’s head such as ideas, opinion, background knowledge) text. To consolidate students’ thinking, distinguish the difference between prediction and inference. Once students understand that an inference is not a logical guess, but rather a logical conclusion based on background knowledge and clues that are not directly confirmed by the author, provide excerpts from the novellas *Lucy & Lola/When We Play Our Drums, They Sing*. The excerpts should require students to use clues to determine the meaning of figurative language or the connotative meaning of a word or phrase. For each passage presented, pose a question for students to answer. For example, pages 36-39 uses lava as a repeated metaphor throughout the passage. What does it convey about the impacts of residential schools? Invite students to answer the question by applying the It Says...I Say...And So... strategy:

- It Says: Find information from the text to help answer the question. This may include a quote or paraphrase.
- I Say: Think about what you know about the information presented.
- And So: Put together the information from the text with what you know, then answer the question.

Students repeat the strategy for each of the passages. Once complete, return to the guiding question from the beginning of the lesson and record responses on the whiteboard. As a concluding activity, organize students in groups of three. Ask them to uncover their learning by reviewing all of the responses, and together, write a statement of understanding using the stem: I understand that... The goal is for students to state a relationship between textual evidence and a reader’s interpretation of a text.

### **Curriculum Connections:**

#### **English Language Arts - Grade 6**

#### **2.1 Use Strategies and Cues**

##### **2.1.1 Use prior knowledge**

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

##### **2.1.2 Use comprehension strategies**

- monitor understanding by evaluating new ideas and information in relation to known ideas and information

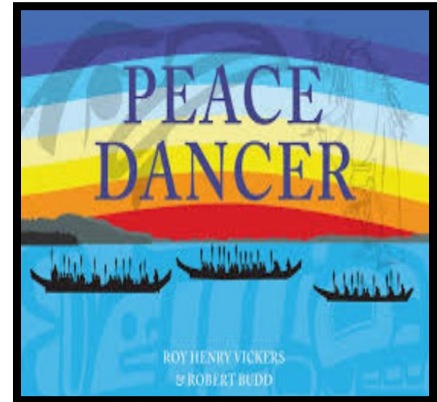
#### **2.2 Responds to Texts**

##### **2.2.1 Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres

##### **2.2.2 Construct meaning from texts**

- identify or infer reasons for a character’s actions or feelings
- make judgement and inferences related to events, character, setting and main ideas of oral, print and other media texts



**Book Title:** Peace Dancer

**Authors:** Roy Henry Vickers and Robert Budd

**Annotation:** *Peace Dancer* is a parable about love and respect for the natural world around us. The age-old story takes place in the village of Kitkatla where the children love to play at being hunters, eager for their turn to join the grown-ups. But when they capture and mistreat a crow, the Chief of the Heavens, angered at their disrespect, brings down a powerful storm. The rain floods the Earth and villagers have no choice but to abandon their homes and flee to their canoes. As the seas rise, the villagers tie themselves to the top of Anchor Mountain, where they pray for days on end and promise to teach their children to value all life. The storm stops and the waters recede. From that point on, the villagers appoint a chief to perform the Peace Dance at every potlatch and, with it, pass on the story and a very important message that in a world where everything is connected, our actions have consequences and therefore carry responsibilities.

**Text Sets:** *Peace Dancer* is the fourth and final in a series of Northwest Coast legends by Roy Henry Vickers and Robert Budd. Their previous collaborations include *Raven Brings the Light* (2013), *Cloudwalker* (2014), and *Orca Chief* (2015).

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **Text Connections to Key Concepts:**

- Laws of relationships: First Peoples Principles of Learning helps the reader to understand that learning happens in relationship to each other, to ourselves, and to the land.

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** relationships, choices, respect, restitution, reconciliation

**Topics:** flood stories, potlatch, care for creation, actions have consequences

**Recommended Grade Level:** Grades 1-6

#### **Projects, Ideas and Activities:**

- **Reading Comprehension:** In pairs, invite students to take turns reading the text aloud. While reading, direct students to apply the ACE strategy (answer, cite, explain) to cite three examples of evidence from the text that answers the guiding question: How does First Nations culture

use story to connect people to community and the land? Once completed, ask students to copy the following sentence stems on an index card, leaving spaces in between for a response:

- First Nations culture uses story to connect people to community and the land by...
- In addition...
- Finally...

Independently, ask students to complete the first sentence stem in one or two sentences.

Next, invite the class to rove around the room, find a partner, and exchange responses. Each student completes the second stem (in addition) by summarizing and recording their partner's response. Students rove a third time and complete the same steps to complete the final stem. Lastly, ask students to review the responses on their index card and combine them with their own thinking to form a statement of understanding that summarizes what they learned from the activity: I understand that...

- [Canada C3 Digital Classroom Learning Module](#)
- [Connecting Learning Standards Through Storytelling](#)

### **Curriculum Connections:**

#### **English Language Arts - Grade 5**

##### **1.2 Clarify and Extend**

###### **1.2.1 Consider the ideas of others**

- seek the viewpoints of others to build on personal responses and understanding

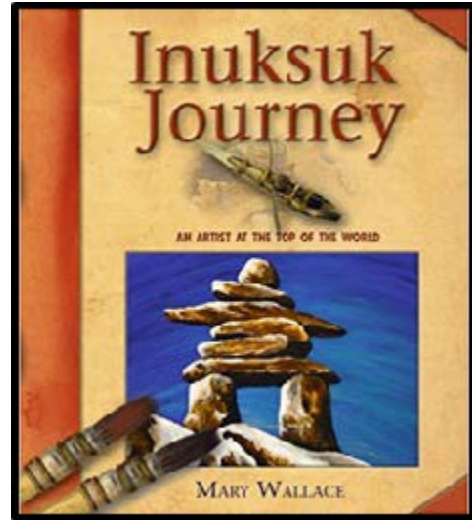
###### **1.2.2 Combine ideas**

- use talk, notes, personal writing and representing to explore relationship among own ideas and experiences, those of others and those encountered in oral, print and other media texts

##### **2.1 Use Strategies and Cues**

###### **2.1.2 Use comprehension strategies**

- comprehend new ideas and information by responding personally, taking notes, and discussing ideas with others



**Book Title:** Inuksuk Journey - An Artist at the Top of the World

**Author:** Mary Wallace

**Annotation:** This picture book is the artistic journal of the author's summer trip to the Arctic. It contains a variety of photographs, sketches, and artifacts of Inuit life, including her experiences with Arctic wildlife, hunting, fishing, and living off of the land in traditional ways. Mary also writes about being accompanied by Inuit guides and learns about undisturbed relics of Inuit life dating back thousands of years.

**Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

**TC1 and TC5 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood (Western Eurocentric paradigm vs. Indigenous, Collectivism (vs. Western Individualism), Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Symbols and Cultural Identity

**Topics:** Arctic, modern and traditional ways of life, Inuit, land, artistic and spiritual celebration, wildlife

**Recommended Grade Level:** Grades 4-7

**Projects, Ideas and Activities:**

- **Taking on the role of the author:** Consider what students will learn by imagining that they are the author and have been invited to do a presentation about this trip and the lessons learned. They are invited to speak to a younger group of students (a grade below) and they have one week to prepare their presentation which is to communicate the main ideas shared in this picture book.
- In preparation for this presentation, students choose a method of summarizing the key ideas as the text is read aloud over the course of one week.
- One way could be: “Stop -Jot- Summarize”:

Stop and Jot	Sum It Up Sentences
Page	
Page	
Page	

- **Before reading:** Review the task as outlined and share the organizer. Explain that when preparing to do a presentation, it is important to know what the key ideas are to be shared. One way to do that for this task is to listen to what happened to Mary and stop to jot a few notes and then sum up the main message to be shared.
- **During Reading:** While reading the introduction, take notes as a class to determine what is most important to write down and then determine, using a think aloud approach, how to write a summary using one’s own words.
- As the book continues, students will begin to write their own notes and to summarize as they listen to the text read aloud.
- Develop a rubric with students using the co-constructing criteria approach (i.e., see the first few pages of the book, Setting and Using Criteria by Anne Davies at this link: <http://files.hbe.com.au/samplepages/SOT1809.pdf> ). Once students have experienced how to write notes and to summarize important points, they can co-construct criteria based on their shared experience and model of what is expected.
- As students prepare to use their notes to prepare a presentation, have them review the text and any online images that they consider to be helpful to use in their presentations and also, provide students with some tips about using less information on the slide and more visually oriented information than text-heavy slides.



- Model how to prepare an introduction and start the first slide using the class notes. Once students have a clear understanding of what is expected, have them complete their presentations to be shared with another class.
- Consider working with students to develop criteria for their presentations. This criteria can be used by their audience to provide each student with two stars (two compliments based on the criteria) and one wish (one aspect of the presentation to improve based on the criteria)

**Curriculum Connections:**

**English Language Arts Grade 4**

**2.1 Strategies and Cues**

**Use comprehension strategies**

- Comprehend new ideas and information by responding personally and discussing ideas with others
- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.4 Create Original Text**

**Generate ideas**

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

**3.1 Plan and Focus**

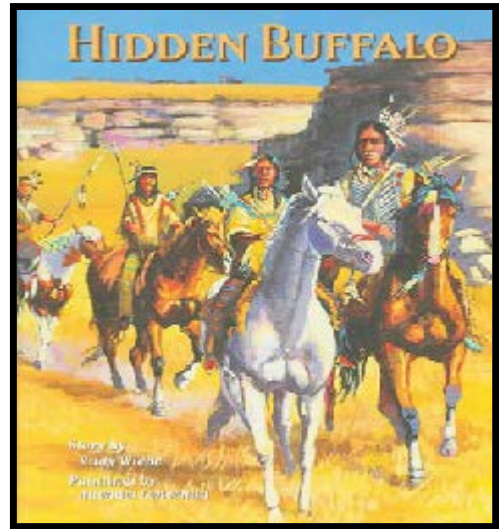
**Plan to gather information**

- Develop and follow a class plan for accessing and gathering ideas and information

**3.3 Organize, Record, and Evaluate**

**Record information**

- Paraphrase information from oral, print and other media sources



**Book Title:** Hidden Buffalo

**Author:** Rudy Wiebe

**Illustrator:** Michael Lonechild

**Annotation:** This is a wondrous tale of the buffalo based on an ancient Cree legend. As the Cree people watch summer drift into autumn, they search the Prairie for the great buffalo herds that will provide food for the coming winter. But they find none and grow desperate with hunger. Sky Running wants to help his people. One night he has a vision that reveals to him where the great herds are in the Badlands to the south, the territory of his tribe's fiercest rivals. The tribe must risk venturing into enemy territory to survive. The story shows the connections between Elders and thanking the Creator for the bounty of the buffalo.

#### **Connection to First Nation, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- First Nations people lived a nomadic lifestyle off the land. The buffalo was important to the survival of the Plains First Nations
- Relationship and connectedness with Creator

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Indigenous Spirituality, Survival, Connections between Generations

**Topics:** tradition; family and community

**Recommended Grade Level:** Grades 3-6

### **Projects, Ideas and Activities:**

- **Elders' Teachings:** Invite an Elder to share about the traditional ways of daily life (e.g., housing tools, work, use of the land, games, education) for the Indigenous community that they represent. Examine the relationship between First Nations peoples and the land, before and after the signing of treaties.
- **Research:** Investigate how culture is reflected in daily life in various communities and examine why these cultural elements are important (e.g., language, stories, cultural traditions, religious traditions, recreation, art, architecture, clothing).
- **Reader Response:** Examine Michael Lonechild's painting represented in the book. Discuss the different aspects of lifestyle represented. Write a journal entry reflecting on how First Nations people met their needs? How did the nomadic lifestyle meet First Nation's needs?
- **Extension:** How are paintings such as Lonechild's painting important to Indigenous people today? Explain what cultural artifacts such as paintings do to perpetuate cultural identities.

### **Curriculum Connections:**

#### **English Language Arts - Grade 3**

##### **1.2 Clarify and Extend**

###### **Consider the ideas of others**

- ask for the ideas and observations of others to explore and clarify personal understanding

##### **2.2 Respond to Texts**

###### **Experience various texts**

- choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as non-fiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

##### **3.4 Share and Review**

###### **Review research process**

- assess the research process, using pre-established criteria

##### **5.1 Respect Others and Strengthen Community**

###### **Appreciate diversity**

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- retell, paraphrase or explain ideas in oral, print and other media texts



**Book Title:** Shannen and a Dream for a School  
**Author:** Janet Wilson

**Annotation:** This is a nonfiction text that tells the story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. By 2008, Shannen and students at J.R. Nakogee Elementary created a YouTube video describing the poor conditions in their school (smelly portables) and their plea for a decent school. This video captured attention and support from community leaders and children across the country. Because of the momentum, the students decided to visit Ottawa to speak to the Canadian government. Once there, Shannen spoke passionately to the politicians about the need to give Indigenous children the opportunity to succeed. The following summer, Shannen was nominated for the International Children's Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country. Tragically, Shannen was killed in a car crash in 2010. Her family, friends, and supporters are continuing to fight and to honor her memory as they work for equality for children in communities everywhere.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

### **TC1 and TC2 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC2:** Traditional Territories (First Nations within Alberta and their traditional territories/histories), Métis within Alberta and traditional territories/histories), Inuit within Canada and traditional territories/histories; Historical and Contemporary Contributions; Traditional governance; Consensus model of decision making, Military contributions, Technologies. Political systems

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Loss and Hope, Dreams and Reality

**Topics:** Cree First Nations in Northern Ontario, political advocacy

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- **Reconciliation:** Should we take part in supporting Shannen’s Dream by participating in one of the seven ways that are advocated on her website?: <https://fncaringsociety.com/shannens-dream>
- To understand **Truth and Reconciliation**, consider what Shannen did by reading this book and then read the Calls to Action for Educators.
- **During Reading:** While reading *Shannen and a Dream for a School*, consider what their truth or reality was that Shannen and the students were fighting for. List their concerns. Then, reading what they did together, how did they meet one or more TRC Calls to Actions? Review the list above mark the text (\* or highlight) and be prepared to discuss them.
- **After Reading:** Considering that Shannen had an untimely and tragic death, a website was created in her honour and there are seven possible ways for you to get involved in furthering her dream:  
<https://fncaringsociety.com/7-free-ways-make-difference>
- Review the seven ways and decide if you can get involved in any one of them. Identify which of the seven ways that you could see being involved and tell why.

**Links of interest:**

<https://fncaringsociety.com/shannens-dream>

**Curriculum Connections:**

**1.1 Discover and Explore**

- Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences

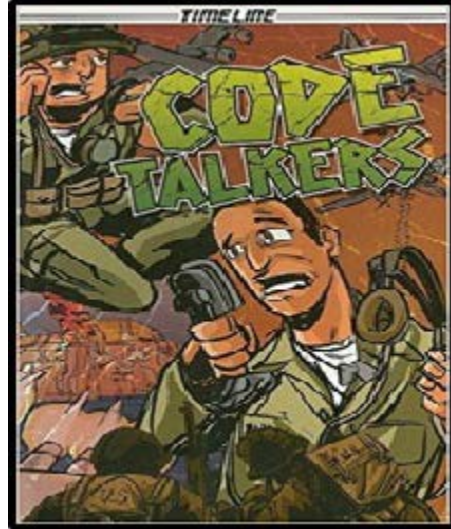
**1.2 Clarify and Extend**

- Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others

## **2.2 Responds to Texts**

### **Experience various texts**

- Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view
- Explain connections between own interpretation and information in texts, and infer how texts will influence others



**Book Title:** Code Talkers - Timeline

**Author:** Mary Anne Wollison

**Corporate Author:** Steck-Vaughn

**Illustrator:** Andrew Barr

**Annotation:** This graphic novel tells the tale of two brothers, Lee and Charlie Yazhee, who are Navajo members of the U.S. military. Although, while in residential school, they were forbidden to speak their own language, when the Japanese attack Pearl Harbor, the brothers find that their native language is the key to winning World War II. “Code talkers” in WWII are those military men who could speak Navajo. The result of sharing the U.S. military’s plans for attack in Navajo meant that no one else knew when or where the U.S. army would attack and the Japanese eventually lost the war.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC5, TC6 and TC7 Key Concepts:**

**TC5:** Indigenous ways of knowing; traditional ways of life

**TC6: Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide

**Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop

**Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**TC7:** language revitalization

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Diversity as a Resource

**Topics:** Pearl Harbor, Navajo First Nations people, World War II

**Recommended Grade Level:** Grades 5-6

**Projects, Ideas and Activities:**

- **Study Theme:** Investigate the theme, Cultural Diversity as a Resource, and discuss evidence in the text (events, visual evidence) that show how diversity within our community is often understood to be a difficulty and a blessing. Consider how the characters see their differences as a source of tension within their lives. How do they uncover their difference to be a blessing, source of praise and affirmation? Work together to collectively write responses using evidence in the beginning of the text. Students extend the response as they finish the text (reading together or having students read on their own).

**Curriculum Connections:**

**English Language Arts Grade 6**

**2.4 Create Original Text**

**Generate ideas**

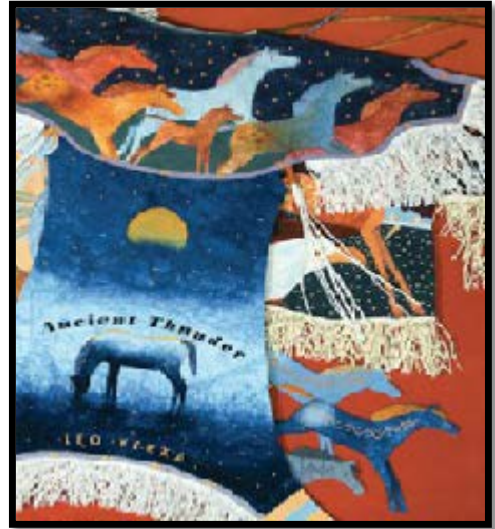
- Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

**3.1 Plan and Focus**

**Determine information needs**

- Decide on and select the information needed to support a point of view.





**Book Title:** Ancient Thunder

**Author and Illustrator:** Leo Yerxa

**Annotation:** This wonderfully lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art. The compositions feel more akin to cave paintings and evoke a sense of wonder. A must have for aspiring artists interested in native cultures and teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

**Text Sets:** *Last Leaf, First Snowflake to Fall* by Leo Yerxa. This lyrical text takes the reader on a dreamlike voyage into nature at the secret moment when fall turns into winter. A father and son lead the reader through forests, down rivers, over lakes and ponds. Along the way, we experience the primordial beauty of the physical world. Through lyrical words and masterful collage technique, Yerxa creates a poetic evocation of this moment.

### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Relationship between horses and the native people of the Great Plains

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussion with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** Horses; Plains People; Art Techniques; Poetry

**Topics:** importance of traditions

**Recommended Grade Level:** Kindergarten - Grade 6

#### **Projects, Ideas and Activities:**

- **Poetry/Collage:** Choose an animal and create a descriptive poem using imagery and figurative language (e.g., simile for movement). Once completed, share the poem in a small group (poetry

cafe) or as a whole class. Select a line or stanza from one of the poems presented and use it as a basis to create a paper collage inspired by Leo Yerxa. Student who don't feel artistically inclined can have the option of setting the poem to music and perform it. Then, have students present or write about why they designed their collage in the way that they did. How does their design connect to what they have learned about Plains people?

- **Artistry of Text:** The text, which avoids the word "horse," echoes the mood of wonder with its series of short, chant-like phrases: "Born...to run/ with the first/ sparkles of/ new daylight/ Over a sea of grass/ Chasing the buffalo/ And the antelope, too/ Soaring on eagles' wings." Discuss artistry of text by emphasizing the importance of word selection to convey emotion, movement, etc.

## **Curriculum Connections:**

### **English Language Arts - Kindergarten**

#### **2.1 Use Strategies and Cues**

##### **Use prior knowledge**

- understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expect print and pictures to have meaning and to be related to each other in print and other media texts

### **English Language Arts - Grade 2**

#### **2.4 Create Original**

##### **Text Generate ideas**

- add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts

### **English Language Arts - Grade 3**

#### **4.1 Enhance and Improve**

##### **Enhance artistry**

- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

### **English Language Arts - Grade 4**

#### **2.2 Respond to Texts**

##### **Experience various texts**

- retell events of stories in another form or medium

### **English Language Arts - Grade 6**

#### **2.2 Respond to Texts**

##### **Appreciate the artistry of texts**

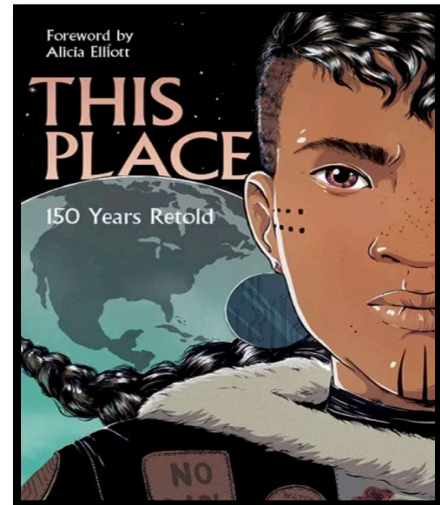
- experiment with sentence patterns, imagery and exaggeration to create mood and mental images

# **DIVISION THREE BOOKS**

## Book Title Annotations

### Division 3

Akiwenzie-Damm, Kateri et al. This Place: 150 Years Retold  
Auger, Dale. Mwâkwa Talks to the Loon – A Cree Story for Children  
Bouchard, David. The Elders Are Watching  
Cutting, Robert. Falling Star  
Dance, Jennifer. Red Wolf  
Eyvindson, Peter. Kookum's Red Shoes  
Florence, Melanie. Missing Nimâmâ  
Fournel, Kelly. Great Women from our First Nations  
Gray Smith, Monique. Speaking Our Truth  
Guest, Jacqueline. Lightning Rider  
Loyie, Larry with Brissenden, Constance. As Long as the River Flows  
Olsen, Sylvia with Morris, Rita and Sam, Ann. No Time to Say Goodbye  
Robertson, David Alexander. Sugar Falls: A Residential School Story  
Robertson, David Alexander and Blackstone, Madison. The Life of Helen Betty Osborne  
Slipperjack, Ruby. Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens  
Stellings, Caroline. The Contest  
Sterling, Shirley. My Name is Seepeetza  
Stewart, Elizabeth. The Lynching of Louie Sam  
The Royal Canadian Geographical Society/Canadian Geographic. Indigenous Peoples Atlas of Canada  
Tichenor, Harold. The Blanket: An Illustrated History of the Hudson's Bay Point Blanket  
VanCamp, Richard, Gray Smith, Monique and Flett, Julie. Lucy & Lola/ When We Play Our Drums, They Sing!  
Wagamese, Richard. One Story, One Song  
Wallace, Mary. Inuksuk Journey - An Artist at the Top of the World  
Wilson, Janet. Shannen and the Dream for a School



**Book Title:** This Place: 150 Years Retold

**Authors:** Kateri Akiwenzie-Damm, Sonny Assu, Brandon Mitchell, Rachel and Sean Qitsualik-Tinsley, David A. Robertson, Niigaanwewidam James Sinclair, Jen Storm, Richard Van Camp, Katherena Vermette, and Chelsea Vowel

**Illustrators:** Tara Audibert, Kyle Charles, GMB Chomichuk, Natasha Donovan, Scott B. Henderson, Ryan Howe, Andrew Lodwick, and Jen Storm

**Colour:** Scott A. Ford and Donovan Yaciuk

**Annotation:** *This Place: 150 Years Retold* is a graphic novel anthology that presents Canadian history over the last 150 years through the eyes of Indigenous creators. It includes ten historical and contemporary stories that recount the actions of historical figures and highlight the important moments in Indigenous history. Through Indigenous wonderworks, psychic battles, and time travel, the reader explores the demographic, historical, and cultural uniqueness among Indigenous groups and the specific acts of sovereignty and resilience in Indigenous and Canadian history.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans’ understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**Text Connections to Key Concepts:**

- The timeline in the graphic novel provides context to the significant historical events and developments including legal acts and policies; WWI conscription of Indigenous men who did not have citizenship rights in 1917; the targeting of First Nations and Métis women in 1928 for forced sterilization in Alberta; government “identify disc” necklaces once force upon Inuit communities; confrontations over hunting and fishing rights; physical and sexual abuse in residential schools; the Sixties Scoop; The Truth and Reconciliation Commission; and the national inquiry into Missing and Murdered Indigenous Women and Girls.

**Sensitivities:** *Each story within the anthology contains devastating subject matter and educators are encouraged to be mindful of possible triggers for some students:*

- The story “Nimkii” was partly inspired by the story of Richard Cardinal, an adolescent “in care” who took his own life after being placed in 28 different foster homes.
- Red Clouds covers the closing of the fur trade era when food was scarce and there were notable instances of people becoming delirious and resorting to cannibalism. The story is a fictional retelling of Wahsakapeequay, a woman who was killed by her community’s leader, Jack Fiddler, when she became delirious.

**Themes & Topics at a Glance:**

**Themes:** leadership, worldview, resilience, contributions, wellness

**Topics:** Residential Schools, Treaties, Sixties Scoop, The Indian Act, Smallpox, resource development, potlatch, regalia, fur trade era,

**Recommended Grade Level:** Grades 8-12

**Projects, Ideas and Activities:**

- Direct students’ focus on how story in graphic novels is constructed through frame, colours, word bubbles, etc. In their notebooks, invite students to reflect on various elements of format using the following sample questions to guide their thinking (<https://www.scholastic.com/content/dam/teachers/lesson-plans/18-19/Graphic-Novel-Discussion-Guide-2018.pdf>):
  - Graphic novels use both words and images. Pick a page or a sequence from a graphic novel and think through what you learn from just the words. Then think about what you learn from just the images. Are they telling you the same information, or are they giving you different information? How do they work together?
  - Expressions and gestures are important to how we understand characters. Can you find an example of a particular expression or movement that you think shows a significant character trait?
  - Many elements of graphic novels are similar to what you see in movies. A graphic novel creator can be the director in deciding what each panel and page shows. Think about the frame of each panel. What are you seeing? What are you not seeing? What about the camera angle? The distance from the subject of the panel? Are there any sound effects? Why did the creator make those choices?
  - On top of being a director, graphic novel creators are also editors. The action in comics happens “in the gutters,” or in the spaces between each panel. Sometimes big things happen in the time it takes to turn the page. Looking through a graphic novel, can you find a specific sequence of panels or a page turn that you think is dramatic or exciting? Why do you think the creator chose that sequence of images or that page turn to emphasize that moment?
  - In prose works, details are given to the reader in the descriptions. In graphic novels, details are in the images in the background, character design, clothing, and objects. Take a look at this graphic

novel and see if you can find five details in the way a person or object is drawn. What does each detail tell you about the characters? The place? The world?

- Ask students to consider the conceptual question: What effect does a single image have on the senses and emotions? Scaffold students' thinking by first examining how lines express emotion. Turn to traditional works of art (e.g., *Scream* by Edvard Munch) for ideas. Next, play segments of music from a variety of genres and direct students to "draw what they hear." In other words, ask students to consider how the music makes them feel and what type and variation of line expresses their emotion. Once students recognize that even the most bland lines can't help characterize subjects in graphic novels, invite them to explore line further in a variety of print-based text noting how it affects their emotions and/or interpretation of a character trait or narrative.

### **Curriculum Connections:**

#### **English Language Arts - Grade 8**

##### **2.2 Responds to Text**

###### **2.2.1 Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs

###### **2.2.3 Appreciate the artistry of texts**

- discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts

##### **2.3 Understanding Forms, Elements, and Techniques**

###### **2.3.1 Understanding forms and genres**

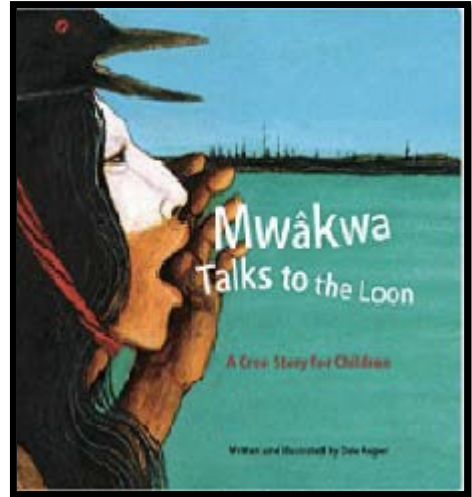
- discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience

###### **2.3.2 Understand techniques and elements**

- summarize the content of media texts, and discuss the choices made in planning and producing them

###### **2.3.3 Experiment with language**

- identify creative uses of language and visuals in popular culture; explain how imagery and figurative language create tone and mood



**Book Title:** Mwakwa Talks to the Loon: A Cree Story for Children

**Author and Illustrator:** Dale Auger

**Annotation:** This Cree story tells of Kayas, a talented hunter who knows the ways of the “beings” he hunts. He can even talk to them. But, Kayas grows too proud and loses his gift. His people grow weary and hungry. With the help of the Elders, Kayas learns that he must respect and share the gifts that he has been bestowed. A glossary with a pronunciation guide to Cree words and phrases is included.

**Text Sets:** Dale Auger’s *Medicine Paint* offers readers another example of this author’s artistic depiction of Cree culture. Dale studied at the University of Calgary and he has become one of the famous Canadian Indigenous artists in the world. Some of his original pieces are available to view at Edmonton’s <http://bearclawgallery.com/artists/dale-auger/>

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1 and TC5 Key Concepts:**

- We learn about how traditional spiritual knowledge is passed down from the elders
- The theme of kinship, sustainability, and Indigenous ways of knowing are prevalent throughout the book

**Sensitivities:** None

### **Themes and Topics at a Glance:**

**Themes:** Cooperation, Interdependence, Traditional Ways of Life, Relationships between Animals and Humans, Community, Language and Identity

**Topics:** gifts/talents, respect, appreciation of Cree language



**Recommended Grade Level:** Grades 4-9

**About the Author Link:** [www.strongnations.com/gs/show.php?gs=3&gsd=653](http://www.strongnations.com/gs/show.php?gs=3&gsd=653)  
<https://www.pinterest.com/kkibbe49/artist-white-wolf-dale-auger-phd-1st-nations/>

**Projects, Ideas and Activities:**

- **Reader Response:** Synthesize life lessons and compare your experiences of being part of a community with Kayas’ experiences regaining his ability to provide for his community. Think about how what you would do, say and how you get along with people helps to create your identity. What is it like to lose a part of your identity? Compare your feelings regarding your community identity to Kaya’s experiences.
- **Classroom discussion as a pre-reading activity:** Ask students to share a time when they had lost an ability to do something well or to perform a skill that seemed so easy in the past. What was the reason? How did they get the skill back or not? What lessons were learned?
- **During the read aloud of this text:** Students are to identify what Kaya lost, how he regained it, and what lessons he learned.
- **After reading:** Consider what lessons the elders shared with Kayas. What did they see in Kayas while watching him lose his ability that Kayas did not see? (i.e., that his arrogance and pride had taken over). Consider how lessons learned underpin themes on our lives, i.e., human strengths and weaknesses exist in every culture
- **Application:** The elders held wisdom in seeing that talents can become weaknesses when taken for granted. Think of your strengths and how your strengths can be gifts to others and how, when pushed too far or taken for granted, can become a weaknesses. As students develop their written personal responses of how their strengths are both gifts and potential weaknesses, consider posting their examples to have available to later connect to other texts read that include Elders’ stories designed to be “teachings” for characters. How do elders understand human strengths and weaknesses? How are stories as teachings useful in Indigenous communities and our own communities?
- **Extension:** Exploring the relationship between kin - write a letter to a parent or grandparent, thanking them for what they have taught you.
- **Extension:** Older students could do a study of Dale Auger’s art and what his works teach is about disassembling Indigenous stereotypes and reframing world views of Indigenous culture.

**Curriculum Connections:**

**English Language Arts Grade 6**

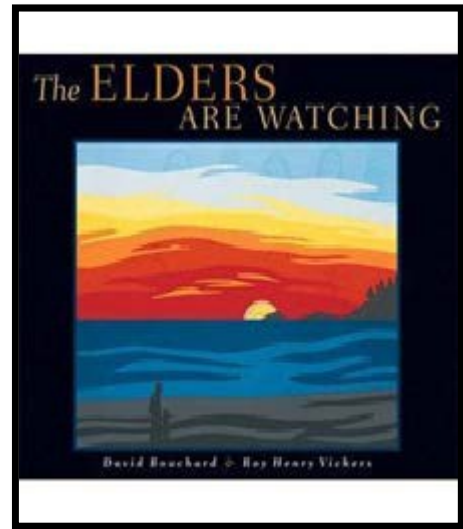
**2.2 Respond to Texts**

**Construct meaning from texts**

- Identify or infer reasons for a character’s actions or feelings

**2.4 Create Original Texts**

- Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts



**Book Title:** The Elders Are Watching

**Author:** David Bouchard

**Illustrator:** Ray Henry Vickers

**Annotation:** This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism vs. Western Individualism
- Relationships (Laws of relationships, Kinship)
- Sustainability
- Holistic wellbeing

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Revival, Culture, Heritage, Traditional Ways of Knowing

**Topics:** environment, Elders, trust, relationships

**Recommended Grade Level:** Grades 3-7

### Projects, Ideas and Activities:

- **Compare and Contrast two mediums:** Watch the video about *The Elders Are Watching*
- <http://int.search.myway.com/search/video.jhtml?n=783926dc&p2=%5ECAM%5Echr999%5ETTA%5E&pg=video&pn=1&ptb=54198878-3225-4C78-809A-EB19F98C5F12&qs=&searchfor=the+elders+are+watching&si=&ss=sub&st=tab&tpr=sbt&trs=wtt> and take jot notes on the key messages.
- Watch the video again and attend to how the messages are delivered through his words and visuals. Note how the words and visuals that help to capture your attention and imagination. What does he say? Which visuals are most impactful? How do they create this impact? What else does he do as a film maker (angles, transitions, colours, music, etc.) that helps him to create impact on you as the viewer?
- Read *The Elders Are Watching* and note the key messages and the way that words and visuals work together to create impact on you as the reader/viewer/listener.
- **After reading and watching:** Which text do you prefer? Why? Model for students how to compose this response and refer to criteria or co-create criteria for matters most in this response (Ideas? Details? Vocabulary? Grammar? Punctuation?).

### Links of interest:

<http://abed.sd58.bc.ca/wordpress/wp-content/uploads/2015/11/the-elders-are-watching-1.pdf>  
<https://blogs.ubc.ca/ourcommonbowl/2015/10/03/the-elders-are-watching-summary-by-aaron-singh/>  
<http://www3.sd73.bc.ca/general/content/art-project-logan-lake>

### Curriculum Connections:

#### English Language Arts Grade 7

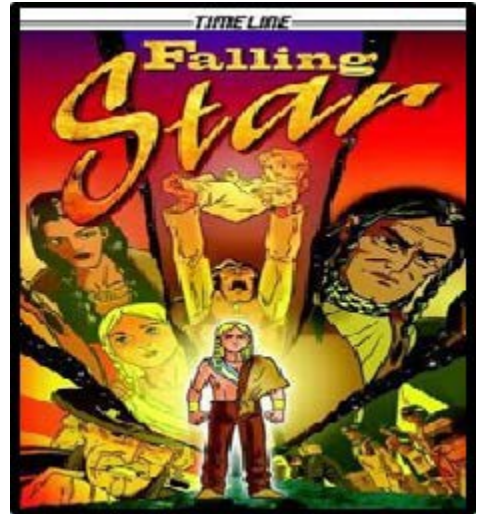
#### 2.2 Respond to Texts

##### Experience various texts

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints
- justify own point of view about oral, print and other media texts, using evidence from texts

##### Artistry of texts

- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
- Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities



**Book Title:** Falling Star (Timeline Series)

**Author:** Robert Cutting

**Illustrator:** Drew Ng

**Annotation:** In 1870, a Caucasian baby is rescued by the Lakota people. They name him “Falling Star” and raise him as one of their own. Years later, 1874-1875, the Lakota people are pushed off of their land in the Black Hills and forced to live on reservations. Chief Sitting Bull refused and was joined by many others who defeated the U.S. Army at the Battle of Little Bighorn in 1876. By 1877, Chief Crazy Horse, Chief of the Band of Lakota called Oglala. Eventually, he gave up fighting against the U.S. Army and led his people to live on a reservation at Fort Robinson, Nebraska. This text details these two stories to uncover the tensions and the moments of beauty that existed between Indigenous and non-Indigenous peoples in the late 1800s (early 19thC) in America.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC6 Key Concepts:**

- **Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide
- **Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop
- **Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Facing tensions, Cultural and Personal Resiliency

**Topics:** United States History (late 19thC), Lakota people, Chief Sitting Bull, Chief Crazy Horse

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Understanding the Lakota communities’ struggles and triumphs in the early 19thC in South Dakota:** Begin with these questions - What does it mean to struggle and triumph in life? What do we learn through the characters in *Falling Star*?
- As each chapter is read, students document what is happening to keep track of key events and their inferences about them:

Chapters	Key Events	Struggles	Triumphs
Chapter One			
Chapter Two...			

- Work on taking notes during reading to model how such a strategy helps us to recall a text and to understand as we read. In other words, reader response is not always left to an “after reading” activity.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read on or listen and continue note-taking and then sharing their thinking about the triumphs and struggles for the Lakota people based on this text.
- While working through the text, return to the essential question and consider what the class thinks the answer is as they reflect on their notes.
- By the end of the book, help students to develop a draft for a possible response to the essential question and have them proceed to write their own response and submit it for feedback.

**Curriculum Connections:**

**English Language Arts Grade 7**

**2.1 Use Strategies and Cues**

**Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

**2.2 Responds to texts**

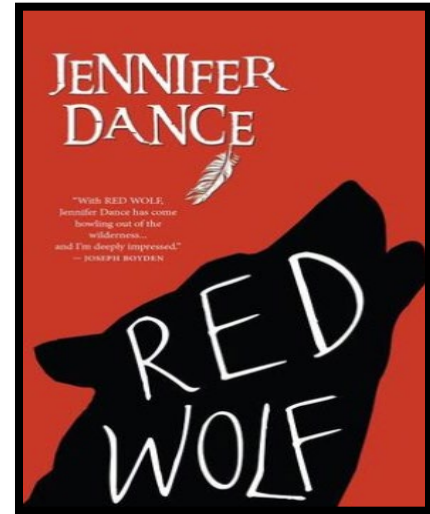
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

**3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

**3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them



**Book Title:** Red Wolf

**Author:** Jennifer Dance

**Annotation:** Red Wolf, an Anishinaabe boy, is five when he is taken to Residential School by his father, HeWhoWhistles, at the request of the local Indian Agent. HeWhoWhistles hopes his son will learn the 'white man's signs' in order to lead his people into the future. At school, Red Wolf is given the name George Grant, number 366. He is beaten when he speaks his native language, stripped of his clothing which is burned and has his hair washed in kerosene and cut short. Crooked Ear, a young wolf, lives a parallel story to Red Wolf. As Red Wolf tries to survive the harsh treatment at the Residential School, Crooked Ear waits at the edges for his return. When Red Wolf returns home, Crooked Ear is his companion. Similar to Crooked Ear, who never quite fits in with humans or a pack, Red Wolf experiences difficulty finding his place among his people after Residential School.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples - First Nations, Metis and Inuit.

TC4 Albertans' understanding of the policies and legislations between the Crown and First Nations, Metis and Inuit advances the process of reconciliation.

TC6 Albertans deepen their understanding of First Nations, Metis and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC1 and TC6 Key Concepts:**

- Forced relocations and the Indian Act: the Indian Agent informs The People that the land has been sold and they are required to relocate to the reserve where they will receive food and education. Despite The People's plea to not cut the trees and move from the land their ancestors are buried, the Indian agent produces a piece of paper containing the titles of the land, but The People cannot read it.
- Reserves: when HeWhoWhistles and his family arrive at the reserve, they find a mix of shacks, wooden buildings and wigwams. HeWhoWhistles learns that his son will be sent to school to live away from home where the government will educate Indian children and make them Christians.

HeWhoWhistles is instructed to escort Red Wolf to school and return to the reservation within a restricted time otherwise he will be imprisoned.

- Residential School experiences: upon entering the school, Red Wolf's identity is broken down. He experiences shame and fear when stripped of his traditional clothing and when his braids are cut. Red Wolf is forbidden to speak his native language or contact the outside world (letters to parents are destroyed).
- Social implications: the damage inflicted by the residential school system changed how Indigenous children viewed themselves, their families and their culture. When questioned by his father as to what he has learned at the white man's school, Red Wolf reflects privately, "I learned that I am a savage. That The People are heathens and pagans. That we are all dirty Indians."

#### **Sensitivities:**

- In the text, the word "savage" is used by white settlers when referencing First Nations, Metis and Inuit peoples. Although offensive, Red Wolf is historical fiction and the author uses the word only in its historical context.
- The author portrays many problems that characterize Indian residential schools; poor nutrition, hard manual labour, high rates of illness and death and staff who abuse children physically (e.g., child is tied to a post and whipped) and sexually.
- Red Wolf's father is hung for shooting the Indian Agent.

#### **Themes & Topics at a Glance:**

**Themes:** stereotypes; identity

**Topics:** understanding wolves and their effect on the ecosystem; impacts of Residential School; moving from nomadic life to reserve system

#### **Recommended Grade Level:** Grade 9

#### **Projects, Ideas and Activities:**

- **Examine Point of View:** Sir John A. Macdonald was the first Prime Minister of the new country of Canada. In the following speech, from 1883, he explained his position on residential schools.

*"When the school is on the reserve, the child lives with its parents who are savages and though he may learn to read and write, his habits and training and mode of thought are Indian. He is simply a savage who can read and write. Indian children should be withdrawn as much as possible from the parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men."*

Discuss how the quote from a former Prime Minister is an example of how point of view can change with time. Invite students to view the following video of our current Prime Minister, Justin Trudeau, as he shares his school experiences with the Truth and Reconciliation Commission:

<https://www.youtube.com/watch?v=581HAf4QjN0&feature=youtu.be>

Pair students and direct partner A to take on the role of Justin Trudeau and partner B to take on the role of John A. Macdonald. Ask the students to carry on a conversation where they justify their thoughts about residential schools using details from the novel to support their opinions.

- **Visual Literacy/Advertisement:** Complete a quick-write (ten minutes of uninterrupted writing) by responding to the following question and corresponding photo:

*Propaganda is information that is created by the government to promote an idea or message, though the information might be misleading, exaggerated or biased. Many people feel these photos are*

*examples of propaganda. How might these images have helped to promote residential schools in a positive way during the 1890s?*

[https://www.dundurn.com/sites/default/files/supplementary/Red\\_Wolf\\_9781459736634.pdf](https://www.dundurn.com/sites/default/files/supplementary/Red_Wolf_9781459736634.pdf)



### **Curriculum Connections:**

#### **English Language Arts - Grade 9**

##### **1.1 Discover and Explore**

###### **Express ideas and develop understanding**

- talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts

##### **2.2 Respond to Texts**

###### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction

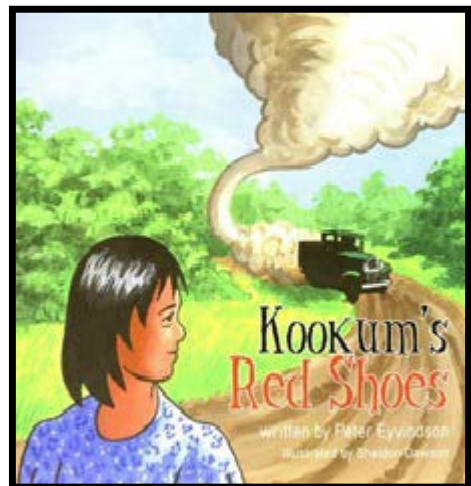
#### **Social Studies - Grade 9**

##### **9.1.7 Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:**

- How does the Indian Act recognize the status and identity of Aboriginal peoples?
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?



- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?



**Book Title:** Kookum's Red Shoes

**Author:** Peter Eyvindson

**Illustrator:** Sheldon Dawson

**Annotation:** This is a picture book that compares the protagonist's experience to that of Dorothy in the *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed her into the back of the truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide)
- Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations)
- Social Implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues)
- Societal inequity (socio-economic gaps)
- Racism
- Stereotyping
- Sixties Scoop

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Loss and Resiliency, Challenge and Growth, Loss and Hope

**Topics:** residential schools, colonialism, long-term effects, family, culture, First Nations, biographical

**Recommended Grade Level:** Grades 3-9

- **Background on literary devices for grades 7-9:** This book offers students an opportunity to study a few different literary devices in a manageable text that can be accessed by readers who may not be reading at level in junior high:
  - **Allusion:** This picture book is constructed as an **allusion** to *The Wizard of Oz* in implicit and explicit ways. Explicitly, the author states that the central character saw the movie and imagines playing Dorothy. Implicitly, when Kookum (as a child) begs her parents to buy her the red shoes like Dorothy’s shoes in the movie and her mother says that she is not “big” enough to handle them, on more than one level the mother is right. Given what is about to happen (Kookum being taken away to residential school), such a whisking away is jarring and upsetting for a child, and arguably too much for someone so young who is faced with losing contact with family and family’s traditions, a huge part of her identity. This is an allusion to *The Wizard of Oz* and provides an opportunity to discuss allusion on a very small scale with grade 9 students.
  - **Symbolism and foreshadowing:** It also uses the red shoes as a motif (symbolism- Grade 9) to **foreshadow (Grade 7)** the “unexpected”. It’s also ironic that what becomes a focus of Kookum’s childhood play (*Wizard of Oz*) is played out in her real life (irony-grade 9).

**Projects, Ideas and Activities:**

- **Junior High Students and Literary Devices:** Students who have learned about literary devices or who are being introduced to them will benefit from reviewing some key definitions and examples of literary devices to be studied and then see if they can identify allusion, symbolism, and irony in this text.
- Reference for literary devices (definitions and example): <http://literary-devices.com/frontpage?page=6>
- After students identify the examples in this text, consider asking them how using such devices enhanced the reader’s experience of the text? How does the use of \_\_\_\_\_ assist the \_\_\_\_\_ (Literary Device) reader to visualize and empathize with what the character went through in this residential school experience?
- Model how to get started with answering this question and provide students with criteria for how to assess their response.
- **Elementary students: It Says, I Say, And So... an inferencing activity.** Before reading this text, explain to students that the main character is sharing her experience as a child before, during, and after being taken away to residential school. Explain to the students that the purpose of the author was to provide us an opportunity to empathize with the protagonist (main character). One strategy that helps us to empathize while we read is “It Says, I Say, And So”.

It Says	I Say	And So
<p><i>As you read, choose one part of the text that made you feel a certain way and tell what part it was:</i></p> <p>Example:</p>	<p><i>Tell what you feel.</i></p>	<p><i>Tell why you feel that way.</i></p>

It Says	I Say	And So
Kookum sees the red shoes in the store window and asks for her parents to buy them.	Example: She feels excited.	Example: She feels excited because she pictures being like Dorothy while wearing them and she likes the story.

- Model how to use the strategy and the chart and then have the students continue applying the strategy and completing the chart on their own.

**Links of interest:**

<https://edci305a.wordpress.com/2016/04/05/kookums-red-shoes/>

**Curriculum Connections:**

**English Language Arts Grade 3**

**Construct meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- Make inferences about a character’s actions or feelings

**English Language Arts Grade 7**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

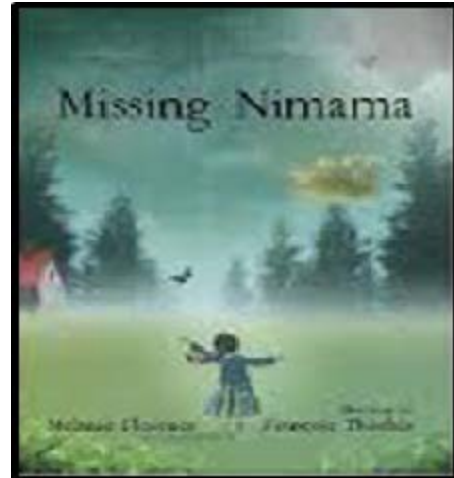
- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts

**English Language Arts Grade 9**

**2.2 Respond to Texts**

**Appreciate the artistry of texts**

- Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.



**Book Title:** Missing Nimâmâ

**Author :** Melanie Florence

**Illustrator:** Francois Thisdale

**Annotation:** *Missing Nimâmâ* is the true story of missing and murdered Indigenous women written as a free verse picture book. It is told in two voices. The first voice is that of Kateri, a young girl. The second voice, in italicized text, is an ethereal one, that of Kateri's mother. *Missing Nimâmâ* is heartbreaking. It is soulful and breathtakingly painful. *Missing Nimâmâ* is a haunting story of lives lost and lived and shared, beautifully rendered in words and art.

**Text Sets:** Melanie Florence's, *The Missing*, and David Alexander Robertson's *Betty: The Helen Betty Osborne Story*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

### **TC1 and TC4 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC4:** Constitutional and social recognition (advances understanding of the previously blatant disregard of cases where Indigenous women went missing and nothing was done about it)

**Sensitivities:** The topic of addressing the issues underlying missing and murdered Indigenous women is potentially extremely emotional for students who develop empathy and/or have had a loss in their lives that was based on human disregard, foul play, and/or lack of caring and love.

**Themes & Topics at a Glance:**

**Theme:** Human Degradation and Dignity, Loss and Love

**Topic:** missing Indigenous women, human rights and responsibilities, dealing with loss and grieving, family roles and identities, Cree communities,

**Recommended Grade Level:** Grade 9-12

**Projects, Ideas and Activities:**

- **Background knowledge of the issue:** Provide students with background knowledge about the issue of missing and murdered Indigenous women. Before students watch this clip, explain to them that there has been an investigation for the last decade into the unusually high numbers of missing and murdered Indigenous women in Canada. The book, *Missing Nimâmâ*, is written to provide voice to one such murdered Cree woman. Before we read it, I would like you to learn more about what we know about the issue. As you watch, reflect on what the issue is and how we might start to give such missing and murdered Indigenous women a “voice” today so that this never happens again.
- The National first reported on a long-time investigation of missing and murdered Indigenous women by CBC News:  
[http://int.search.myway.com/search/video.jhtml?n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&pg=video&pn=1&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&qs=&searchfor=missing+Indigenous+women+in+canada&si=32501657764&ss=s\\_ub&st=tab&tpr=sbt&trs=wt](http://int.search.myway.com/search/video.jhtml?n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&pg=video&pn=1&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&qs=&searchfor=missing+Indigenous+women+in+canada&si=32501657764&ss=s_ub&st=tab&tpr=sbt&trs=wt)
- Since this news cast, a number of articles have been written about findings from continued investigations into what happened to these women. One such article was written by CBC:  
<http://www.cbc.ca/missingandmurdered/>
- **As students read the article as a class, set the purpose:** Let’s read this article to state more fully what the issue is and questions that we may have. As well, let’s identify ways that there have been attempts to create spaces for healing by giving such families recognition and voice. One such example is *Missing Nimâmâ*.
- **Before reading *Missing Nimâmâ*:** Divide the students into two groups in which one half are the “daughter’s voice” and the other half are the “mother’s voice”. Explain to the students that the author’s purpose was to create an emotional connection to the murdered woman by giving her “voice” through this text as well as by giving her loved one left behind (her daughter) a “voice”.
- **During reading:** Describe how the reading of the text as a whole without stopping is important to honour these voices and to help us to empathize (put ourselves in the emotional space of the characters).
- **After reading:** After reading, have the students draw and or write their emotions from one of the two stances that they had taken while listening to the story. Free writing or free drawing as a their response to the text before debriefing. Once students have had this opportunity, share their drawings and writings as they wish to and consider: Did Melanie Florence achieve her purpose as an author, to give “voice” to the family and to help others to empathize with their loss?
- **Extension:** What might students do to continue to give “voice” to missing and murdered Indigenous women and their families?

## Curriculum Connections:

### English Language Arts Grade 9 ELA

#### 1.2 Clarify and Extend

- **Consider the ideas of others:** Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- **Combine ideas:** Examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships

#### 2.1 Strategies and Cues

- **Use prior knowledge:** use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
- **Use comprehension strategies:** Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text

#### 4.3 Present and Share

##### Enhance presentation

- Choose appropriate types of evidence and strategies to clarify ideas and Information, and to convince various readers and audiences

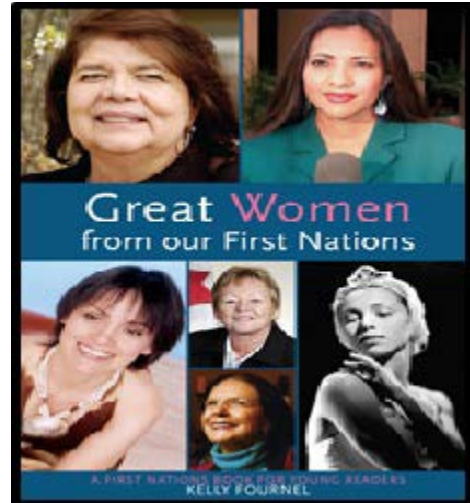
#### 5.1- Respect Others and Strengthen Community

##### Appreciate diversity:

- Examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
- Take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others

##### Celebrate accomplishments and events

- Explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events



**Book Title:** Great Women from Our First Nations

**Author:** Kelly Fournel

**Annotation:** Fournel, a Métis author, born in Winnipeg, Manitoba, wrote a collection of ten biographical accounts of North American Indigenous women’s lives as Métis or First Nations community members. Each of these women overcame difficulties connected to discrimination and domination by Europeans (i.e., Indian Agents, nuns, priests, armies). Each Indigenous woman proved to be resilient in their struggles. For example, Susan Rochon-Burnett, a Métis Quebecois woman, suffered discrimination at school, but despite her struggles, she honed her French language skills and eventually became a successful journalist, radio show producer and owner. She was the first Indigenous woman inducted into the “Canadian Council for Aboriginal Business Hall of Fame.” Each biographical account illuminates a struggle and how the individual overcame such circumstances and illuminated resilience.

**Text Sets:** This text complements *Sugar Falls: A Residential School Story* in which Robertson tells the story of Betsy Ross, a Canadian residential school survivor who has a successful personal and professional life. The protagonists in both texts are tasked with writing the story of a residential school survivor and this task parallels what Fournel did when she wrote this book.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC2, TC6 and TC7 Key Concepts:**

**TC2** First Nations and Métis peoples within Canada and the United States, their histories, most notably their struggles with European settlers.



**TC6** Some of the struggles identified in the lives of these women were connected to living in schools with discrimination (even though the schools may not have always been residential schools)

**TC7** Fournel tells each of these women’s histories as First Nations or Métis community members and how they represent the beauty and strength of their communities.

**Sensitivities:** The struggles identified are handled carefully and sensitively.

**Themes & Topics at a Glance:**

**Themes:** Identity, Change, Resiliency

**Topics:** being resilient; being courageous; being who one is meant to become (i.e., following an inner passion and drive).

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- Write a biographical account of an Indigenous person who has had to overcome a struggle and rely on his/her strengths and passions to grow into a personal, professional success story reflective of their resiliency.
- Students create the text by producing the account as a graphic biographical narrative and use *Sugar Falls: A Residential School Story* as a mentor text or produce the narrative with supporting visuals that may be realistic drawings, photographs, or other visual styles.

**Author’s website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=906>

**This website features multiple Indigenous authors including Kelly Fournel.**

**Curriculum Connections:**

**English Language Arts- Grade 4**

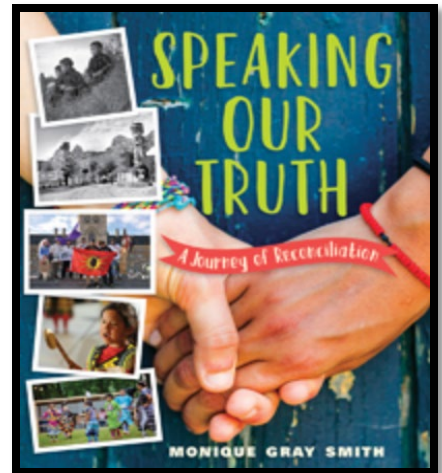
**2.4 Create Original Texts**

**2.4.2 Elaborate on the expression of ideas**

- Select and use visuals that enhance meaning of oral, print and other media texts.

**2.4.3 Structure Texts**

- Produce narratives that describe experiences and reflect personal responses.



**Book Title:** Speaking Our Truth

**Author:** Monique Gray Smith

**Annotation:** Author Monique Gray Smith invites readers to walk with her on a journey to examine the impacts of colonialism on Canada's First Nations, Métis and Inuit families and communities. By looking closely and compassionately at the ongoing effects of the Indian Act and the Residential School system, readers will not only begin to understand the complexities of Indigenous and non-Indigenous relationships in Canada, but will be encouraged to envision what kinds of relationships, policies and systems would ensure equity for all children in the future.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislations between the Crown and First Nations, Métis and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Metis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Métis and Inuit beliefs, traditions and practices to advance reconciliation.

#### **TC Key Concepts:**

- The Indian Act: detailed description of the laws and government responsibilities for managing reserve lands, money and other resources.
- Land Claims: the Indian Act prohibited Indigenous people from raising money to hire legal counsel to fight for land claims.
- Traditional ways of life: as part of the initial Indian Act, Chieftainships and traditional systems of governance were abolished, and elected Band Councils were implemented. During this time in Canadian history, women were not permitted to run for any Band Council positions. This was a significant disruption to traditional ways of doing business, especially in the Nations that were matriarchal and matrilineal.
- Colonization: in chapter 2, the effects of colonization are viewed through the lens of resiliency and hope.

- Residential School system: detailed description of the lifespan of Residential Schools, daily life, the Number System, lack of health and wellness as well as stories written by Survivors (including the positive experiences: the uncommon voice).
- Social implications: explanation of how Aboriginal children were denied their identity by being separated from their language, culture and spiritual traditions. The concepts of cultural genocide and cultural resilience are examined through primary and secondary documents and the testimonies of Survivors and their families.
- Sixties Scoop: reference to the period when many children were taken from their families and the 2017 class-action lawsuit linked to the Sixties Scoop.
- Reciprocity: chapter 4 explores the attitudes and dispositions needed to create social change. Values and beliefs are explored by examining agency, citizenship, voice, action and what it means to be an ally.

**Sensitivities:** The teaching about Canada’s history and commitment to the Residential School system and the suffering endured by Survivors is unsettling; however, the content delivers a message of resilience and hope that invites readers to join a conversation based on kindness and reciprocity.

**Themes & Topics at a Glance:**

**Themes:** Honestly, Love, Resilience, Reconciliation

**Topics:** Residential Schools, the Indian Act, Seven Sacred Teachings, Sixties Scoop, Powerful Medicine

**Recommended Grade Level:** Grades 4-8

**Projects, Ideas and Activities:**

- Invite students to read the section on the Indian Act (pages 34-38). Following the reading, watch [I’m Not the Indian You Had in Mind](#) by Thomas King and ask students to reflect on the following questions:
  - How does the poem use sarcasm and irony to make you think about cultural representation?
  - How would stereotypical images of First Peoples support the Indian Act?
  - How does the word short challenge stereotypes?
- Invite students to assume the role of a sociologist and study the primary documents (photos) in chapter 2. Most of these photos were staged to promote Residential Schools. When looking at the photos, ask students to consider the following:
  - What can you not see in the photos?
  - What do the faces tell you?
  - What is the tone and energy of the photos?
  - What does the body language say? What values about schooling are depicted in these photos?
  - What do the documents tell us about the purpose of colonization and Residential Schools?

Juxtapose an article from the [UN Declaration on the Rights of Indigenous Peoples](#) with a primary document or image from the chapter related to the Indian Act.

**Curriculum Connections:**

**English Language Arts - Grade 8**

**2.1 Use Strategies and Cues**

**Use Comprehension strategies**

- Enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages.

## **2.2 Respond to Texts**

### **Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as poetry, drama and photographs.

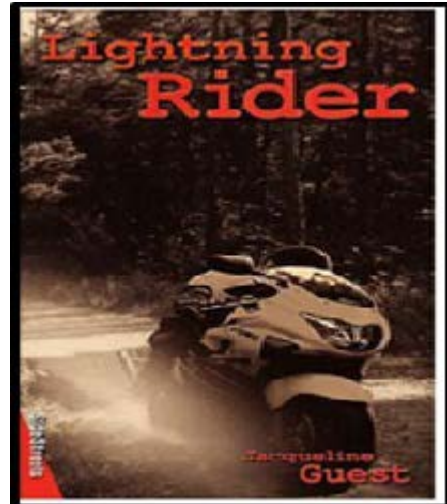
### **Appreciate the artistry of texts**

- Discuss how techniques such as word choice communicate meaning and enhance effects in oral, print and other media texts.

## **2.4 Create Original Text**

### **Generate ideas**

- Create oral, print and other media texts related to issues encountered in texts.



**Book Title:** Lightning Rider

**Author:** Jacqueline Guest

**Annotation:** January Fournier learns that her brother was in a horrible motorcycle accident and has become the prime suspect in string of motorcycle thefts. Jan knows her brother is not guilty but also knows that the local law enforcement, with the exception of Constable McKenna, are not fond of her brother because of his reputation in town. Jan and her brother face obstacles from the townspeople because of their Métis heritage. Throughout the novel, we learn of how she is treated simply because her family claims Métis status. We are also enlightened with a look at traditions of her people and their practices when faced with adversity.

**Text Set:** Joseph Boyden's *Wenjak* (Hard) Sylvia Olsen's *A Different Game* (Medium) Monique Polak's *The Middle of Everywhere* (Hard), Shirley Sterling's *My Name is Seepeetza* (Easy), Caroline Stellings' *The Contest* (Easy), Larry Loyie's with Constance Brissenden's *Goodbye Buffalo Bay* (Easy)

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Metis and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC5 and TC7 Key Concepts:**

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood, Western Eurocentric paradigm vs. Indigenous, Collectivism (vs. Western Individualism)

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Facing Adversity

**Topics:** family, faith, symbolism, Indigenous, First Nations, Métis, identity, justice, prejudice

**Recommended Grade Level:** Grade 9 (Approximately Grade 5 reading level)

The protagonist, January Fournier, is a 16 years old female- would likely appeal to male and female youth in junior and senior high school.

**Projects, Ideas and Activities:**

- **Essential Question:** What can we learn from adversity?
- **Before Reading:** Preview the text with students and have them predict what it might be about. Introduce the word, “adversity” and ask students to predict what it means and once the meaning is confirmed, using various tools (Google, text, online dictionary), model, using a think aloud approach (sharing your thoughts as you make decisions) where you might place this word, which is from the text, in the chart below.
- Introduce the students to the *Probable Passage Strategy* using the following key words from the book. Explain that just like adversity is a key word in the text, so are the following words and students are to work in pairs/groups to categorize them and to be prepared to share their reasons:
  - Youth Criminal Justice Act
  - Métis
  - Indian
  - Sweetgrass
  - Powwow
  - Minority
  - Smudge
  - Tsuu T’ina First Nations

Characters	Setting	Problem

- **Create GIST statements:** Using the words in the chart, compose a sentence about what the novel is likely about. For example, if the characters are “black cat, green turtle, red robin” and the setting words are “forest, sea” and the problem “stuck, long journey”, the GIST sentence could be: *In this story, there are characters including a black cat, green turtle, and red robin were by the sea and then got stuck in the forest while on a long journey heading home.*
- **During Reading:** If you have experience with literature circles or book clubs, proceed by having students select a text from the text set about the theme: Facing Adversity. The text set is listed after the annotation and the books are in this literature kit. Intersperse literature circle time with some whole class lessons using the anchor text and focused lessons on how to engage in literary analysis and close reading. One example is provided here.
- **Close Reading Lessons:** Using the anchor text, *Lightning Rider*, invite students to preview the first chapter and model for them the importance of taking notes as they read. Write the following terms on the board:
  - protagonist,
  - antagonist
  - inciting incident:
    - ...the event or a point that disturbs the actions and life of a protagonist and inspires him to pursue his mission vigorously.
    - ...starts the problem of the story or the main question readers want to know.
    - ... introduces the major conflict between protagonist and antagonist.
- Explain that close reading means that we are reading to make connections to a text and to focus our reading and analyze the text for certain literary elements.
- At the start of any narrative, it is important to determine who is the driving force in the story and what their mission is.
- After reading and modelling how to make notes on these elements, have students work in groups to do the same.
- To proceed with more literary analysis and close reading lessons, refer to the *Wenjak* annotation and the links of interest below.

#### Links of interest:

- **Background information about the author:** <http://www.jacquelinequest.com/about-jacqueline/>
- Invite the author to come and speak on topics such as ‘Rights and wrongs - History gets personal’ or ‘Q and A about the book’ (link below) <http://www.jacquelinequest.com/booking-inquiry-form/>
- Close reading lessons:
  - **Conflicts:** <http://www.nownovel.com/blog/kind-conflicts-possible-story/>).
  - **Theme:** <http://www.bucks.edu/media/bccmedialibrary/tutoring/documents/writing/Identifying%20themes.pdf>
  - <http://www.teachingcollegeenglish.com/2007/08/10/how-to-write-an-analysis-of-theme/>
  - **Literary Devices and Elements:** <https://literarydevices.net/literary-devices/>

#### Curriculum Connections:

Grade 9 Social Studies - YCJA - What is the intention of the Youth Criminal Justice Act? (C, PADM)

#### 9.1 Issues for Canadians: Governance and Rights

##### General Outcome

- Students will demonstrate an understanding and appreciation of how Canada’s political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

### **Local and Current Affairs**

- the attitudes of those in trusting positions - as we see in the news - where do the prejudices comes from?

## **English Language Arts Grade 9**

### **1.1 Discover and Explore**

#### **Express ideas and develop understanding**

- Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view

#### **Experiment with language and forms**

- Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

### **1.2 Clarify and Extend**

- **Combine ideas:** Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships

### **2.1 Strategies and Cues**

#### **Use comprehension strategies**

- identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences
- preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading

### **2.2 Respond to Texts**

#### **Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction
- Identify and discuss how timeless themes are developed in a variety of oral, print and other media texts
- Consider historical context when developing own points of view or interpretations of oral, print and other media texts
- Compare and contrast own life situation with themes of oral, print and other media texts
- Express the themes of oral, print or other media texts in different forms or genres
- Consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

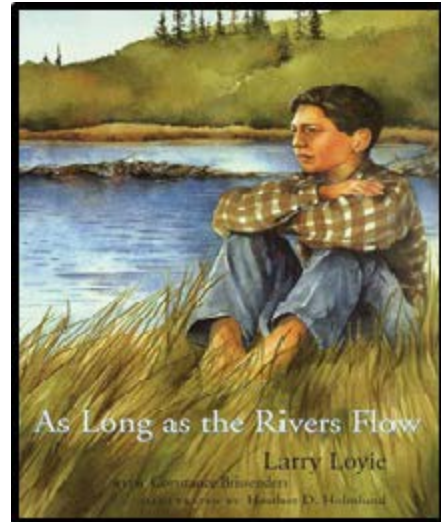
### **Appendix: Possible Passages Strategy**

- Choose eight to fourteen words or phrases from the text and present them to the students as a whole. Ensure the list contains important concepts from the text and represents the categories in either the narrative or expository text to be studied. **Be purposeful when choosing the words**, the list should include words that reflect the problem and learner outcomes. They could be some unknown words and should definitely be critical to the theme of the selection.
- Working as a whole class, (divided into groups after students become 'experts' at dissecting the probable passage word list) discuss all the words and phrases and decide into which



category from the matrix to put each word. As many of the words as possible should be used, but it is not necessary to place all of them into the matrix. It is important to remind the class that an 'Unknown Word' is one whose meaning is not known, not just those that the class can't place into a 'box'.

- Once the words have been categorized, students create a gist or prediction statement.
- When the matrix is completed, students then share their gist statements as a whole class, or in small groups.
- Brainstorm as a class what they want to discover before reading the selection.
- Read the text.
- After reading, compare the Probable Passages to what really happened and discuss into what categories the author might have placed the words. Also, students can reflect how using this strategy helped in understanding the text.



**Book Title:** As Long As the Rivers Flow  
**Author:** Larry Loyie with Constance Brissenden  
**Illustrator:** Heather D. Holmlund

**Annotation:** This is a four-chapter picture book, an autobiographical (first person) account of the author's life as a boy living near Slave Lake with his family prior to being taken away to St. Bernard's Mission Residential School in northern Alberta. In each chapter, the reader grows closer to understanding Larry's experiences of living as a Cree boy and learning firsthand about his family's traditions (stories of fishing on his own, hunting with his kokom, gathering berries with his siblings and cousins, and camping and listening to stories told by elders). Loyie illuminates how close the family is and how when Lawrence is taken away at ten years old to go to "mission" school, everyone is devastated. When Lawrence returns home at the age of 18, he finds it difficult to pick back up with his family's traditions. His experience of loss is explained in the epilogue.

**Text Sets:** First in a series of two texts about the author's life. The second text is *Goodbye Buffalo Boy*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC5 and TC6 Key Concepts:**

- Sustainability and caring for human and animal lives
- Balancing of male and female roles
- Passing down of knowledge on how to live off of the land
- Kinship
- Colonization and eurocentrism in residential schools

### TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit

- We learn about traditional ways of life of this Cree family as told from the ten year-old boy's point of view. We also learn about "sustainability" and "kinship":
  - **Ch. 1:** Larry's father finds an owl (they named "Ooh-Hoo") who has lost his parents in a storm. The children learn how to take care of the owl as their father teaches them to feed him "wild meat" and "to care for him until he is ready to fly away". The concept of "sustainability" is illuminated because the children see that the life of all living things matter and that it is important for humans and animals to support each other "to sustain" life.
  - **Ch. 1-4:** There is a balancing of male and female roles and the passing down of knowledge about how to live off the land throughout Larry's life. Some examples of how males and females share roles are: berry picking, smoking moose meat, sewing moccasins; hunting (i.e., Kokom and Larry meet a Grizzly, "the size of their house", and kokom shoots the bear. The concept of "sustainability" is illuminated as kokom thanks the bear for "giving up his spirit" and they use "every part of the bear" to show respect by not wasting what is left of him on Earth.
  - **Ch. 2:** Another traditional way of life is learning about medicinal properties of plants and ways of using plants to keep certain animals away. Grandma shares with Lawrence how "spruce boughs" are good for beds because they are "prickly", which keeps the mice and frogs away.
  - **Ch. 1-4:** Kinship is illuminated as a concept by virtue of the many introductions that the reader has to Loyie's immediate and extended family members. The reader learns that even he is surprised by how many aunts and uncles he had.

### TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

- **In Ch.3,** Kokom learns that children are being taken away by the government to go to school. By the last chapter, we experience the tears and feelings of desperation within this family as Lawrence is told that he will be taken away to go to "mission" school.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

#### Themes & Topics at a Glance:

**Themes:** Relationships, Care for Creation, Loss

**Topics:** caring for animals; learning from elders; passing down knowledge; stories as teachings.

**Recommended Grade Level:** Grades 4-9

#### Projects, Ideas and Activities:

- **Comparison and Contrast Reader Response:** Because Loyie has written two books *As Long As the Rivers Flow*, and a sequel, *Goodbye Buffalo Boy* that explore T5 and T6 from an author's point of view from childhood to young adulthood, there is an opportunity to compare and contrast what is learned in each book from Larry's point of view.
- **Write a Letter to Larry:** There is also an excellent opportunity for Grade 6 students to explore the familiar childhood/youth themes of building relationships, loss of relationships, and our

changing identity by having the students consider their own experiences of each theme compared to Larry's experiences depicting each theme. The exploration could be done visually, digitally, and/or in written form by the student (s) for Larry to share with him what they learned about Cree culture and residential schooling that will help them to move build relationships with other Indigenous brothers and sisters in their lives. They could do this after reading one or both titles.

- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to Larry's experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://biography.jrank.org/pages/441/Loyie-Larry-1933.html>

**YouTube:** <https://www.youtube.com/watch?v=pluUYegfW34> YouTube Link to a Classroom Discussion with Larry Loyie about his three autobiographical and biographical books ("*The Gathering Tree*", "*Goodbye Buffalo Bay*", "*As Long As the Rivers Flow*").

### **Curriculum Connections:**

#### **English Language Arts- Grade 4**

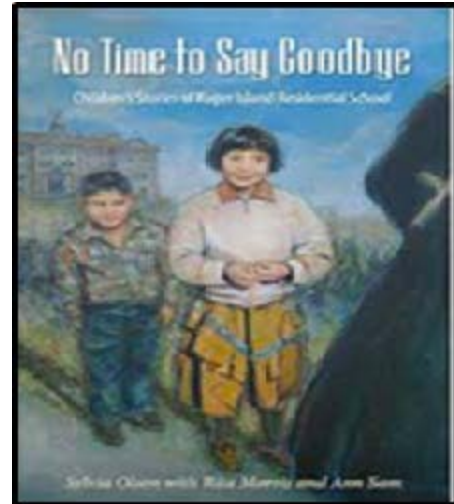
##### **2.2 Responds to Texts**

###### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

###### **Construct meaning from texts**

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences



**Book Title:** No Time to Say Goodbye

**Author:** Sylvia Olsen with Rita Morris and Ann Sam

**Annotation:** This is a fictional account of five children from Tsartslip school on Vancouver Island who were sent to live in Kuper Island Residential School, which is a Pacific West Coast island in British Columbia. Their stories are rooted in true stories told by residential school survivors from that school. The stories illuminate their experiences of pain of homesickness and confusion while trying to adjust to a world completely different from their own. Their lives are no longer organized by fishing, hunting, and family, but by bells, line-ups, and chores.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** The stories are direct but not overly descriptive of any atrocities.

**Themes & Topics at a Glance:**

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Tsartlip First Nations families and traditions

**Recommended Grade Level:** Grades 9 -10 (easy reading level- gr 5-6, sensitive content)

**Projects, Ideas and Activities:**

- **Task:** How can we honour residential school survivors in our local communities? Share with students that they will be learning about residential schools and what happened and why this happened in Canada. Explain that there are residential school survivors in their own communities. The purpose of learning about residential school survivors’ experiences is to move forward towards reconciliation, which means to build healthy Indigenous and non-Indigenous relationships between current and future generations. As the class studies literature and nonfiction resources about residential schooling, the goal is to develop ways to give back, and to honour and celebrate our Indigenous brothers and sisters.
- **Before reading the preface:** Ask the students what they already know about residential schools in Canada. Write down their contributions. Explain that they will be reading about five residential school survivors’ stories in *No Time to Say Goodbye*, and the stories are based on true accounts.
- **Preface:** Read the preface by the author about where the school is, how it was isolated and difficult for families to connect to, and that 20% of Indigenous children in the area were sent to residential schools and so on.
- **After reading the preface:** Have the students share their thoughts about whether their original understandings about residential schools are confirmed and whether they learned new information. Have the students generate questions about what it was like to be a student and now a survivor of residential schooling. List their questions.
- **Reading, Recording, Discussing Each Survivor:** Students refer to their questions and while reading chapter one, consider whether one or more questions is being answered. Also, as they read each chapter, which are about each individual residential school survivor, have the students decide how best to record what they learn about each survivor’s identity and the characteristics and competencies that they illuminate. A chart is one way for students to keep track:

Survivor	What They Experienced	Characteristics and Competencies
Thomas		
Wilson		
Joey		
Monica		
Nelson		

- **During and After Reading:** As the students develop a picture of who each survivor is, they may want to think of a way to reach out to the author to give something to the survivors who inspired these stories. Perhaps a video, website of growing local stories of survivors or some other tribute. Discuss what might be most respectful and possible. Consider multiple ideas and ways of representing what was learned and what the future needs to be for Indigenous and non-Indigenous peoples.

**Links of interest:**

- **Kuper Island Residential School Documentary:**  
<http://int.search.myway.com/search/video.jhtml?searchfor=residential+school+survivors+british+columbia+kuper+sland&n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q5=&si=32501657764&ss=sub&st=tab&trs=wtt&tpr=sbt&ts=1500050565772>

**Curriculum Connections:**

**High School English Outcomes**

**1.1 Discover possibilities**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2**

**1.1.1 Form tentative understandings, interpretations and positions**

- generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

**1.2 Extend awareness**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2 1.2.1**

**Consider new perspectives**

- describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]

**2.1 Construct meaning from text and context**

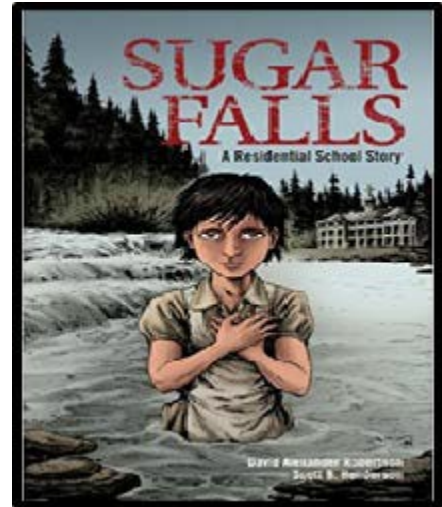
**ELA 10-1 ELA 20-1 ELA 30-1 2.1.2**

**Understand and interpret content**

- use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

- describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts;
- compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts
- analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme





**Book Title:** Sugar Falls: A Residential School Story

**Author:** David Alexander Robertson

**Illustrator:** Scott B. Henderson

**Annotation:** This is a short black and white graphic novel, a biographical (second person) account of Betsy Ross’s life. Betsy is an Elder from Cross Lake First Nation. The story is told by protagonists, Daniel and April, two high school students. Daniel has to write an essay about a residential school survivor. April asks her kokum, Betsy Ross, to share her story with Daniel. She shares her story, which is an emotionally poignant account of how she was abandoned by her birth mother who had been abused in a residential school and unable to care for Betsy. Betsy then lived with a new family and she grew very close to them. Her father knew that Betsy would be taken away by priests and nuns to a nearby residential school. To prepare Betsy for this eventuality, he takes her to a beautiful location where the “water crashes over the rocks” and looks like “white sugar” and shares with her that when she remembers this place, she will be touching his heart and their relationship would be stronger than anything; no one could break them apart or take away who she is if she takes time to remember. Betsy recounts how she was abused (i.e., rough treatment, hair cut against her will; asked not to speak Cree; and sexually abused).

**Text Sets:** This text refers to another graphic novel by the same author, *The Life of Helen Betty Osbourne*, a biographical account of Helen who was murdered and was a friend of Betty, the Elder whose story was told in *Sugar Falls*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC 6 Key Concepts:**

- Historical and intergenerational trauma
- Loss of language, culture, identity, and family
- Social inequity
- Racism
- abuse

**Sensitivities:** There is a reference to sexual abuse by the priest at the residential school.

**Topics and Themes at a Glance:**

**Themes:** Relationships, Family, Loss

**Topics:** learning from family and elders, passing down knowledge, stories as teachings

**Recommended Grade Level:** Grades 7-9

**Projects, Ideas and Activities (include links when necessary):**

- **Comparison and Contrast:** Because *The Life of Helen Osbourne* is referenced in this text, it would be interesting for students to read it and compare and contrast it to this text. Specifically, students could compare and contrast the two main characters' experiences of loss. Betsy loses her family but she holds onto her traditions and language (later became a Cree teacher). Helen loses her life. What is the effect of their experiences beyond themselves at the time of their experience and today?
- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to the characters' experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://www.darobertson.ca/>

**Curriculum Connections:**

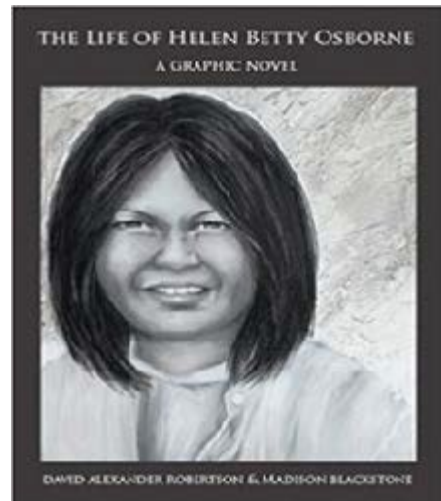
**English Language Arts- Grade 9**

**2.2.1 Experience various texts**

- explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction.
- consider the historical context when developing points of view or interpretations of texts.
- justify their point of view and interpretation using evidence from a text

**2.2.2 Construct meaning from texts**

- examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change.
- analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others.
- identify the main message, theme, point of view, argument and lesson or moral within a text.
- define their own interpretation of texts, based on experience, prior knowledge and evidence from the text.



**Book Title:** The Life of Helen Betty Osborne

**Author:** David Alexander Robertson and Madison Blackstone

**Illustrator:** Scott B. Henderson

**Annotation:** This is a short black and white graphic novel, a biographical (second person) account of Helen Osborne's life just before she was murdered. Helen left her home in Norway House, Manitoba to attend Guy Hill Residential School in 1969 and in September 1971, she entered Margaret Barbour Collegiate in The Pas, Manitoba. Two months later, on November 13, 1971, she was brutally murdered by four young white men. Years later, an inquiry concluded that her murder was the result of racism, sexism, and indifference. *The Life of Helen Betty Osborne* is a graphic novel about Betty's life up to that tragic November day. Her story is told by a young boy named Daniel. The events in Betty's story are true.

**Text Sets:** This text is referred to in another graphic novel by the same author, *Sugar Falls*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- Social inequity
- Racism
- Abuse

**Sensitivities:** There is a reference to abuse and murder but there are few details, which makes the topic approachable and accessible for young readers.

#### **Themes & Topics at a Glance:**

**Themes:** Loss, Human degradation, Racism

**Topics:** residential schools, long-term effects, family, culture

**Recommended Grade Level:** Grade 9

**Projects, Ideas and Activities:**

- **Comparison and Contrast Reader Response:** Because *The Life of Helen Osborne* is referenced in *Sugar Falls*, it would be interesting for students to read it and to compare and contrast the two main characters' experiences of loss. Betty loses her family but she holds onto her traditions and language (later became a Cree teacher). Helen loses her life and her family has to contend with the loss while advocating for Helen's story to be told to illustrate the need for eradicating racism through education about Helen's life.
- **Write an essay:** Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* after reading this novel and one or more that refer to characters who lived through abuses due to racism and human degradation. Students need to consider what was learned about being resilient through suffering and how such lessons ought to be carried forward to create conditions for resiliency for others experiencing inequity and injustice in their lives.

**Author's website:** <http://www.darobertson.ca/>

**Curriculum Connections:**

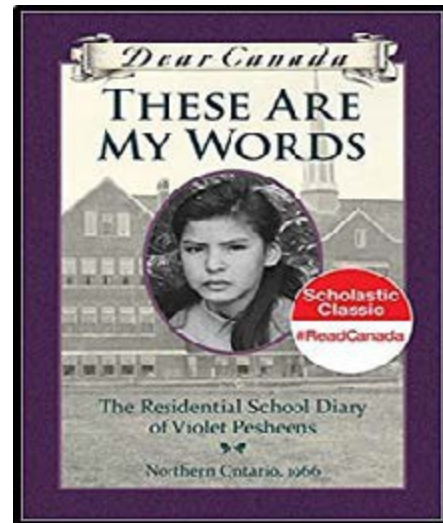
**English Language Arts- Grade 9**

**2.2.1 Experience various texts**

- explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction.
- consider the historical context when developing points of view or interpretations of texts.
- justify their point of view and interpretation using evidence from a text

**2.2.2 Construct meaning from texts**

- examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change.
- analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others.
- identify the main message, theme, point of view, argument and lesson or moral within a text.
- define their own interpretation of texts, based on experience, prior knowledge and evidence from the text.



**Book Title:** Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens

**Author:** Ruby Slipperjack

**Annotation:** This is a novel written as a fictional account in diary format about the protagonist, Violet Pesheens, who lived in a village in the Northern Ontario railway settlement, Flint Lake. Violet attended residential school in a nearby city. In the fall of 1966, 14-year-old Violet and seven other children leave Flint Lake for school in the city. *These Are My Words* presents the story of that year through Violet's eyes, starting with the tearful goodbyes as they board the "Train of Tears" (an allusion to the "Trail of Tears", the 1838 forced relocation of the Cherokee nation in the United States, a 1,000 mile forced march in winter, on which a quarter of the Cherokee died.) In *These Are My Words*, the First Nations children heading for the city survive their trip, but it is clear from Violet's account that it was dangerous and poorly planned by Indian Affairs. Drawing from her own experiences at residential school, Ruby Slipperjack creates a brave, yet heartbreaking heroine in Violet, and lets young readers glimpse into an all-too important chapter in our nation's history. The account illuminates her struggles to feel comfortable in this environment because she is stripped of her identity (her name is replaced with a number and her belongings from home are taken from her), and she misses her Grandma. Violet is not making friends easily with Cree girls at her "white" school, and she finds that she is an "outsider" and "everyone just stares" at her. As she stays in the school, she shares her fear of forgetting the things she treasures most: her Anishnabe language, the names of those she knew before, and her traditional customs. Her notebook is the one place she can record all of her worries, and heartbreaks, and memories.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC6 Key Concepts:**

**Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide

**Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop

**Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** Somewhat mature themes which makes it more suitable for middle school.

**Themes & Topics at a Glance:**

**Themes:** Loss, Identity and Culture, Human Resiliency, Life Challenges

**Topics:** Residential Schools, Indigenous Traditions and customs,

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Text-Text Connections and Comparisons:** Using *These Are My Words* as an anchor text, have students choose another text to read to compare the experiences of the protagonists in each text. As each chapter is read loud, consider how best to have students document what is happening to keep track of key events.

Chapters	Key Events	Character's Feelings	Character's Changes (development of self knowledge, personal strengths/weaknesses)
Chapter One			
Chapter Two			

- While reading this anchor text, read and discuss what happens to Violet (environmental changes, loss of relationships, struggles with new relationships, etc.) in each chapter and note them as key events. Then have the class infer her feelings and take note of changes in her ways of acting, talking, thinking, interacting.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read their own text about another character's experiences of residential school and complete the chart for their book. Develop criteria to assess the chart (note-taking key events and writing inferences).
- While working through the texts, eventually, students will be prepared to compare how the two characters are changing based on their experiences and what is positive and negative about these changes. (Develop criteria for what's important when writing about comparisons of two characters' experiences with residential schooling and the internal and external conflicts that they endure).

## **Curriculum Connections:**

### **English Language Arts Grade 7**

#### **2.1 Use Strategies and Cues**

##### **Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

#### **2.2 Responds to texts**

- identify and explain conflict, and discuss how it develops and may be resolved
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

#### **3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

#### **3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them
- compare, contrast and combine ideas and information from several sources



**Book Title:** The Contest

**Author:** Caroline Stellings

**Annotation:** Rosy, a humorous, spunky, dark-haired, girl is the first and only half-Mohawk girl to enter an *Anne of Green Gables* look-alike contest. Rosy meets Lydia, a young girl her age, and they become close friends. The only challenge is that they are both competing in an Anne look-alike contest and they spend the majority of the novel building up to that event.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

#### **TC1 Key Concepts:**

- Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31)
- Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist
- First Nations, Métis, Inuit

**Sensitivities:** Rosy ensures racist comments and discrimination, but the good aspect is that she recognizes it for what it is and gains even more determination and resiliency.

#### **Themes & Topics at a Glance:**

**Themes:** Challenges and Personal Growth, Family and Identity, Racism, Discrimination, and Identity, Resiliency

**Topics:** determination, friendship, belonging, community

**Recommended Grade Level:** Grades 5-7 (Easy read - main character is 12 years old)



**Projects, Ideas and Activities:**

- **Essential Question:** What helps us to grow as human beings?
- **Before Reading:** Preview the novel with the class. Uncover the plot -- that it is about a young “Half Mohawk” girl who, in her love of the character Anne in *Anne of Green Gables*, sets out to win an Anne “Look Alike” Contest. Explain to students that she faces many challenges along the way. The task as readers is to consider what challenges Rosy faces and what she learns from them. How does facing her challenges assist her to grow as a person?
- **Traits Graph:** One way to chart a character’s change in a novel is to brainstorm desirable and undesirable traits and then to make two graphs identifying traits that she illuminates and to plot the amount of evidence for each one.

Trait Graph for: \_\_\_\_\_ Character’s Name

**Directions:** Decide what three positive traits this character demonstrates and list them and colour the boxes for the amount of evidence to back up your claim in the text.

Massive Evidence			
A lot of Evidence			
Quite a Bit of Evidence			
Some Evidence			
Little Evidence			
	Trait:	Trait:	Trait:

- **During Reading:** Throughout the novel, support students to notice evidence of certain traits for Rosy. Keep a running list of traits and evidence and start plotting them while working the way through the novel
- **After Reading:** Write about which traits developed most for Rosy as she faced struggles in the book and share reasons why. Support students by modelling how to think aloud about the traits and how to choose the top three traits for Rosy.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
- Engage in exploratory communication to share personal responses and develop own interpretations

## 1.2 Clarify and Extend

### Combine ideas

- Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

## 2.1 Strategies and Cues

**Use prior knowledge:** Identify, and explain in own words, the interrelationship of the main ideas and supporting details

## 2.2 Respond to Texts

### Experience various texts:

- Explain own point of view about oral, print and other media texts
- Make connections between own life and characters and ideas in oral, print and other media texts
- Discuss common topics or themes in a variety of oral, print and other media texts

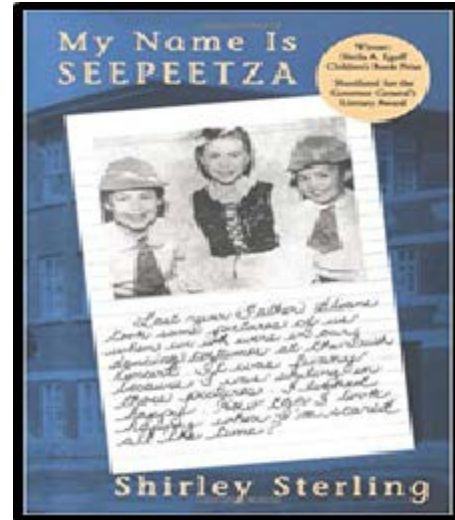
### Construct meaning from texts:

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings

## 2.4 Create Original Texts

### Structure texts:

- Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts



**Book Title:** My Name is Seepetza

**Author:** Shirley Sterling

**Annotation:** This novel is written as a first person diary account by the protagonist, who has two names, Seepetza at home and Martha Stone at residential school. She shares poignantly about her life as a twelve year old girl in a residential school during the late 50s in Kalamak, British Columbia. She provides a clear picture of her identities at school and at home, which encourages the reader to think about where she should have grown up and the methods and quality of her learning between the two different cultures.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6, TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** Abuse (verbal and physical)

### Themes & Topics at a Glance:

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Cree families and traditions

**Recommended Grade Level:** Grades 6-7 (Easy read - main character is 12 years old); likely appealing to girls

### Projects, Ideas and Activities:

- **Background information:** Reading about residential schools in Canada
- **Before Reading:** Consider reading to uncover answers to some key questions:
  - **What might we do as a class to honour what Cree communities and other Indigenous families have gone through in residential schools?**
    - What is Seepeetza’s identity at home compared to her identity at school?
    - What do we learn about her development as a character and the development of her competencies as a human being in each location?
    - What does this character teach us about facing struggles in life?
- After sharing the questions, have students share how they are different at home versus school. Using a Venn Diagram, chart what students share about how they are at school versus home. Using the word “identity”, have students explain what we need to notice to define someone’s identity (i.e., their roles (sister, daughter, etc.), where they live, what they like to do, what they say, how they talk, how they interact, what they think and feel; how other’s see them and talk to them; how they are represented in varied media--names, videos, pictures, etc.)
- Read diary entries for September and October (to about page 30) and make notes on a Venn Diagram, where one side is the protagonist as Seepeetza and the other side is her identity as Martha. Draw students’ attention to the maps drawn of her home at Joyaska Ranch and the school diagram drawn on the opposite page that show how she begins the novel by naming herself using her two identities.
- **During Reading:** After reading to page 30, stop to gather and work as a class to share some of the notes that students wrote as they listened to or read the beginning of the book.
- **After reading:** Debrief about some of the inferences that can be drawn about the characteristics that this character is demonstrating to us through her two identities. Choose one characteristic that defines who she is at home compared to who she is at school. Write a paragraph about what these two characteristics are and evidence in the text and from background experiences that justify the claims. Do this paragraph together. When concluding the paragraph, consider how to share a developing insight about human nature (how people can be and were in this novel). Such an insight is important since the character is helping the reader to see the injustices experienced to illuminate what residential schooling did to others within her Cree community as well as other Indigenous children’s communities.
- Continue with this comparison and contrast note-taking and character analysis throughout the novel. Throughout the reading of the novel, stop to reflect on the main question: **What might we do as a class to honour what Cree communities and other Indigenous families have gone through in residential schools?** Gather students’ ideas (one example might be to create our own local history of stories of residential school survivors to acknowledge, present, and give “voice” to their identities before and now.) Consider when to act on the students’ ideas and develop criteria for multiple projects to be started as the reading of the novel continues.

**Links of interest:**

<http://www.myteacherpages.com/webpages/mkiva/esoms-.cfm?subpage=1735839>

[www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepeetza.pdf](http://www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepeetza.pdf) - Vancouver School Board Novel Study \*always cross reference activities with ELA/Social Studies Alberta Curriculum connections.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

**1.2 Clarify and Extend**

**Combine ideas**

- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

**2.1 Strategies and Cues**

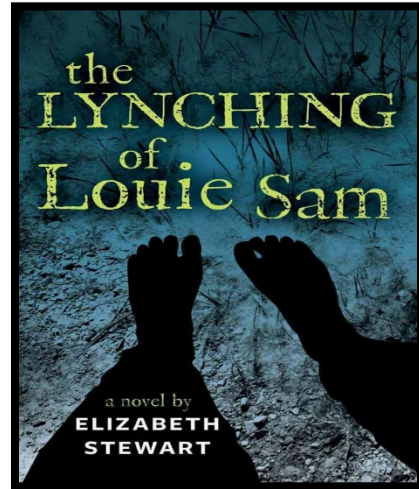
**Use comprehension strategies**

- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.2 Respond to Texts**

**Construct meaning from texts**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings



**Book Title:** The Lynching of Louie Sam

**Author:** Elizabeth Stewart

**Annotation:** In this novel, author Elizabeth Stewart weaves historical facts to share the story of Canada's only lynching through the lens of a fifteen year old boy named George Gillies. When a local man is murdered, suspicion immediately falls on an Indigenous teenager named Louie Sam. Unhappy when the Canadian law enforcement seeks trial for Louie Sam, George and his friend Pete follow a lynch mob called the Nooksack Vigilance Committee across the Canadian/United States border to capture and hang him. When George discovers that the boy is only a year younger than him, he begins to question whether Louie Sam is capable of the violent crime. With little opportunity to stop the hanging, the mob take justice into their own hands. George is traumatized by the act and begins to have visions of Louie Sam, an emission of his own guilt. In an attempt to set things right, George questions the motives of the mob leaders and uncovers the truth by implicating powerful men in the town. Although true justice for Louie Sam is never found, George's attempt to convince others to care about the miscarriage of so-called justice proves his manhood, but has serious consequences for his family in the end.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislations between the Crown and First Nations, Metis and Inuit advances the process of reconciliation.

TC5 Albertans gain an awareness and appreciation of the experiences and worldviews of First Nations, Metis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Metis and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC5 and TC6 Key Concepts:**

- Forced relocation: the government tries to put Nooksack on a reservation.
- Laws and relationships, kinship, sustainability, holistic being: tribe values work ethic and building a community together; Joe avenges his cousin's death; Agnes saves George's sister with traditional medicine.

- Colonization and cultural genocide: Joe’s brother is “learning to be white” in residential school; settlers strip the Indigenous people of their wilderness and way of life; families are dying from Smallpox.

**Sensitivities:** Characters in the story use derogatory language when referencing Indigenous people (e.g., “bad indian,” “savage,” and “red-skin dog”). While racism expressed by the characters in the story are offensive, it is meant to reflect the attitudes of the period and the uneasy relationship between white settlers and Indigenous people.

**Themes & Topics at a Glance:**

**Themes:** justice; decision making; racism

**Topics:** mob mentality; history; harshness of settler life

**Recommended Grade Level:** Grade 9

**Projects, Ideas and Activities:**

- **Theme Maps:** Organize students in teams of four and provide each group a map with an assigned theme. To access prior knowledge, invite students to turn the map over and define the theme word using symbols, quotes, synonyms or examples from literature and lived experiences. Divide the novel into sections for reading. Following each section, invite teams to add information in each of the four quadrants on the theme map:
  - Vocabulary: define unfamiliar terms or words that have cultural relevance.
  - Textual Evidence: reread sections of the text and extract specific passages, quotes, and dialogue to provide a written explanation of how these examples are connected to the assigned theme.
  - Symbols: identify symbolism throughout the story and create one symbol to represent your theme word (consider assigning this task to the an English Language Learner in the group who has not acquired the language proficiency to complete a written response).
  - Author’s Craft: select and analyse figurative language, parts of speech, point of view and nuances in dialogue to understand how language can expand meaning and provide insight into character and plot.

To conclude the novel study, ask groups to create a theme statement using the theme word on their map and present their findings to the class using modes and media of their choosing (e.g., interview, video, PowerPoint, storyboard, etc.).

- **Socratic Seminar:** Similar to the fishbowl strategy, the socratic seminar is based on Socrates’ theory that it is important to engage students in dialogue by responding to their questions with questions, instead of answers. After examining “The Lynching of Louie Sam,” pair students and have them determine who will be partner A and partner B. Once decided, partner A will form an inner circle and partner B will form an outer circle, standing directly behind partner A. The teacher or a student poses an open-ended question pertaining to a specific idea, issue or value from the text. Members of the inner circle respond to the question and to each other using textual evidence. The dialogue encourages critical reflection, listening skills and a consideration for multiple perspectives. During the dialogue, partner B observes partner A and his/her contribution to the conversation (e.g., presents new ideas, responds to a peer’s question or statement, uses textual evidence, maintains eye contact and attention, etc.). Once the seminar is concluded, partner A and partner B switch roles. Another question is posed and the process is repeated.

## **Curriculum Connections:**

### **English Language Arts - Grade 9**

#### **2.2 Responds to Texts**

##### **Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions
- consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

##### **Construct meaning from texts**

- identify and discuss theme in oral, print and other media texts

##### **Appreciate the artistry of texts**

- discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts
- describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character

#### **3.4 Share and Review**

##### **Share ideas and information**

- communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussion and articles

#### **5.1 Respect Others and Strengthen Community**

##### **Relate texts to culture**

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history

#### **5.2 Work within a Group**

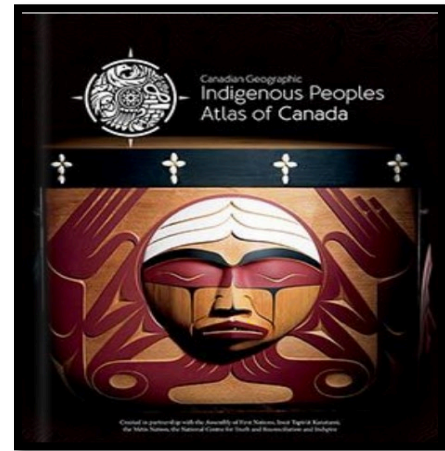
##### **Cooperate with others**

- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

##### **Work in groups**

- share the responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making notifications to meet stated objectives





**Book Title:** Indigenous Peoples Atlas of Canada

**Author:** The Royal Canadian Geographical Society/Canadian Geographic

**Annotation:** The four-volume atlas was inspired by the Truth and Reconciliation Commission's Calls to Action and shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples. Each book explores themes of language, demographics, economy, environment and culture, with in-depth coverage of treaties and residential schools. The rich narratives are told through the eyes of Indigenous writers and include reference maps and hundreds of historical and contemporary photographs. The resource is an excellent support to young Canadians who are learning about diverse Indigenous values, practices, cultures, traditional lands and language systems that have been systematically destroyed.

**Text Sets:** The Indigenous Peoples Atlas of Canada Giant Floor Map assists students in understanding the past, present and future of Indigenous Peoples in Canada. The map is accompanied with a teacher's guide, cards, and activities that engage students in topics focused on climate change, Indigenous governance, connection to the land/demographics, Universal Declaration of Human Rights, Indigenous languages, relocation, original place names, Residential schools, seasonal cycles, migration patterns, and traditional ways of knowing and being. [http://www.canadiangeographic.com/educational\\_products/ipac\\_floor\\_map.asp](http://www.canadiangeographic.com/educational_products/ipac_floor_map.asp)

### **Connection to First Nation, Métis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples – First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**Text Connections to Key Concepts:** Each volume has a unique connection to the Foundational Terms and Concepts which may include, but are not limited to:

- Traditional territories/histories: Indigenous populations affected by Eurocentric cartography; geographic boundaries of various traditional territories.
- Settlement: impacts of European resource exploitation and settlement; Métis farming settlement, Road Allowance people.
- Policy and legislation: Indian Act; forced relocation, Métis script, settlement.
- Residential school experiences and social implications: the effects on the demographic composition of Indigenous communities; the unmarked Indigenous burial grounds identified in relation to Residential schools; impacts on the spiritual, familial, and linguistic dynamic of Indigenous communities.
- Linguistic diversity and language revitalization: diverse Indigenous languages spoken in different regions across Canada; languages at greater risk of becoming extinct; original place names of local regions and geographic features.
- Stewardship and sustainability: climate change and its effect on Indigenous communities; sustainability of bison hunting; valuable resources and good transportation for widespread trade among Indigenous communities.
- Connection to the land: lifeways dependent on seasonal adjustments; plants used for healing purposes; natural materials to create goods.
- Roles and responsibilities: gender roles in the type of work performed by Métis in connection to fur trade.

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** interrelationships, languages, patterns and trends, sovereignty, arts and culture, racism, reconciliation, governance, justice, worldview, lifeways, activism, community, migration,

**Topics:** Treaties, fur trade, Residential schools, environmental issues, Indian Act, colonialism, Red River carts, road allowance people/communities, oral tradition, wildlife.

**Recommended Grade Level:** Grades 6-12

**Projects, Ideas and Activities:**

- Most Canadian students are used to seeing historical Canadian maps from a European perspective, and one of the principal reasons for their creation was to reinforce the concept of control or political power. As a result, details important to Indigenous Peoples were usually excluded from the new maps created by the European explorers and settlers, while details emphasizing the European view of land ownership and control were included.
  - Have students create maps of their neighbourhood, adding whatever they believe is important. Catalogue and analyze the types of things they have included in their maps. How are their maps different from the maps that their community or province produces?
  - Have students examine the possibility of combining Indigenous and Eurocentric cartography and ask them to produce a map that includes elements of both.
  - Examine the maps throughout the Atlas and discuss the boundaries and sizes of various treaty areas. Why do the sizes vary so much? How were the boundaries determined?
  - Examine the connection between the surveying and re-mapping of parts of Manitoba, the long-lot survey system, and Louis Riel.

- Canadian Geographic Indigenous Peoples Atlas of Canada Teacher's Guide:  
[http://www.canadiangeographic.com/educational\\_products/activities/ipac\\_gfm/IPAC\\_Atlas\\_TG\\_EN\\_G.pdf](http://www.canadiangeographic.com/educational_products/activities/ipac_gfm/IPAC_Atlas_TG_EN_G.pdf)

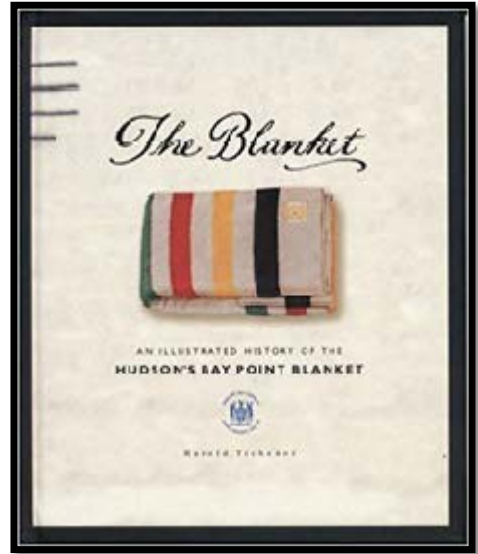
**Curriculum Connections:**

**Social Studies - Grade 7**

**7.1 Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.**

**7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:**

- What were the different ways in which Aboriginal societies were structured?
- What were the social and economic factors of European imperialism?



**Book Title:** The Blanket, An Illustrated History of the Hudson's Bay Point Blanket

**Author:** Harold Tichenor

**Annotation:** The story of this marvelously utilitarian product has been told in a colorfully illustrated book that covers the blanket's two hundred year history. The book traces the woolen blanket as an item of trade, from the inception of the Hudson's Bay Company in 1670, to the formal adoption of the blanket in 1780. During the 1800s, their warmth and durability made them a favorite of the Indigenous peoples, traders and pioneers. Today, these blankets are still essential gear and have accompanied explorers to the top of Everest and to the heart of Antarctica and have been used for everything from sled and boat sails to panning for gold.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

#### **TC4 Key Concepts:**

- The HBC point blanket was a valued commodity in the early days of Canada's history and was an important trade item between First Nations and European peoples.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** History of the Hudson's Bay Company

**Topics:** the use of the point blanket in fashion and home accessories, how blankets were made at the start of the Industrial Revolution

**Recommended Grade Level:** Grades 7-9

\* Recommended as a teacher resource to build background knowledge on how the HBC blanket, through its trade with Canada's First Nations, was a major contributor to Canada's story

(<http://www.hbcheritage.ca/teacher-resources/TG-HBC-Blanket-ENG.pdf>)

**Projects, Ideas and Activities:**

- **Storyboard:** The HBC point blanket was valued both by First Nations and European peoples as it was suited to the Canadian climate and could be used for many purposes. Create a storyboard that shows the various uses of the point blanket by Indigenous people and/or Europeans and tell why it was valuable for each use.
- **Comparison:** Using a graphic organizer, compare current methods of producing woolen blankets with the method used 200 years ago..
- **Write a Letter:** The point blanket was an important trade commodity between the First Nations and the Europeans. Write a letter that a European trader would send home describing how the blanket was important to the success of his trading with the First Nations.
- **Dramatization:** Create a drama showing the Europeans and First Nations involved in the trading process.

**Curriculum Connections:**

**English Language Arts - Grade 8**

**2.4 Create Original Text**

**Elaborate on the expression of ideas**

- retell oral, print and other media texts from different points of view

**3.3 Organize, Record and Evaluate**

**Organize information**

- organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- organize ideas and information to establish an overall impression or point of view in oral, print and other media texts

**4.1 Enhance and Improve**

**Enhance artistry**

- experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood

**4.3 Present and Share**

**Present information**

- plan and facilitate small group and short, whole class presentations to share information

**5.1 Respect Others and Strengthen Community**

**Relate texts to culture**

- compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history

## English Language Arts - Grade 9

### 2.2 Respond to Texts

#### Experience various texts

- consider historical context when developing own points of view or interpretations of oral, print and other media texts
- compare and contrast own life situation with themes of oral, print and other media texts

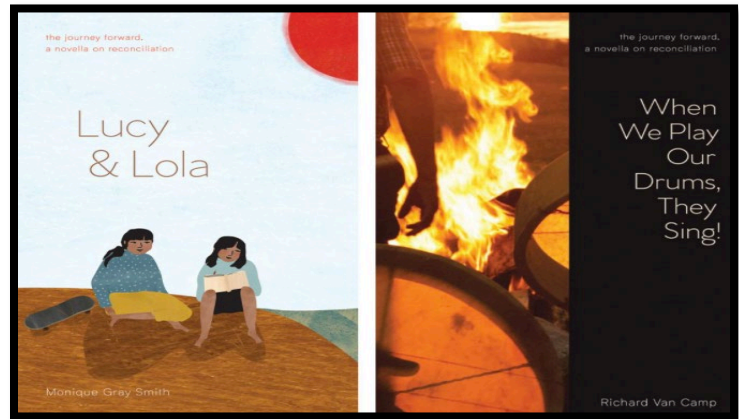
### 5.1 Respect Others and Strengthen Community

#### Appreciate diversity

- examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts

#### Relate texts to culture

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history



**Book Title:** Lucy & Lola/When We Play Our Drums, They Sing!  
**Authors:** Richard Van Camp, Monique Gray Smith, and Julie Flett

**Annotation:** *Lucy & Lola* and *When We Play Our Drums, They Sing!* focus on two contemporary Indigenous families who are experiencing the lasting impacts of residential school. The two novellas have been bound together in a flipbook format giving the reader a chance to experience two points-of-view on Residential schools and reconciliation.

*Lucy & Lola* is a story about 11 year-old twins who spend the summer with their Kookum so their mom, Mary, can focus on studying for the bar exam. The girls are taught to be proud of their Indigenous identity and culture; they smudge to feel closer to their ancestors and learn words in the language of the Snuneymuxw people, whose traditional territory includes Gabriola Island where their Kookum lives. The author reveals the realities of deeply entrenched racism when the twins encounter a woman who assumes when they say their mom is getting ready for the bar, that they mean tavern, not law exam. Mary and her mother's experiences at residential schools run as a current through the story; however, the daily interactions between characters, more poignantly, the woman's apology for her unintentional racist comment, provides opportunity for healing and understanding, both for the characters and the reader.

*When We Play Our Drums, They Sing!* is a story told from the perspective of Dene, an adolescent boy living in a small Northwest Territories community. His mother, a residential school survivor, is the town mayor and overwhelmed with grief after losing her husband to illness. Dene is at constant conflict with his school principal, who despite having lived in the community for 30 years, has made no effort to learn about the local Indigenous culture or language. Following an incident involving defiant behaviour, Dene is granted a four-day excused absence which he spends with a blind Elder named Snowbird. Dene expresses his concern about elders in the community dying and the risk of their history not being passed down to the next generation. He also asserts his frustration with the education system; they spend hours studying colonial history but not their own traditional ways of hunting, fishing, and celebrating. The shadow of residential schools looms over their daily existence, but they are not taught about the atrocity in class or, in many cases, at home. Snowbird teaches Dene many of the things he wants to know, including words in their Tlicho language, what it was like during the time when Indian agents were taking children away to residential schools, and even a traditional drum song that Dene's father used to sing. By the end of his time with Snowbird, Dene is grateful for the knowledge, but no less adamant in his belief that things need to change.

#### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**Text Connections to Key Concepts:**

- Elder: medicine power and knowledge of old and new ways.
- Traditional ways of life: picking medicines, berries and rat root; camping in moose-hide teepees, tea dance; lawmakers; following the seasons.
- Laws and relationships: Dene law is to “share what you have”; don’t put water on the ground because it is sacred - “cradle the water as it cradles you, water is life.”
- Residential school and social implications: experiences of three generations of women who have been impacted by Residential schools and how, in their own way, they’re attempting to make their individual lives better; Witness Blanket; Indian Agent; children stripped of their childhood; loss of language.
- Linguistic diversity and language revitalization: Snowbird teaches Dene words in Thcho, the traditional language of Dene First Nations.
- Symbolism: drumming; song and storytelling; when Dene plays his drum, the people in his world will sing with him in spirit.
- Ceremony: smudging is performed to give thanks for a safe passage and cleanse the mind, body and soul; medicine bundles containing precious items are carried to provide courage when in fear.
- Stewardship and sustainability: Dene’s respect for the land is interwoven throughout the story (e.g., concern for climate change, warmer winters, absence of caribou, etc.)
- Connection to land: kookum’s connection to the land, seas, and stars is an important part of her healing journey.

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** reconciliation, healing, racism, respect, love, stewardship, storytelling, stereotypes

**Topics:** Residential schools, smudging, Elder, climate change

**Recommended Grade Level:** Grades 5-8

**Projects, Ideas and Activities:**

- **Making Inferences:** Begin by sharing the following question with students: What is the relationship between textual evidence and a reader’s interpretation of a text? This question guides students thinking about the process of making inferences. Inferring requires the reader to use an appropriate amount of background knowledge in combination with textual evidence to draw a conclusion. Explain that as readers we draw clues from both “seen” (words, pictures, charts, graphs, etc.) and “unseen” (resides in the reader’s head such as ideas, opinion, background knowledge) text. To consolidate students’ thinking, distinguish the difference between prediction and inference. Once students understand that an inference is not a logical guess, but rather a logical conclusion based on background knowledge and clues that are not directly confirmed by the author, provide excerpts from the novellas *Lucy & Lola/When We Play Our Drums, They Sing*. The excerpts should require students to use clues to determine the meaning of figurative language or the connotative meaning of a word or phrase. For each passage presented, pose a question for students to answer. For example, pages 36-39 uses lava as a repeated metaphor throughout the passage. What does it convey about



the impacts of residential schools? Invite students to answer the question by applying the It Says...I Say...And So... strategy:

- It Says: Find information from the text to help answer the question. This may include a quote or paraphrase.
- I Say: Think about what you know about the information presented.
- And So: Put together the information from the text with what you know, then answer the question.

Students repeat the strategy for each of the passages. Once complete, return to the guiding question from the beginning of the lesson and record responses on the whiteboard. As a concluding activity, organize students in groups of three. Ask them to uncover their learning by reviewing all of the responses, and together, write a statement of understanding using the stem: I understand that... The goal is for students to state a relationship between textual evidence and a reader's interpretation of a text.

### **Curriculum Connections:**

#### **English Language Arts - Grade 6**

##### **2.1 Use Strategies and Cues**

###### **2.1.1 Use prior knowledge**

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

###### **2.1.2 Use comprehension strategies**

- monitor understanding by evaluating new ideas and information in relation to known ideas and information

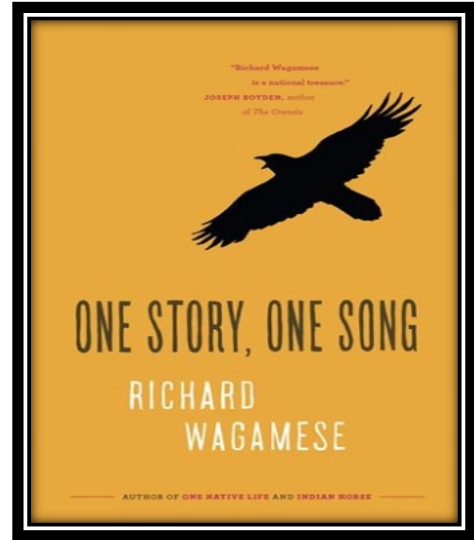
##### **2.2 Responds to Texts**

###### **2.2.1 Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres

###### **2.2.2 Construct meaning from texts**

- identify or infer reasons for a character's actions or feelings
- make judgement and inferences related to events, character, setting and main ideas of oral, print and other media texts



**Book Title:** One Story, One Song

**Author:** Richard Wagamese

**Annotation:** One Story, One Song is autobiographical work that, even in its structure, leads the reader into understanding how the beliefs of Indigenous peoples can be reflected in one man's life through his relationship to the land and with his wife and others. The book is organized into sections that reflect the principles our traditional teachers sought to impart: humility, trust, introspection and wisdom (the cardinal points on the Medicine Wheel). Wagamese invites readers to accompany him on his travels. His focus is on stories: how they shape us, how they empower us, how they change our lives. Wagamese reveals the abuse he suffered as a child and the years he lived homeless battling substance abuse as well as his triumphant recovery and his journey to peace and love. On the onset of every section, there is explicit conveyance of how Indigenous culture determines how he and others see the world and live their lives.

**Text Set:** *Running in the Family* by Michael Ondaatje explores the idea of a lost son and family due to a father's addiction. The text considers the discrimination of the Tamils by the Sinhalese though both cultures have been a part of Sri Lanka for centuries.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC 2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Metis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Metis and Inuit experiences related to forced assimilation and residential school and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Metis and Inuit beliefs, traditions and practices to advance reconciliation.

### **TC2, TC6 and TC7 Key Concepts:**

- Laws of relationships, kinship and sustainability: Wagamese organizes the foundations of belief into chapters or short essays:
  - East: Humility

- South: Trust
- West: Introspection
- North: Wisdom
- Residential school experiences: in the chapter “The Path to Healing,” Wagamese confronts the abuse of neglect and addictions that formed in the children who attended residential schools and how then their children created these same realities in their lives.
- Societal inequity (socioeconomic gaps): connection between the Indigenous culture and homeless people; questioning how authority and education can manifest answers about either without the voice of those experiencing its reality. The chapters “The Real Experts” and “New Shoes” examine the author's own experiences with homelessness.
- Connection to the land: in the chapters “Harmony” and “The Caribou Teaching,” the author notes how non-Aboriginal people must learn from their capacity to see human as nature and a part of the cycle they are destructively disrupting.
- Linguistic diversity and language revitalization: considering the divisions of language and lexicon between cultures in the chapter “The Word” and how this determines an “us” and “them” attitude we must remove in order to reconcile.

**Sensitivities:** There is description of painful realities as Wagamese talks about sleeping rough, discrimination, reference to rape and a section of the reflections about nature where violence committed to the body of a deer is vividly described.

#### **Themes & Topics at a Glance:**

**Themes:** resurrection of self; identity and redefining; belief and culture; balance

**Topics:** residential schools after effects; addiction; homelessness; societal perceptions and techniques to ‘answers’ and ‘solutions’; being a writer/creator

#### **Recommended Grade Level: Grades 10-12**

#### **Projects, Ideas and Activities:**

- **Cultural Perspective Writing:** Consider a research piece on nature; what do the trees symbolize, the types of birds one sees, the grasses, etc. What might this mean to an Ojibwe person?
- **Personal Anecdotal/Philosophical Response:** Write about a time in your life when nature moved you into feeling, action, contemplation, emotion.
- **Personal Response Creative:** Choose a character from the text that Wagamese has interacted with and learned from. From their point of view, write about a turning point in life.
- **Communal Poem on Addiction:** Preface with the right to dissent-show exemplars of other pieces written to discuss how metaphor can be used in the creative discussion of this reality.
- **Essay:** Write a critical comparison and contrast essay using One Story, One Song by Richard Wagamese and Running in the Family by Michael Ondaatje.

#### **Curriculum Connections:**

#### **English Language Arts - Grade 11**

##### **1.2 Extend awareness**

##### **1.2.1 Consider new perspectives**

- select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed
- compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts

## **2.3 Respond to a variety of print and non-print texts**

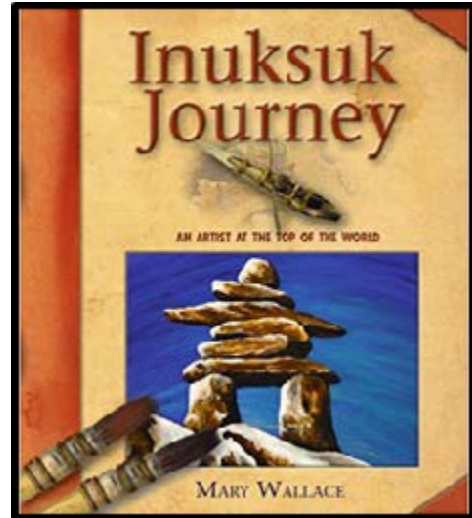
### **2.3.1 Connect self, text, culture and milieu**

- identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
- respond personally and analytically to ideas developed in literature and other texts
- explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others
- respond personally and critically to cultural and societal influences presented in Canadian and international texts

## **5.1 Respect others and strengthen community**

### **5.1.2 Appreciate diversity of expression, opinion and perspective**

- appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed
- explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours
- analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions



**Book Title:** Inuksuk Journey - An Artist at the Top of the World

**Author:** Mary Wallace

**Annotation:** This picture book is the artistic journal of the author's summer trip to the Arctic. It contains a variety of photographs, sketches, and artifacts of Inuit life, including her experiences with Arctic wildlife, hunting, fishing, and living off of the land in traditional ways. Mary also writes about being accompanied by Inuit guides and learns about undisturbed relics of Inuit life dating back thousands of years.

**Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

**TC1 and TC5 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood (Western Eurocentric paradigm vs. Indigenous, Collectivism vs. Western Individualism), Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Symbols and Cultural Identity

**Topics:** Arctic, modern and traditional ways of life, Inuit, land, artistic and spiritual celebration, wildlife

**Recommended Grade Level:** Grades 4-7

**Projects, Ideas and Activities:**

- **Taking on the role of the author:** Consider what students will learn by imagining that they are the author and have been invited to do a presentation about this trip and the lessons learned. They are invited to speak to a younger group of students (a grade below) and they have one week to prepare their presentation which is to communicate the main ideas shared in this picture book.
- In preparation for this presentation, students choose a method of summarizing the key ideas as the text is read aloud over the course of one week.
- One way could be: “Stop -Jot- Summarize”:

Stop and Jot	Sum It Up Sentences
Page	
Page	
Page	

- **Before reading:** Review the task as outlined and share the organizer. Explain that when preparing to do a presentation, it is important to know what the key ideas are to be shared. One way to do that for this task is to listen to what happened to Mary and stop to jot a few notes and then sum up the main message to be shared.
- **During Reading:** While reading the introduction, take notes as a class to determine what is most important to write down and then determine, using a think aloud approach, how to write a summary using one’s own words.
- As the book continues, students will begin to write their own notes and to summarize as they listen to the text read aloud.
- Develop a rubric with students using the co-constructing criteria approach (i.e., see the first few pages of the book, Setting and Using Criteria by Anne Davies at this link: <http://files.hbe.com.au/samplepages/SOT1809.pdf> ). Once students have experienced how to write notes and to summarize important points, they can co-construct criteria based on their shared experience and model of what is expected.
- As students prepare to use their notes to prepare a presentation, have them review the text and any online images that they consider to be helpful to use in their presentations and also, provide students with some tips about using less information on the slide and more visually oriented information than text-heavy slides.

- Model how to prepare an introduction and start the first slide using the class notes. Once students have a clear understanding of what is expected, have them complete their presentations to be shared with another class.
- Consider working with students to develop criteria for their presentations. This criteria can be used by their audience to provide each student with two stars (two compliments based on the criteria) and one wish (one aspect of the presentation to improve based on the criteria)

**Curriculum Connections:**

**English Language Arts Grade 4**

**2.1 Strategies and Cues**

**Use comprehension strategies:**

- Comprehend new ideas and information by responding personally and discussing ideas with others
- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.4 Create Original Text**

**Generate ideas**

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

**3.1 Plan and Focus**

**Plan to gather information**

- Develop and follow a class plan for accessing and gathering ideas and information

**3.3 Organize, Record, and Evaluate**

**Record information**

- Paraphrase information from oral, print and other media sources



**Book Title:** Shannen and a Dream for a School

**Author:** Janet Wilson

**Annotation:** This is a nonfiction text that tells the story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. By 2008, Shannen and students at J.R. Nakogee Elementary created a YouTube video describing the poor conditions in their school (smelly portables) and their plea for a decent school. This video captured attention and support from community leaders and children across the country. Because of the momentum, the students decided to visit Ottawa to speak to the Canadian government. Once there, Shannen spoke passionately to the politicians about the need to give Indigenous children the opportunity to succeed. The following summer, Shannen was nominated for the International Children’s Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country. Tragically, Shannen was killed in a car crash in 2010. Her family, friends, and supporters are continuing to fight and to honor her memory as they work for equality for children in communities everywhere.

**Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

**TC1 and TC2 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC2:** Traditional Territories (First Nations within Alberta and their traditional territories/histories), Métis within Alberta and traditional territories/histories), Inuit within Canada and traditional



**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Loss and Hope, Dreams and Reality

**Topics:** Cree First Nations in Northern Ontario, political advocacy

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- **Reconciliation:** Should we take part in supporting Shannen’s Dream by participating in one of the seven ways that are advocated on her website?: <https://fncaringsociety.com/shannens-dream>
- To understand **Truth and Reconciliation**, consider what Shannen did by reading this book and then read the Calls to Action for Educators.
- **During Reading:** While reading *Shannen and a Dream for a School*, consider what their truth or reality was that Shannen and the students were fighting for. List their concerns. Then, reading what they did together, how did they meet one or more TRC Calls to Actions? Review the list above mark the text (\* or highlight) and be prepared to discuss them.
- **After Reading:** Considering that Shannen had an untimely and tragic death, a website was created in her honour and there are seven possible ways for you to get involved in furthering her dream:  
<https://fncaringsociety.com/7-free-ways-make-difference>
- Review the seven ways and decide if you can get involved in any one of them. Identify which of the seven ways that you could see being involved and tell why.

**Links of interest:**

<https://fncaringsociety.com/shannens-dream>

**Curriculum Connections:**

**1.1 Discover and Explore**

- Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences

**1.2 Clarify and Extend**

- Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others

**2.2 Responds to Texts**

**Experience various texts**

- Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view
- Explain connections between own interpretation and information in texts, and infer how texts will influence others

# **DIVISION FOUR BOOKS**

## Book Title Annotations

### Division 4

Boyden, Joseph. Wenjak

Dennis, Darrell. Peace Pipe Dreams

Dimaline, Cherie. The Marrow Thieves

Downie, Gord and Lemire, Jeff. Secret Path

Florence, Melanie. Missing Nimâmâ

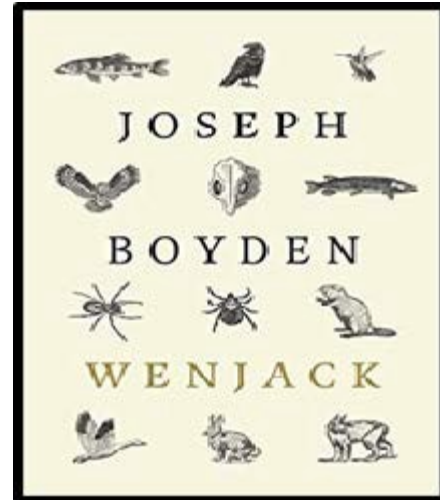
Mishenene, Rachel A. and Toulouse, Pamela Rose. Strength and Struggle: Perspectives from First Nations, Inuit and Métis Peoples in Canada

Olsen, Sylvia with Morris, Rita and Sam, Ann. No Time to Say Goodbye

Ruffo, Armand Garnet. The Thunderbird Poems

The Royal Canadian Geographical Society/Canadian Geographic. Indigenous Peoples Atlas of Canada

Wagamese, Richard. One Story, One Song



**Book Title:** Wenjak

**Author:** Joseph Boyden

**Illustrator:** Kent Monkman

**Annotation:** This is an historical fiction novella about Chanie "Charlie" Wenjack, an Ojibwe boy who runs away from Northern Ontario Cecilia Jeffrey Indian Residential School, not realizing his home in Ogoki Post, Kenora is hundreds of miles from the school. This is a first person retelling in the voice of Chanie and then switches to third person point of view of Manitous (animal spirit guides) who share what they see as they follow Chanie and his friends on their journey. Manitous provide commentary as well as comfort on his attempted journey home. Cree artist, Kent Monkman, depicts the Manitous, at the beginning of each chapter, which include Crow, Hummingbird, Owl, Mouse Skull, Pike, and so on. "The animals start showing up and telling the bigger story as [sic] Chanie is telling his story," said Boyden. "I did not plan for that book to come out that way, but I felt like I was channelling something important." <http://www.ctvnews.ca/entertainment/joseph-boyden-highlights-tragic-true-tale-of-chanie-wenjack-in-new-novella-1.3125474>).

**Text Sets:** *Secret Path*, also in this literature kit tells Chanie's story in multimodal texts.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality,  
Roles and responsibilities of women, men and children

**Sensitivities:** Explanations are poignant but not offensive. References to sexual abuse (pp. 72-73).

**Themes & Topics at a Glance:**

**Themes:** Shifting Identities, Loss, Life Challenges and Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Tsartlip First Nations families and traditions, spirituality, symbolism (secret path), first person point of view, third person point of view, manitou

**Recommended Grade Level:** Grades 10-12

**Projects, Ideas and Activities:**

- **Essential Question:** *How can we honour residential school survivors in our local communities?*
- Share with students that they will be learning about Canadian residential schooling experiences in order to consider the “Truth” in Truth and Reconciliation and how they might play a role in reconciliation locally and globally.
- **Wenjak as an anchor text:** Through this whole class anchor text analysis, focus on modelling how to investigate and write responses to meet grade level writing criteria. Engage in close reading--model key strategies using think aloud and shared reading experiences and provide opportunities for class discussion. Students will benefit from a lot of formative feedback during this novella study in order to learn how to write to a standard and how to engage in close reading.
- **Background:** The story of Charlie or Chanie (his real name) is famous because it was the first of the residential school reports that gained widespread public attention. Canadian artists collectively composed texts to honour Chanie and the series of texts (*Secret Path*, a graphic novella is a series of ten poems and a 60-minute animated film of the graphic novel and *Wenjak*, a print-based novella, will be an “anchor text” that everyone will read to provide us with shared background knowledge about residential schooling experiences in Canada).
- **Point of View:** The point of view alternates between Chanie’s first person account of events to Manitou’s third person account of events, which reads like a commentary on what is happening with Chanie and why. *Manitous* is the spiritual life force among Algonquian groups; it is omnipresent and manifests everywhere: organisms, the environment, events, etc. In some Algonquian traditions, the term gitche manitou is used to refer to a "great spirit" or supreme-being. The term was adopted by some Anishnaabe Christian groups, such as the Ojibwe, to refer to the monotheistic God of Abrahamic tradition.
- **Before Reading:** Preview the text by sharing some or all of the annotation. Discuss how the first part of the text supports us to understand the inciting incident:
  - ...the event or a point that disturbs the actions and life of a protagonist and inspires him to pursue his mission vigorously.
  - ...starts the problem of the story or the main question readers want to know.
  - ... introduces the major conflict between protagonist and antagonist.
- **Inciting incident:** Read the first chapters (Sucker Fish and Crow) and explain that the purpose is to learn who the protagonist and antagonist is, and to define, in their own words, the inciting incident and provide proof from the text and their background knowledge.

- After sharing students' ideas, on an anchor chart, record the protagonist (Chanie/Charlie), the antagonist (Fish Belly), and the inciting incident (they decide to run away).
- **Conflict:** Review possible conflicts in a narrative (<http://www.nownovel.com/blog/kind-conflicts-possible-story/>). Then, work with students to read the novel until about a half-way point and discuss the the conflicts unfolding for Chanie, and the overarching conflict. Provide evidence to support their choices. Model expectations for writing the response and provide the assessment criteria before students begin their response.
- **Dual points of view:** What do we learn about Chanie's internal and external struggles from his first person account? What do we learn about his struggles from the third person accounts? How does the alternating first and third person points of view impact our understanding of the overarching conflict?
- **Themes:** Which themes are emerging in the novella? Discuss the theme(s) that is/are illuminated by the middle of the novella.
  - References:<http://www.bucks.edu/media/bcccmecialibrary/tutoring/documents/writin g/Identifying%20themes.pdf>
  - <http://www.teachingcollegeenglish.com/2007/08/10/how-to-write-an-analysis-of-theme/>
- **Resolution:** As the students progress through to the end of the novel, consider what the resolution is and when it begins to be clear (foreshadowing by the Manitous).
- Return to the essential question and consider what students offer as possible ways to honour residential school survivors in the local community. One way may be to interview a local elder and to write, draw, compose or make a video etc. of his/her story.
- Progress to the *Secret Path* and consider how best to have students proceed to engage in close reading and analysis of the texts (graphic novel and animated film).

## Curriculum Connections:

### High School English Outcomes

#### 1.1 Discover possibilities

ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2

##### 1.1.1 Form tentative understandings, interpretations and positions

- generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending pre-judgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

#### 1.2 Extend awareness

ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2 1.2.1

##### 1.2.1 Consider new perspectives

- describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group

perspectives using a fish bowl organization]

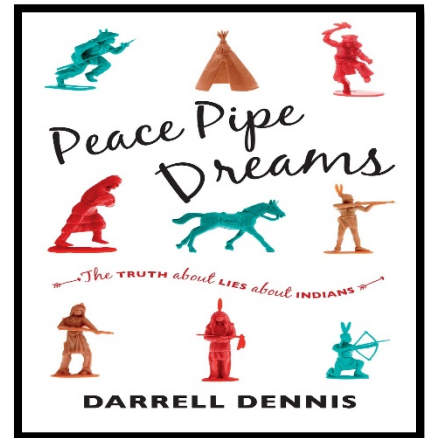
## **2.1 Construct meaning from text and context ELA 10-1 ELA 20-1 ELA 30-1**

### **2.1.2 Understand and interpret content**

- use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]
- paraphrase a text's controlling idea, and identify supporting ideas and supporting details
- summarize the plot of a narrative, describe its setting and atmosphere, describe development of conflict, and identify theme
- describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts;
- describe a text creator's tone, and relate tone to purpose and audience
- differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts
- describe visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm], and describe their contributions to the meaning of texts

### **2.2.2 Relate elements, devices and techniques to created effects**

- describe rhetorical devices [such as parallel structure and repetition] and stylistic techniques [such as purposeful use of precise denotative language and straightforward sentence structure] that create clarity, coherence and emphasis in print and nonprint texts
- describe aspects of a text that contribute to atmosphere, tone and voice [for example, textual elements, such as setting, music and lighting, and stylistic techniques, such as a text creator's choice of words and expressions]



**Book Title:** Peace Pipe Dreams

**Author:** Darrell Dennis

**Annotation:** *Peace Pipe Dreams* explores the questions and misunderstandings of Indigenous culture that non-Indigenous people perpetuate such as the language used to refer to the Aboriginal cultures and the stereotype imposed upon First Nations people regarding alcohol and drug use. In addition to untangling truths and myths about First Nations, the author unpacks challenging topics including Native interactions in North America from the moment of first contact, discussing fur trade, treaty signing and the implementation of residential schools. Employing pop culture examples and personal anecdote, the book grants informative explanations while integrating humour to offset the discussion of divisive ideas connected to perceptions.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples - First Nation, Métis and Inuit.

TC3 Albertans benefit by deepening their awareness and knowledge of treaties, treaty rights, historical and contemporary impacts and the responsibility of all Albertans.

TC4 Albertans' understanding of the policies and legislations between the Crown and First Nations, Métis and Inuit advances the process of reconciliation.

TC5 Albertans gain an awareness and appreciation of the experiences and worldviews of First Nations, Métis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Métis and Inuit beliefs, traditions and practices to advance reconciliation.

### **Text Connections to Key Concepts:**

- Indigenous peoples, Indian (status/registered, non-status, treaty): in the chapter "Native Names," connections to the significance of nomenclature and language are explored. The author discusses how some words like Indian are significant because of the parts they play in Treaty language confirming necessary rights that may be dissolved if the language is altered.
- Western Eurocentric paradigm vs. Indigenous: in the chapter "Native Perceptions," the European point of view verifies that 'portrayal in the media manifests in two ways; romantic symbol of a bygone era and



documentaries that explore everything from substance abuse to government corruption,' noting that the image 'investment banker' is not consistent with the idea of Native. The North American point of view often categorizes 'Indians' as good or bad based on their willingness to submit.

- The truths that are uncovered often revisionist history twists such as the marketing of Indians during the war of western expansion to create a villain to cause fear and submission by non-Natives or the truth about Thanksgiving and how it was an 'uneasy peace summit that would quickly deteriorate into war.'
- The thoughtful and truthful notion of Natives being 'perceived as other' is tantamount with their challenges 'to reconcile their ancestral heritage with the complexities of society' following the dismantling of their religion and cultural practices.
- The Canadian school system was 'inundated with images of primitive and Neanderthalian ancestors in textbooks with activities like building teepees out of popsicle sticks.' The structure of education continues with tales of European civilization, of great feats and victories of European rulers and western expansion with no mention of Native people during this epic period.

#### **Sensitivities:**

- Mature language in the section "Captivity Stories" describes the sex roles of Aboriginal and non-Aboriginal women in movies.
- Stereotypes are tackled with humor and may be thought offensive.
- The misinformation perpetuated by Canadian and American education systems and the biased way history is reflected neglecting Indigenous truths.

#### **Themes & Topics at a Glance:**

**Themes:** stereotypes and truths; First Nations sovereignty; perspectives

**Topics:** consequences of the Indian Residential School era; addictions; resource development; treaty violations; reserves; ramifications of oppression; the economics of sustaining stereotypes; historical biases

**Recommended Grade Level:** Grade 11 and 12

#### **Projects, Ideas and Activities:**

- **Pre-reading Activity:** Create a sheet displaying misconceptions people have about you and the valid truths that make your authentic self. Explore what stands in your way from fulfilling the wholeness of who you are. Following each section of the text, create a similar sheet for one of the First Nation, Inuit or Metis people identified in the reading.
- **Power of Language:** Explore the significance of language; how can the same language both deplete and rebuild identity and personal power?
- **Perspectives:** Plan a debate engaging in the information garnered regarding knowledge about Indigenous Treaties, Housing/Reservation, Funding/Tax Exemptions; where do our prejudices show themselves and how do our predisposed ideas erode the possibility of reconciliation?
- **Humour Serves Writing:** Discuss Dennis' style of writing and how he provokes humour at unlikely moments. Next, take a societal topic of intensity and with the information garnered from two viable sources, pastiche Dennis' style of writing with your own.

#### **Curriculum Connections:**

#### **English Language Arts - Grade 11 and 12**

##### **1.2 Extend Awareness**

###### **1.2.1 Consider new perspectives**

- select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed (Grade 11/12)
- compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts (Grade 11)

- recognize and assess the strengths and limitations of various perspectives on a theme, issue or topic, and identify aspects for further consideration when exploring and responding to texts (Grade 11/12)
- analyze and evaluate how various topics and themes, text forms, text types and text creators influence own and others' understandings, attitudes and aspirations (Grade 12)

## **5.1 Respect others and strengthen community**

### **5.1.2 Appreciate diversity of expression, opinion and perspective**

- appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed (Grade 11/12)
- explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours (Grade 11/12)
- analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions (Grade 11)
- explain how a text creator's underlying assumptions influence his or her ideas, opinions and selection of supporting details (Grade 12)



**Book Title:** The Marrow Thieves

**Author:** Cherie Dimaline

**Annotation:** *The Marrow Thieves* is a dystopian quest novel about ‘coming home’. Home is defined by culture, land and family in equal measure. A young vulnerable Francis (French) is left alone to cope in the wilderness, having escaped from “The Recruiters”; the marrow thieves. Fear drives French northward as he longs for the comfort of familiarity and acceptance. His story is two-fold: finding an “adopted” family which provides stability, community and story. Those stories collectively tell of the archetypal North American Indigenous experience. Collectively they are running from authorities who seek to extract the dreams of Indigenous bone marrow; its genocide born of racial prejudice, and ironically, cultural jealousy. In the end, French is reunited with his biological father, but learns that running from fear will never lead us home, whereas running to (for) love means we are already home.

**Text Sets:** *Reverence for Life* by Albert Schweitzer, *Dreams* by Langston Hughes, *Ulysses* by Alfred, Lord Tennyson and *Meditation XVII* by John Donne.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples - First Nation, Metis and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Metis and Inuit.

TC3 Albertans benefit by deepening their awareness and knowledge of treaties, treaty rights, historical and contemporary impacts and the responsibility of all Albertans.

TC4 Albertans’ understanding of the policies and legislations between the Crown and First Nations, Metis and Inuit advances the process of reconciliation.

TC5 Albertans gain an awareness and appreciation of the experiences and worldviews of First Nations, Metis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Metis and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Metis and Inuit beliefs, traditions and practices to advance reconciliation.

#### **TC1-TC7 Key Concepts:**

- Indian, Knowledge Keeper, Elder, First Nations and Metis are terms used extensively throughout the novel. Understanding how they are viewed from a First Nations vs. a mainstream cultural perspective adds insight.
- Metis within Alberta and traditional territories/histories: although the geographical borders are not named, it is clear that the protagonists are moving northward through Ojibway and Cree territories.
- Traditional governance: the surrogate family, as well as the ‘found’ family practice the consensus model of decision making.
- Treaties: realization that we are “all treaty people” in order to better appreciate the legitimacy of treaty claims and the historical covenant that was promised.
- First Nation reserves, pass system and forced relocations: the “runners” are escaping the reserve “killing fields” and trying to reclaim their ancestral homes.
- Cultural genocide, residential school experiences and social implications: all of the surrogate family members come from a background of pain and suffering born of these named experiences.
- Oral tradition is prevalent in the novel; Cree words are employed.
- Connection to the land: the land is home and not where they build houses.
- Spirituality: when the protagonist pays attention to his spiritual life he heals; sweat ceremony.
- Roles and responsibility: the successful communities divide their roles.

#### **Sensitivities:**

- Language: done for verisimilitude, but is not pervasive.
- Violence: due to the dystopian nature of the setting and the man-vs-man conflict, there are several scenes with oppression and violence; however, it is not gratuitous.
- Rape: two reports of rape, both of which infer dark human behaviour. Neither story contains graphic detail; it is juxtaposed against the loving intimacy of Rose and French.
- Sensuality: two love scenes that imply intimacy, but is not “shown”.
- Homosexual marriage: although explicitly revealed, there are no close-up shots of intimacy. The implicit “context” for this relationship is that by the novel’s futuristic setting, there exists an easy acceptance of such a pair-bond. The book does not focus on the pair’s togetherness; they have been torn apart by the oppressors and it takes until the final page for their reunion which is holy and platonic. There is a normalizing of what would currently be controversial.

#### **Themes & Topics at a Glance:**

**Themes:** family; dreams (the necessity of dreaming as a source of hope and guide for life); love (provides healing and faith); cultural identity

**Topics:** cultural genocide; pilgrimage; power of story; abuse of power; relationship between people and the land; traditional way of life/knowing to heal modern problems; complex dynamics of humans living in a fragile, oppressed and hunted society

**Recommended Grade Level:** 10-12

### **Projects, Ideas and Activities:**

- **Life Quotes:** Discover the arc of narrative writing by inviting students to select 3-4 universal quotes that represent an important idea within the text:
  - In one paragraph, explain the context of the quotation in the story.
  - In two paragraphs, describe what the quotation offers by way of insight into the character(s) of the novel.
  - In one page, compose a robust discussion about how the quotation applies to your lived experiences.
- **Inverted Visual Communication Project:** Students reveal what a photograph communicates by marrying pieces of text to a representational image they find or create. This may include a study and exploration of First Nation artwork.
- **Cumulative Project:** Students choose from one of the following:
  - Project-Based Learning Objective: How do we stop carnage and chaos from happening in our world? Students are left to imagine a different future and find ways and means to affect change in our culture's trajectory.
  - Complete a literary exploration of theme that emanates from the text, such as: What does it mean to be home?

### **Curriculum Connections:**

#### **English Language Arts - Grade 12**

#### **1.2 Extend Awareness**

##### **1.2.1 Consider new perspectives**

- select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed

#### **2.1 Construct meaning from text and context**

##### **2.1.1 Discern and analyze context**

- explain the text creator's purpose, and assess the suitability of the text to the target audience in terms of the text creator's purpose

##### **2.1.2 Understand and interpret content**

- explain how plot, character and setting contribute to the development of theme, when studying a narrative
- explain the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in works of literature and other texts
- relate a text creator's tone to the moral and ethical stance communicated by a text, when appropriate
- identify figurative language, symbol, imagery and allusions in a text; interpret these devices in terms of the meaning of a text; assess the contributions made to the meaning of texts by using these devices; and appreciate the text creator's craft

##### **2.1.3 Engage in prior knowledge**

- explain how prior knowledge of contexts, content and text forms contributes to new understandings

#### **3.1 Determine inquiry or research requirements**

##### **3.1.1 Focus on purpose and presentation form**

- modify selected strategies as needed to refine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation

## **4.2 Improve thoughtfulness, effectiveness and correctness of communication**

### **4.2.1 Enhance thought and understanding and support and detail**

- review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development

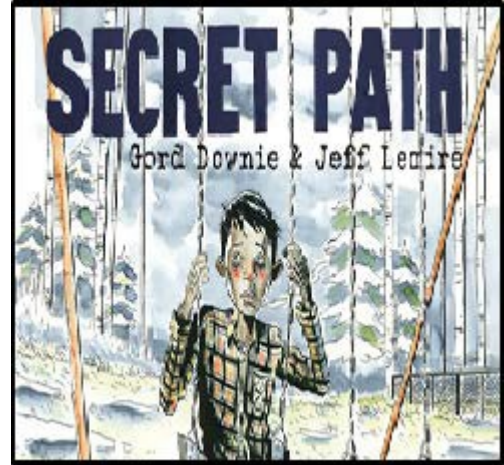
## **5.1 Respect others and strengthen community**

### **5.1.1 Use language and image to show respect and consideration**

- explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes

### **5.1.2 Appreciate diversity of expression, opinion and perspective**

- explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours



**Book Title:** Secret Path

**Author:** Gord Downie

**Illustrator:** Jeff Lemire

**Annotation:** This is a multimodal (print,visual, oral, digital) postmodern text in an enlarged graphic novella comprised of ten poems that are poignantly illustrated to evoke strong emotion from readers. This story is also available as a ten-song digital download album that accompanies a 60-minute animated film <http://secretpath.ca/>. These texts tell the story of Chanie/ "Charlie" Wenjack, a twelve-year-old Ojibwe boy who died while attempting to run away from the Cecilia Jeffrey Indian Residential School in Kenora, Ontario about fifty years ago. Charlie /Chanie died on October 22, 1966; his body was found along the railroad tracks that were on his way home.

Chanie's story was the first to be the subject of a Canadian public inquiry into residential schools and the atrocities that took place in them. Numerous artists have taken an interest in profiling such stories to bring honour and attention to lost lives and to lives of residential school survivors today. Jeff Lemire and his friend, *Tragically Hip* frontman Gord Downie, first learned of Chanie's story from Downie's brother, Mike, who drew their attention to a 1967 Maclean's article by Ian Adams called "The Lonely Death of Chanie Wenjack."

**Text Sets:** The author's website has information about the *Secret Path* <http://secretpath.ca/#Book> . As well, in this literature kit, another novella, Joseph Boyden's *Wenjak* tells Chanie's story in a different medium.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**TC5, TC6, TC7 Key Concepts:**

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood, Western Eurocentric paradigm vs. Indigenous, Collectivism vs. Western Individualism, Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide, Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** There are references to sexual abuse.

**Themes & Topics at a Glance:**

**Themes:** Journeys of Loss and Hope, Dreams and Reality, Identity, Culture, and Reconciliation

**Topics:** residential schooling, residential schools, Cecilia Jeffrey Indian Residential School

**Recommended Grade Level:** Grades 10-12

**Projects, Ideas and Activities:**

- **Essential Questions:** What do journeys teach us? How can we learn from each other’s journeys?
- **Before reading:** Students predict what the book will be about by watching the book trailer: <http://int.search.myway.com/search/video.jhtml?n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&pg=video&pn=1&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q=&searchfor=secret+path&si=32501657764&ss=sub&st=tab&tpr=sbt&trs=wt>
- Read the back of the book, which provides a synopsis of the text content.
- **Understanding main messages in poetry and colour:** This text provides a multi-modal (print, picture, sound, movie) textual experience into the protagonist’s walk and what it teaches him about life. Experience the different modes and reflect on what each mode provides in terms of helping the reader/viewer/listener to step into the being/identity of Chanie.
- Define identity and how we come to shape who we are. Develop a chart that can support note-taking and reflecting. Develop the categories of identity and the modes with students:

Walk	Graphic Novel	Movie <a href="http://www.cbc.ca/arts/secretpath/gord-downie-s-secret-path-airs-on-cbc-october-23-1.3802197">http://www.cbc.ca/arts/secretpath/gord-downie-s-secret-path-airs-on-cbc-october-23-1.3802197</a>
Beginning		



Middle		
End		

- **Review the use of colour in this text:** Notice that Chanie’s family memories are in colour and his memories of school are black and white or grey tones. When reading the text for the first time, consider how the author uses colour and pacing of the pictures (number, size, placement) to provide readers with a way into (or not) the character’s feelings and thoughts. Model how to analyze the text by attending to these visual elements. Think aloud while walking through the beginning pictures and poetry, and stop to reflect on how they impact the reading experience in terms of the message and the emotions evoked. Use Post Its for students to mark the text with their inferences about how the author’s use of colour, pacing, placement, and size of panels impacts the reader’s ability to empathize with the character.
- **Teacher resource for understanding visuals:** Scott McCloud’s *Understanding Comics* provides teachers and students with in-depth explanations and examples of how visuals and print work together in texts and how they impact the message.
- **Analyze the movie** (low, high, God’s angles, close-ups, panning, zoom-in, zoom-out, dissolves, cuts, etc.) and how the message is impacted by the artist’s stylistic choices of how to compose the story as a movie.
- **Themes:** What do we learn about humanity through Chanie on his journey? Think about the themes (messages about who we are and how we live) while watching the movie once. Make a note of the themes and evidence that supports them.
- Discuss the artistic techniques used by the author in the case of the graphic text and movie. How are they communicating themes such as hope, persistence, resilience, struggle, etc. Decide on the themes illuminated and how to write a critical analysis of themes using evidence from the content as well as the author’s artistic decisions to compose the text using pictures and words, and, in the case of the movie, sounds and video.

**Links of interest:**

- The Presbyterian Church issued a specific apology to former students of a residential school in Kenora, Ont., where medical and nutritional experiments had taken place\_ <http://www.cbc.ca/news/canada/manitoba/church-apologizes-to-kenora-residential-school-survivors-1.1318382>

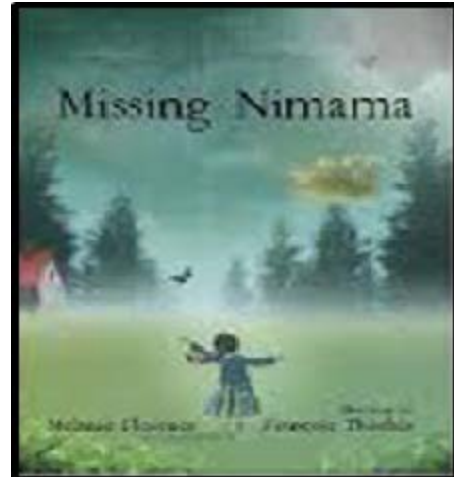
**Curriculum Connections:**

**2.1 Construct meaning from text and context ELA 10-1**

**Understand and interpret content**

- use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

- paraphrase a text's controlling idea, and identify supporting ideas and supporting details
- summarize the plot of a narrative, describe its setting and atmosphere, describe development of conflict, and identify theme
- describe the relationships among plot, setting, character, atmosphere and theme when studying a narrative c. assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative
- describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts; and identify how the use of archetypes adds to an appreciation of text
- differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts
- describe visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm], and describe their contributions to the meaning of texts



**Book Title:** Missing Nimâmâ

**Author :** Melanie Florence

**Illustrator:** Francois Thisdale

**Annotation:** *Missing Nimâmâ* is the true story of missing and murdered Indigenous women written as a free verse picture book. It is told in two voices. The first voice is that of Kateri, a young girl. The second voice, in italicized text, is an ethereal one, that of Kateri's mother. *Missing Nimâmâ* is heartbreaking. It is soulful and breathtakingly painful. *Missing Nimâmâ* is a haunting story of lives lost and lived and shared, beautifully rendered in words and art.

**Text Sets:** Melanie Florence's, *The Missing*, and David Alexander Robertson's *Betty: The Helen Betty Osborne Story*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

### **TC1 and TC4 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC4:** Constitutional and social recognition (advances understanding of the previously blatant disregard of cases where Indigenous women went missing and nothing was done about it)

**Sensitivities:** The topic of addressing the issues underlying missing and murdered Indigenous women is potentially extremely emotional for students who develop empathy and/or have had a loss in their lives that was based on human disregard, foul play, and/or lack of caring and love.

### Themes & Topics at a Glance:

**Theme:** Human Degradation and Dignity, Loss and Love

**Topic:** missing Indigenous women, human rights and responsibilities, dealing with loss and grieving, family roles and identities, Cree communities,

**Recommended Grade Level:** Grade 9-12

### Projects, Ideas and Activities:

- **Background knowledge of the issue:** Provide students with background knowledge about the issue of missing and murdered Indigenous women. Before students watch this clip, explain to them that there has been an investigation for the last decade into the unusually high numbers of missing and murdered Indigenous women in Canada. The book, *Missing Nimâmâ*, is written to provide voice to one such murdered Cree woman. Before we read it, I would like you to learn more about what we know about the issue. As you watch, reflect on what the issue is and how we might start to give such missing and murdered Indigenous women a “voice” today so that this never happens again.
- The National first reported on a long-time investigation of missing and murdered Indigenous women by CBC News:  
<http://int.search.myway.com/search/video.jhtml?n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&pg=video&pn=1&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q=&searchfor=missing+Indigenous+women+in+canada&si=32501657764&ss=sub&st=tab&tpr=sbt&trs=wt>
- Since this news cast, a number of articles have been written about findings from continued investigations into what happened to these women. One such article was written by CBC:  
<http://www.cbc.ca/missingandmurdered/>
- As students read the article as a class, set the purpose: Let’s read this article to state more fully what the issue is and questions that we may have. As well, let’s identify ways that there have been attempts to create spaces for healing by giving such families recognition and voice. One such example is *Missing Nimâmâ*.
- **Before reading *Missing Nimâmâ*:** Divide the students into two groups in which one half are the “daughter’s voice” and the other half are the “mother’s voice”. Explain to the students that the author’s purpose was to create an emotional connection to the murdered woman by giving her “voice” through this text as well as by giving her loved one left behind (her daughter) a “voice”.
- **During reading:** Describe how the reading of the text as a whole without stopping is important to honour these voices and to help us to empathize (put ourselves in the emotional space of the characters).
- **After reading:** After reading, have the students draw and or write their emotions from one of the two stances that they had taken while listening to the story. Free writing or free drawing as their response to the text before debriefing. Once students have had this opportunity, share their drawings and writings as they wish to and consider: Did Melanie Florence achieve her purpose as an author, to give “voice” to the family and to help others to empathize with their loss?
- **Extension:** What might students do to continue to give “voice” to missing and murdered Indigenous women and their families?

## Curriculum Connections:

### English Language Arts Grade 9 ELA

#### 1.2 Clarify and Extend

##### Consider the ideas of others

- Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

##### Combine ideas

- Examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships

#### 2.1 Strategies and Cues

##### Use prior knowledge

- use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts

##### Use comprehension strategies

- Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text

#### 4.3 Present and Share

##### Enhance presentation

- Choose appropriate types of evidence and strategies to clarify ideas and Information, and to convince various readers and audiences

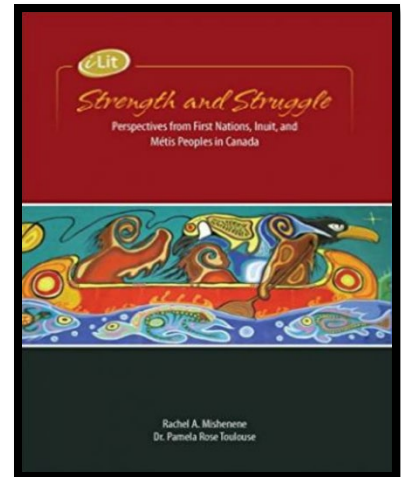
#### 5.1 - Respect Others and Strengthen Community

##### Appreciate diversity

- Examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
- Take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others

##### Celebrate accomplishments and events

- Explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events



**Book Title:** Strength and Struggle: Perspectives from First Nations, Inuit, and Métis Peoples in Canada  
**Authors:** Rachel A. Mishenene and Pamela Rose Toulouse

**Annotation:** *Strength and Struggle* is a iLit series of contemporary, Canadian short selections including graphic novel panels, speech excerpts, song and rap lyrics, recipes, interview, short stories, poetry, photographs, graphic art, articles, and essays. The anthology is organized into four sections representing the four directions: East (First Perspectives), South (Sharing Our Gifts), West (Taking a Stand), and North (The People’s Wisdom). The selections are also grouped according to current issues such as social justice, political struggle, personal identity, traditional teachings and cultural regions. *Strength and Struggle* is a celebration of Indigenous writing and art that supports the development of First Nations, Métis, and Inuit Foundational Knowledge in secondary classrooms.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples – First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans’ understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **Text Connections to Key Concepts:**

- Historical and contemporary contributions: First Nations, Métis, and Inuit peoples in Canada invented many technologies for survival, ease of transportation, overcoming the challenges of the environment,

cultural cohesion, and enjoyment (e.g., kayaks, toboggans, snowshoes, Lacrosse, Hockey, fish hooks, calendars, remedies, bunk beds, and maple syrup).

- Indian Act: Changes to the Indian Act gave First Nations the right to organize politically without fear of legislative repercussions followed by the right to vote in federal elections.
- The Inuit Identification System: The number system introduced by the government to track tuberculosis cases, was a way to dehumanize the Inuit and take away their identity.
- Holistic wellbeing: The holistic wheel teaches us that all things are interconnected. The four directions outline elements that are related to seasons, calendar months, race, gifts, aspects of our being, age, and personal development.
- Residential school experiences and social implications: deprivation of care, loss of language and cultural practices, and the damaging impact on Aboriginal heritage.
- Oral tradition: The art of storytelling teaches us valuable lessons while entertaining and encouraging us to explore our own values, beliefs, and connection to our surroundings.
- Ceremony and spirituality: Shaking tent, pow-wow grass dance, sun dance and sweat lodge.
- Symbolism: Authentic origins of cultural artifacts and monumental sculptures (e.g., dream catcher and totem poles).
- Connection to the land: Traditional medicines (e.g., tobacco and sweetgrass), migrating patterns of caribou, hunting, travelling, and survival skills.
- Stewardship and sustainability: Protecting the land through peaceful protests and giving alternative perspectives on current affairs and their historical underpinnings.

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** reconciliation, perspectives and worldview, storytelling, identity, traditional teachings, goal setting, social justice, political struggle, resilience

**Topics:** Indian Act, Residential Schools, Inuit Identification System, land-based teachings, creation accounts, sacred ceremony, medicine wheel, innovations, issues facing Indigenous peoples in contemporary society

**Recommended Grade Level:** Grades 8-12

**Projects, Ideas and Activities:**

- **Concept Attainment:** In groups of three, ask students what associations they make when they hear the word “story” and record each response on a separate post-it note. Next, prepare “case studies” that include examples of story, including excerpts from the book *Strength and Struggle* (e.g., quote, poem, interview, short story, art, speech, etc.). Invite groups to complete a gallery walk. As they visit each station, direct them to read the case study and jot any new ideas associated with the concept of “story” (one idea per post-it note). Following the gallery walk, ask groups to connect concepts in relationship:
  - Generate: place post-it notes with your initial thoughts about “story” on a piece of chart paper.
  - Sort: organize your ideas according to how central or tangential they are. Place the central ideas near the center and more tangential ideas toward the outside of the chart paper.
  - Connect: draw connecting lines between the ideas that share something in common.
  - Elaborate: write a short sentence explaining how one or more of the ideas are connected.
  - Each selection in the anthology includes suggested activities for before, during, after, and beyond reading.

## **Curriculum Connections:**

### **English Language Arts 10-1**

#### **2.1 Construct Meaning from Text and Context**

##### **2.1.1 Discern and analyze context**

- describe the relationship between text and context (e.g., issues of culture)
- identify the impact that personal context - experience, prior knowledge - has on constructing meaning from a text

#### **2.2. Understand and Appreciate Textual Forms, Elements and Techniques**

##### **2.2.2 Relate form, structure and medium to purpose, audience and content**

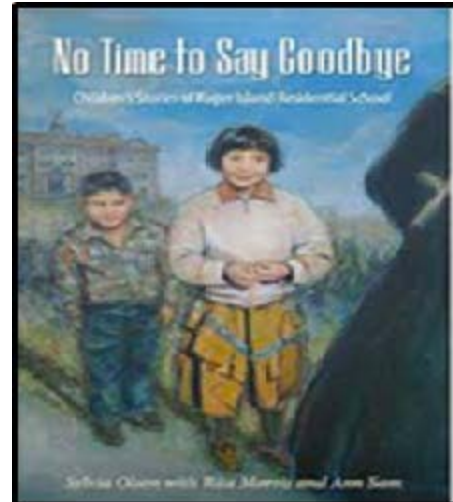
- identify a variety of text forms, including communications forms and literary forms (e.g., letter, memoranda, poems, narratives and dramatizations); and describe the relationship of form to purpose and content

#### **2.3 Respond to a Variety of Print and Nonprint Texts**

##### **2.3.1 Connect self, text, culture and milieu**

- identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
- respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives
- identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts





**Book Title:** No Time to Say Goodbye

**Author:** Sylvia Olsen with Rita Morris and Ann Sam

**Annotation:** This is a fictional account of five children from Tsartslip school on Vancouver Island who were sent to live in Kuper Island Residential School, which is a Pacific West Coast island in British Columbia. Their stories are rooted in true stories told by residential school survivors from that school. The stories illuminate their experiences of pain of homesickness and confusion while trying to adjust to a world completely different from their own. Their lives are no longer organized by fishing, hunting, and family, but by bells, line-ups, and chores.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** The stories are direct but not overly descriptive of any atrocities.

**Themes & Topics at a Glance:**

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Tsartlip First Nations families and traditions

**Recommended Grade Level:** Grades 9 -10 (easy reading level- gr 5-6, sensitive content)

**Projects, Ideas and Activities:**

- **Task:** How can we honour residential school survivors in our local communities? Share with students that they will be learning about residential schools and what happened and why this happened in Canada. Explain that there are residential school survivors in their own communities. The purpose of learning about residential school survivors’ experiences is to move forward towards reconciliation, which means to build healthy Indigenous and non-Indigenous relationships between current and future generations. As the class studies literature and nonfiction resources about residential schooling, the goal is to develop ways to give back, and to honour and celebrate our Indigenous brothers and sisters.
- **Before reading the preface:** Ask the students what they already know about residential schools in Canada. Write down their contributions. Explain that they will be reading about five residential school survivors’ stories in *No Time to Say Goodbye*, and the stories are based on true accounts.
- **Preface:** Read the preface by the author about where the school is, how it was isolated and difficult for families to connect to, and that 20% of Indigenous children in the area were sent to residential schools and so on.
- **After reading the preface:** Have the students share their thoughts about whether their original understandings about residential schools are confirmed and whether they learned new information. Have the students generate questions about what it was like to be a student and now a survivor of residential schooling. List their questions.
- **Reading, Recording, Discussing Each Survivor:** Students refer to their questions and while reading chapter one, consider whether one or more questions is being answered. Also, as they read each chapter, which are about each individual residential school survivor, have the students decide how best to record what they learn about each survivor’s identity and the characteristics and competencies that they illuminate. A chart is one way for students to keep track:

<b>Survivor</b>	<b>What They Experienced</b>	<b>Characteristics and Competencies</b>
Thomas		
Wilson		
Joey		
Monica		
Nelson		

- **During and After Reading:** As the students develop a picture of who each survivor is, they may want to think of a way to reach out to the author to give something to the survivors who inspired these stories. Perhaps a video, website of growing local stories of survivors or some other tribute. Discuss what might be most respectful and possible. Consider multiple ideas and ways of representing what was learned and what the future needs to be for Indigenous and non- Indigenous peoples.

**Links of interest:**

- **Kuper Island Residential School Documentary:**  
<http://int.search.myway.com/search/video.jhtml?searchfor=residential+school+survivors+british+columbia+kuper+island&n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q&si=32501657764&ss=sub&st=tab&trs=wtt&tpr=sbt&ts=1500050565772>

**Curriculum Connections:**

**High School English Outcomes**

**1.1 Discover possibilities**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2**

**1.1.1 Form tentative understandings, interpretations and positions**

- generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending judgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

**1.2 Extend awareness**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2 1.2.1**

**Consider new perspectives**

- describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]

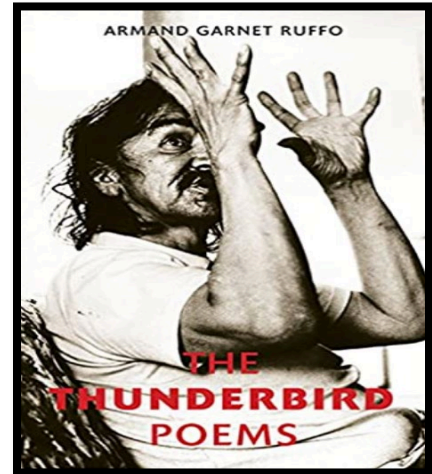
**2.1 Construct meaning from text and context**

**ELA 10-1 ELA 20-1 ELA 30-1 2.1.2**

**Understand and interpret content**

- use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]
- describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts;
- compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts

- analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme.



**Book Title:** The Thunderbird Poems

**Author:** Armand Garnet Ruffo

**Annotation:** *The Thunderbird Poems* takes its inspiration from the art and life of the acclaimed Objibway artist, Norval Morrisseau. Like Morrisseau's visual art, the poems vividly bring the reader to the centre of the artist's worldview and further draws upon the diverse sources of his art, including Ojibway epistemology and iconography, exemplified in the ancient birchbark scrolls and the pictographs of the Anishinaabe. The Thunderbird Poems crafts language into a suite of unwavering poetry that aims to reassemble the pieces of a once proud culture and to show the dignity and bravery of the great Objibway.

**Text Sets:** *Norval Morrisseau: Man Changing Into Thunderbird* by Armand Ruffo is a creative biography including biographic information, poems, pictures, and many imagined scenes from Morrisseau's life. To honor his culture, Ruffo uses the traditional form of acquiring knowledge that is central to Objibway culture to capture the artist's life from childhood to death, in all its vivid triumphs and tragedies.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **Text Connections to Key Concepts:**

- **Treaties:** In one of Morrisseau's few political paintings, he emphasizes that the treaties between First Nations and the Euro-Canadians have not been honoured. He connects this disregard by the dominant culture to the treatment of the land.
- **Indigenous ways of knowing:** Morrisseau spoke of the importance of his grandfather and the teachings of Elders. Central to the Ojibway epistemology is the belief in the medicine snake, a spirit that inhabits the Ojibway pantheon of Manitou, associated with shamanic power and healing.

- Residential school experiences: Morriseau attended a Catholic Residential School. He spoke of brainwashing and confusion when asked about Christianity. Critics have pointed to the influence of stained glass and religious imagery in his paintings.
- Oral tradition: The origin stories of the Anishinaabek include the great migration which tells of seven prophets coming to the Ojibway people living in the east and guiding them with the sacred megis shell to safety in the west.
- Ceremony: Morriseau’s paintings make reference to ceremonies including the shaking tent ceremony and the bear walking ceremony where a shaman turns into a bear with the purpose of doing harm. Among the Ojibway, this is a form of “bad medicine.”
- Connection to land: A theme in Morriseau’s paintings espouse an environmental ethic. It speaks of the balance found in nature, and illustrates the intricate bond of kinship that links all life.

**Sensitivities:**

- Some of the writing covers troubling events in Morriseau’s life including sexual abuse, substance abuse and the contemplation of his sexuality. Select poems are sexually graphic, therefore, it is recommended that the text be utilized as a teacher resource to teach select pieces with students in grades 9-12.

**Themes & Topics at a Glance:**

**Themes:** resilience, balance, suffering, transformation, connectedness, power, stewardship

**Topics:** Ojibway legends, storytelling traditions, mother earth, treaties, political tension between Indigenous and non-Indigenous Peoples, residential schools, land-based teaching, ceremony, belief systems

**Recommended Grade Level:** Grades 9-12

**Projects, Ideas and Activities:**

**Ekphrastic Poetry:** Students examine how visual art can inspire the creative writing process by selecting a work of art by a Canadian Indigenous artist and completing the following steps:

- Analyze the work of art using elements of art (e.g., colour, texture, line, space, shape and form) and principles of design (e.g., balance, emphasis, movement). How does the analysis contribute to your interpretation of the work?
- Choose one perspective to write your ekphrastic poem and brainstorm ideas in your writing notebook:
  - Write about a scene or subject being depicted in the artwork.
  - Write in the voice of a person or object shown in the work of art.
  - Write about the emotions evoked when you look at the art.
  - Relate the work of art to something else it reminds you of.
  - Imagine what was happening while the artist was creating the piece.
  - Write in the voice of the artist.
  - Write a dialogue among the characters in the work of art.
  - Imagine a story behind what you see depicted in the art.
  - Speculate why the artist created the work.
- Draft an ekphrastic poem using a choice of poetic devices and techniques.
- In small groups, read your poem aloud. While you read, invite group members to sketch or visualize the images that come to mind as they listen. Present the work of art that inspired your poem and explain the process for creating it.
- Following each member’s sharing, discuss”
  - How can art inspire the creative writing process?
  - How is art a visual narrative and a unique tool for learning about Indigenous culture and perspectives?

## **Curriculum Connections:**

### **English Language Arts - Grade 9**

#### **2.2 Respond to Texts**

##### **2.2.1 Experience various texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres
- express the themes of oral, print or other media texts in different forms or genres

##### **2.2.3 Appreciate the artistry of texts**

- discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts

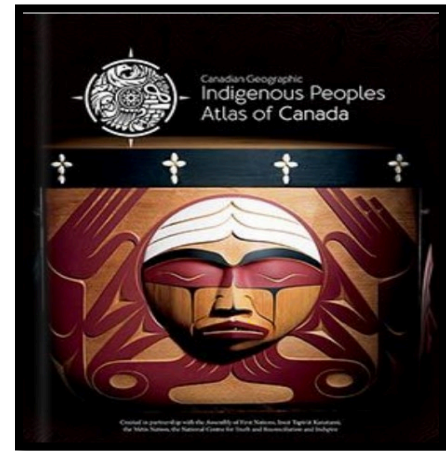
#### **5.1 Respect Others and Strengthen Community**

##### **5.1.1 Appreciate diversity**

- examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts

##### **5.1.2 Relate texts to culture**

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities and periods in history



**Book Title:** Indigenous Peoples Atlas of Canada

**Author:** The Royal Canadian Geographical Society/Canadian Geographic

**Annotation:** The four-volume atlas was inspired by the Truth and Reconciliation Commission's Calls to Action and shares the experiences, perspectives, and histories of First Nations, Inuit and Métis peoples. Each book explores themes of language, demographics, economy, environment and culture, with in-depth coverage of treaties and residential schools. The rich narratives are told through the eyes of Indigenous writers and include reference maps and hundreds of historical and contemporary photographs. The resource is an excellent support to young Canadians who are learning about diverse Indigenous values, practices, cultures, traditional lands and language systems that have been systematically destroyed.

**Text Sets:** The Indigenous Peoples Atlas of Canada Giant Floor Map assists students in understanding the past, present and future of Indigenous Peoples in Canada. The map is accompanied with a teacher's guide, cards, and activities that engage students in topics focused on climate change, Indigenous governance, connection to the land/demographics, Universal Declaration of Human Rights, Indigenous languages, relocation, original place names, Residential schools, seasonal cycles, migration patterns, and traditional ways of knowing and being.

[http://www.canadiangeographic.com/educational\\_products/ipac\\_floor\\_map.asp](http://www.canadiangeographic.com/educational_products/ipac_floor_map.asp)

### **Connection to First Nation, Métis and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples – First Nations, Métis, and Inuit.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.



TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

**Text Connections to Key Concepts:** Each volume has a unique connection to the Foundational Terms and Concepts which may include, but are not limited to:

- Traditional territories/histories: Indigenous populations affected by Eurocentric cartography; geographic boundaries of various traditional territories.
- Settlement: impacts of European resource exploitation and settlement; Métis farming settlement, Road Allowance people.
- Policy and legislation: Indian Act; forced relocation, Métis script, settlement.
- Residential school experiences and social implications: the effects on the demographic composition of Indigenous communities; the unmarked Indigenous burial grounds identified in relation to Residential schools; impacts on the spiritual, familial, and linguistic dynamic of Indigenous communities.
- Linguistic diversity and language revitalization: diverse Indigenous languages spoken in different regions across Canada; languages at greater risk of becoming extinct; original place names of local regions and geographic features.
- Stewardship and sustainability: climate change and its effect on Indigenous communities; sustainability of bison hunting; valuable resources and good transportation for widespread trade among Indigenous communities.
- Connection to the land: lifeways dependent on seasonal adjustments; plants used for healing purposes; natural materials to create goods.
- Roles and responsibilities: gender roles in the type of work performed by Métis in connection to fur trade.

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** interrelationships, languages, patterns and trends, sovereignty, arts and culture, racism, reconciliation, governance, justice, worldview, lifeways, activism, community, migration,

**Topics:** Treaties, fur trade, Residential schools, environmental issues, Indian Act, colonialism, Red River carts, road allowance people/communities, oral tradition, wildlife.

**Recommended Grade Level:** Grades 6-12

**Projects, Ideas and Activities:**

- Most Canadian students are used to seeing historical Canadian maps from a European perspective, and one of the principal reasons for their creation was to reinforce the concept of control or political power. As a result, details important to Indigenous Peoples were usually excluded from the new maps created by the European explorers and settlers, while details emphasizing the European view of land ownership and control were included.
  - Have students create maps of their neighbourhood, adding whatever they believe is important. Catalogue and analyze the types of things they have included in their maps. How are their maps different from the maps that their community or province produces?
  - Have students examine the possibility of combining Indigenous and Eurocentric cartography and ask them to produce a map that includes elements of both.
  - Examine the maps throughout the Atlas and discuss the boundaries and sizes of various treaty areas. Why do the sizes vary so much? How were the boundaries determined?
  - Examine the connection between the surveying and re-mapping of parts of Manitoba, the long-lot survey system, and Louis Riel.

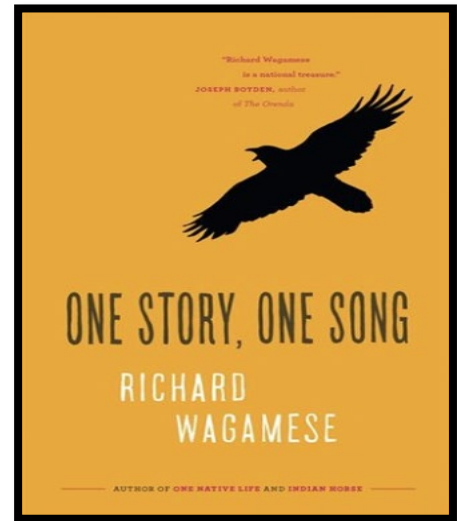
- Canadian Geographic Indigenous Peoples Atlas of Canada Teacher's Guide:  
[http://www.canadiangeographic.com/educational\\_products/activities/ipac\\_gfm/IPAC Atlas TG EN G.pdf](http://www.canadiangeographic.com/educational_products/activities/ipac_gfm/IPAC Atlas TG EN G.pdf)

**Curriculum Connections:**  
**Social Studies - Grade 7**

**7.1 Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.**

**7.1.3 compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:**

- What were the different ways in which Aboriginal societies were structured?
- What were the social and economic factors of European imperialism?



**Book Title:** One Story, One Song

**Author:** Richard Wagamese

**Annotation:** One Story, One Song is autobiographical work that, even in its structure, leads the reader into understanding how the beliefs of Indigenous peoples can be reflected in one man's life through his relationship to the land and with his wife and others. The book is organized into sections that reflect the principles our traditional teachers sought to impart: humility, trust, introspection and wisdom (the cardinal points on the Medicine Wheel). Wagamese invites readers to accompany him on his travels. His focus is on stories: how they shape us, how they empower us, how they change our lives. Wagamese reveals the abuse he suffered as a child and the years he lived homeless battling substance abuse as well as his triumphant recovery and his journey to peace and love. On the onset of every section, there is explicit conveyance of how Indigenous culture determines how he and others see the world and live their lives.

**Text Set:** *Running in the Family* by Michael Ondaatje explores the idea of a lost son and family due to a father's addiction. The text considers the discrimination of the Tamils by the Sinhalese though both cultures have been a part of Sri Lanka for centuries.

### **Connection to First Nation, Metis and Inuit Foundational Knowledge**

TC 2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Metis and Inuit.

TC6 Albertans deepen their understanding of First Nations, Metis and Inuit experiences related to forced assimilation and residential school and their legacies.

TC7 Albertans deepen their awareness and knowledge of First Nations, Metis and Inuit beliefs, traditions and practices to advance reconciliation.

### **TC2, TC6 and TC7 Key Concepts:**

- Laws of relationships, kinship and sustainability: Wagamese organizes the foundations of belief into chapters or short essays:
  - East: Humility

- South: Trust
- West: Introspection
- North: Wisdom
- Residential school experiences: in the chapter “The Path to Healing,” Wagamese confronts the abuse of neglect and addictions that formed in the children who attended residential schools and how then their children created these same realities in their lives.
- Societal inequity (socioeconomic gaps): connection between the Indigenous culture and homeless people; questioning how authority and education can manifest answers about either without the voice of those experiencing its reality. The chapters “The Real Experts” and “New Shoes” examine the author’s own experiences with homelessness.
- Connection to the land: in the chapters “Harmony” and “The Caribou Teaching,” the author notes how non-Aboriginal people must learn from their capacity to see human as nature and a part of the cycle they are destructively disrupting.
- Linguistic diversity and language revitalization: considering the divisions of language and lexicon between cultures in the chapter “The Word” and how this determines an “us” and “them” attitude we must remove in order to reconcile.

**Sensitivities:** There is description of painful realities as Wagamese talks about sleeping rough, discrimination, reference to rape and a section of the reflections about nature where violence committed to the body of a deer is vividly described.

**Themes & Topics at a Glance:**

**Themes:** resurrection of self; identity and redefining; belief and culture; balance

**Topics:** residential schools after effects; addiction; homelessness; societal perceptions and techniques to ‘answers’ and ‘solutions’; being a writer/creator

**Recommended Grade Level: Grades 10-12**

**Projects, Ideas and Activities:**

- **Cultural Perspective Writing:** Consider a research piece on nature; what do the trees symbolize, the types of birds one sees, the grasses, etc. What might this mean to an Ojibwe person?
- **Personal Anecdotal/Philosophical Response:** Write about a time in your life when nature moved you into feeling, action, contemplation, emotion.
- **Personal Response Creative:** Choose a character from the text that Wagamese has interacted with and learned from. From their point of view, write about a turning point in life.
- **Communal Poem on Addiction:** Preface with the right to dissent-show exemplars of other pieces written to discuss how metaphor can be used in the creative discussion of this reality.
- **Essay:** Write a critical comparison and contrast essay using One Story, One Song by Richard Wagamese and Running in the Family by Michael Ondaatje.

**Curriculum Connections:**

**English Language Arts - Grade 11**

**1.2 Extend awareness**

**1.2.1 Consider new perspectives**

- select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed
- compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts

## **2.3 Respond to a variety of print and non-print texts**

### **2.3.1 Connect self, text, culture and milieu**

- identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
- respond personally and analytically to ideas developed in literature and other texts
- explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others
- respond personally and critically to cultural and societal influences presented in Canadian and international texts

## **5.1 Respect others and strengthen community**

### **5.1.2 Appreciate diversity of expression, opinion and perspective**

- appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed
- explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours
- analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions

## APPENDIX

### **First Nations, Métis, and Inuit Foundational Knowledge, Terms and Concepts:**

**TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit. It is important to become familiar with the following terminology:**

- Indigenous peoples
- Aboriginal people of Canada
- Indian (status/registered, non-status, treaty, Bill C-31)
- Knowledge Keeper
- Elder
- Cultural Advisor
- Ceremonialist
- First Nations
- Métis
- Inuit

**TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.**

#### **Traditional Territories**

- First Nations within Alberta and their traditional territories/histories
- Métis within Alberta and traditional territories/histories
- Inuit within Canada and traditional territories/histories

#### **Historical and Contemporary Contributions**

- Traditional governance
- Consensus model of decision making
- Military contributions
- Technologies
- Political systems
- Contributions to European settlers’ survival

**TC3 Albertans develop an awareness and knowledge of treaties and treaty relationships to recognize their role in supporting and upholding treaties.**

#### **First Nations**

- **Recognition of treaty territory**  
Acknowledgement of land, treaty flags, ancestral lands

- **Treaties (Treaty 6, 7, and 8)**  
Spirit and intent; sacred nature; short term and long term impacts on land and people
- **Agreements**  
Agreements with Métis

**TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.**

#### **First Nations**

- reserves
- pass system
- forced relocation
- Indian Act (and all amendments to the act over time that have since been repealed)
- Constitution Act

#### **Métis**

- Métis Nation of Alberta
- Métis Settlements
- Métis Scrip
- Forced relocation

#### **Inuit**

- Inuit Identification "Tag" System
- Project Surname
- Inuit Land Claims
- forced relocation

**TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.**

#### **Experiences and Worldviews**

- Indigenous Knowledge and Pedagogy
- Indigenous ways of knowing
- Traditional ways of life

#### **Nationhood**

#### **Western Eurocentric paradigm vs. Indigenous**

#### **Collectivism (vs. Western Individualism)**

#### **Relationships**

- Laws of relationships
- Kinship
- Sustainability
- Holistic wellbeing

**TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.**

**Concepts of Assimilation**

- colonization
- Eurocentrism
- decolonization
- Paternalism
- Cultural Genocide

**Residential Schools and their Legacy**

- residential school experiences
- differences between residential schools
  - locations
  - religious denominations
- Social Implications
  - i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues
  - societal inequity (socio-economic gaps), racism, stereotyping

**Sixties Scoop**

**TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.**

- Protocols
- Reciprocity
- Oral Tradition
- Linguistic diversity and language revitalization
- Symbolism
- Ceremony
- Stewardship and sustainability
- Rematriation
- Connection to land
- Spirituality
- Roles and responsibilities of women, men and children