

## **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

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

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

Royston, Angela. Life Cycle of a Salmon

Savageau, Cheryl. Muskrat Will Be Swimming

Scholastic Canada. First Nations Moving Forward and The Territories

Sloat, Teri and Huffmon, Betty. Berry Magic

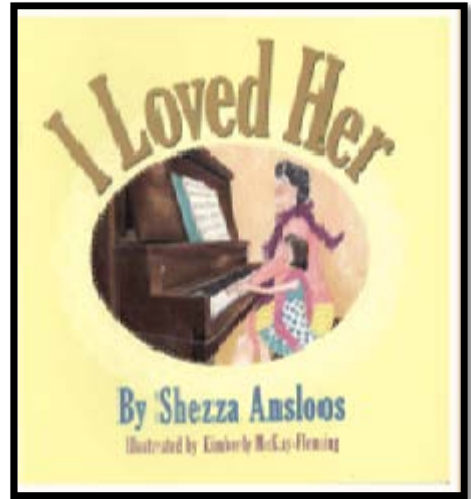
Sloat, Teri. There Was an Old Lady Who Swallowed a Trout!

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

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.

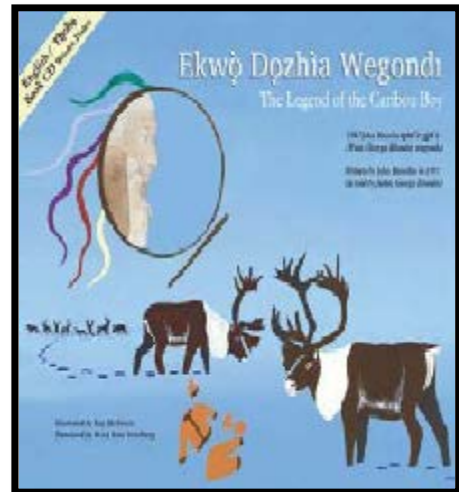
**Curriculum Connections:**

**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**

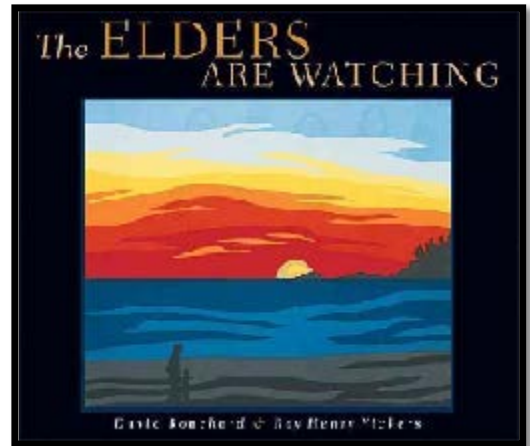
- experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folktales, informational texts, mysteries, poetry and CDROM programs
- retell events of stories in another form or medium

## **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=wt> 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**

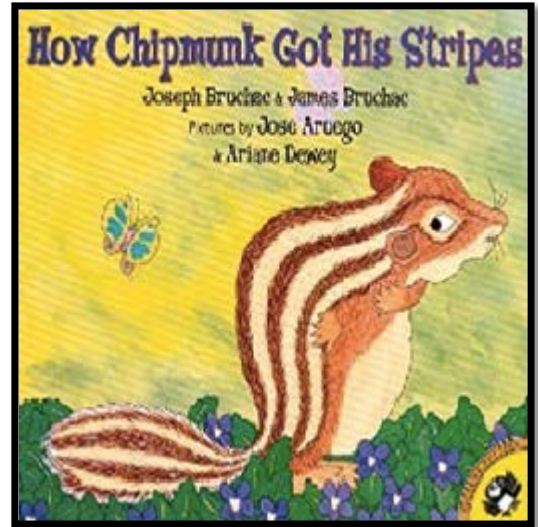
**2.2 Respond to Texts**

**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 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

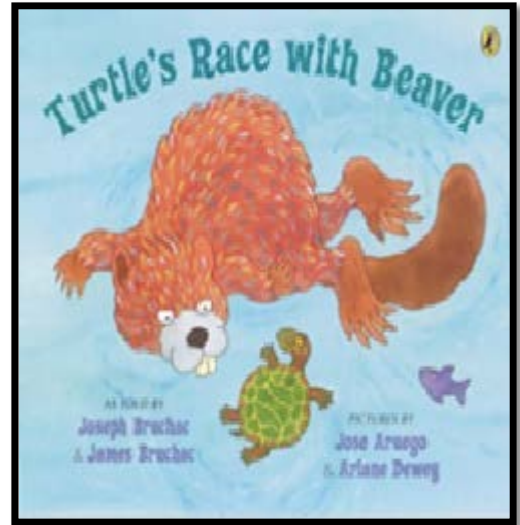
#### 3.3 Organize information:

- 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 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

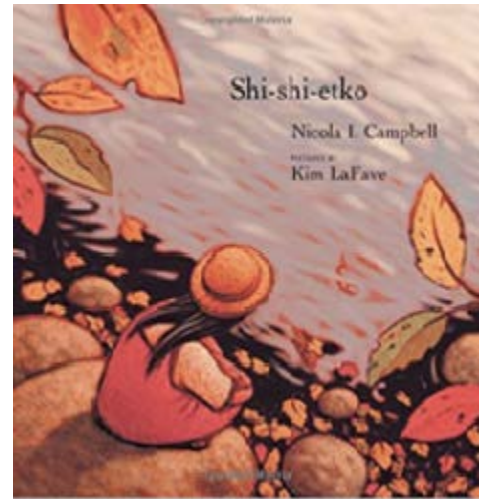
##### 1.2 Discover and Explore

**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

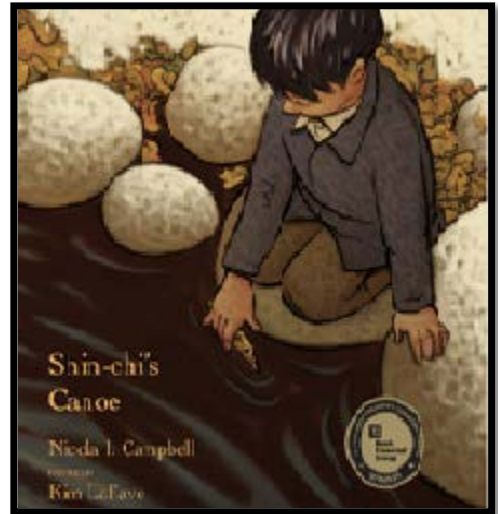
**2.4 Create Original Text**

**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

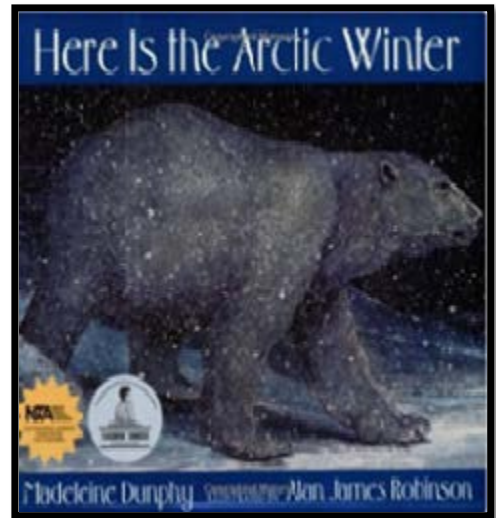
##### **Enhance presentation**

- 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**

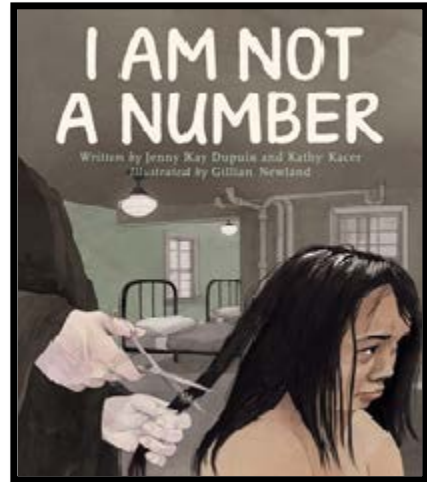
- Categorize objects and pictures according to visual similarities and differences

**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

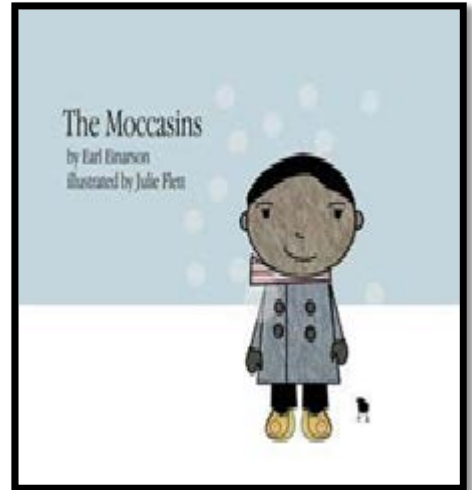
**3.1 Plan and Focus**

**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 Kynax 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**

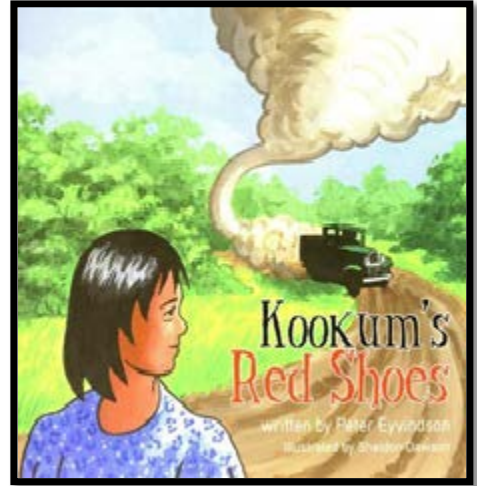
**Generate ideas:** Use own and respond to others' ideas to create oral, print and other media texts

**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**

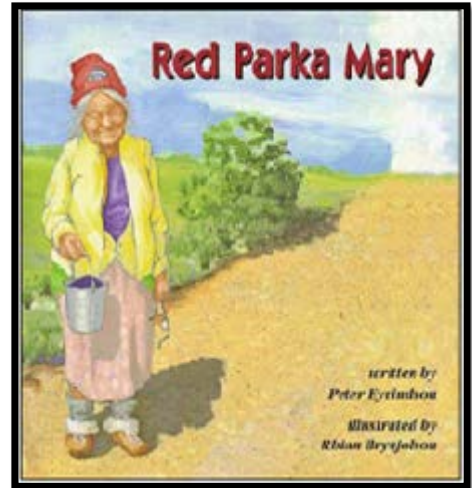
**2.2 Respond to Texts**

**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>

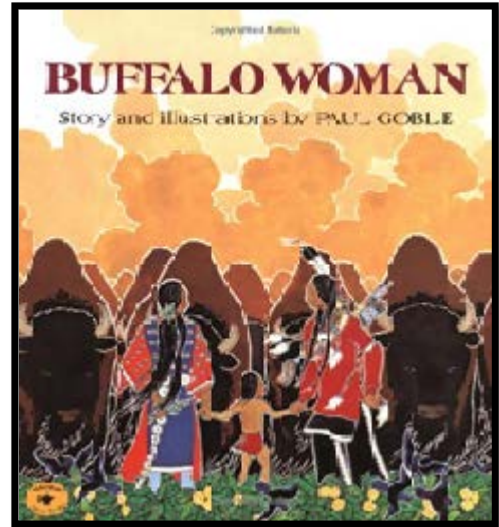
**Curriculum Connections:**

**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:** 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**

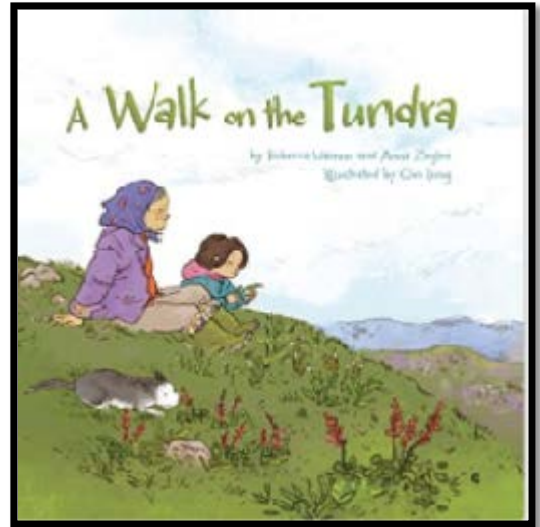
**Access information**

- 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:**

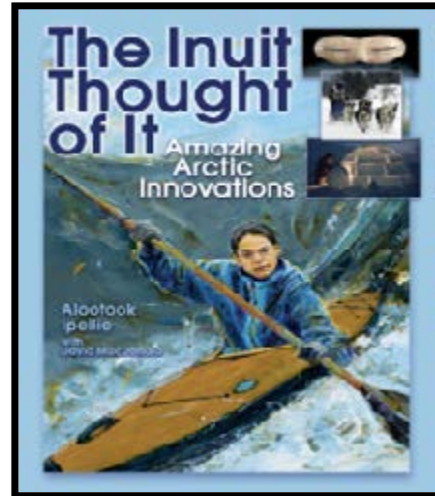
- Read this text as a predictable text structure in which students use the pictures and letters at the beginnings of words to read the text.
- Students use the predictable text structure to write about new foods found in a study of local indigenous cultures: “I see the.....” and draw a picture to show 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 [Inunnguut] 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:
  - a. How have Inuit inventions and innovations influenced others?
  - b. 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:
  - a. 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:
  - a. Text features: titles, pictures, headings, labels, diagrams
- **Comparing Different Genres:** Read "I Wait and Wait" by Alooook Ipellie and discuss:
  - a. What is the difference in the language and information shared?
  - b. Why would an author choose to use poetry? What messages do they convey through poetry that they do not in informational writing?
  - c. Which do you prefer and why?
  - d. 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

2.2 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.

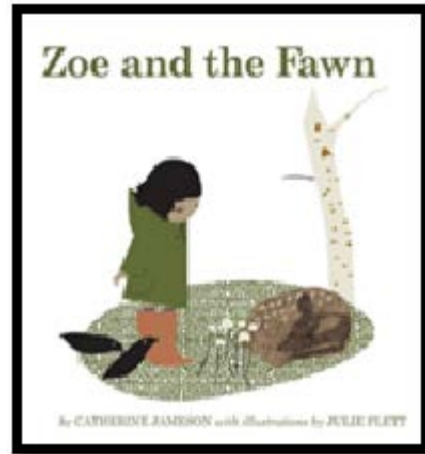
### **Fine Arts – Art (based on the model they created) Level One - Reflection**

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 glueing... 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

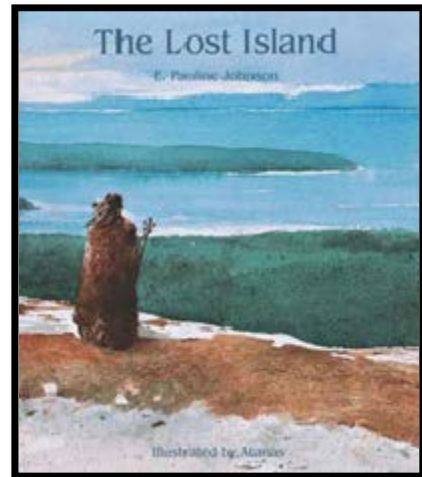
**Construct meaning from texts:** Tell, represent or write about experiences similar or related to those in oral, print and other media texts

#### 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 Tye, 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 Tye, 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

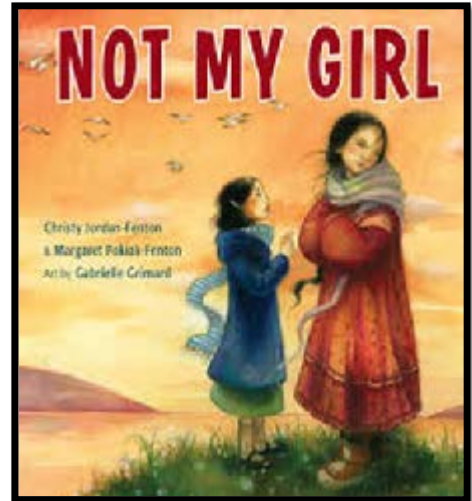
**Use prior knowledge:** Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

##### 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

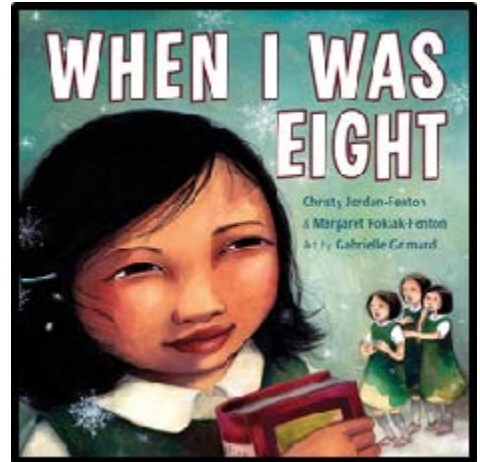
#### **Construct meaning from texts**

- 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=LSBrkJn3Nel>
- <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**

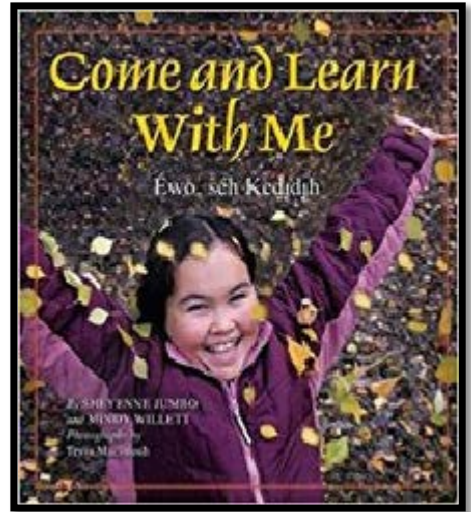
#### **Generate ideas**

- 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:** 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**

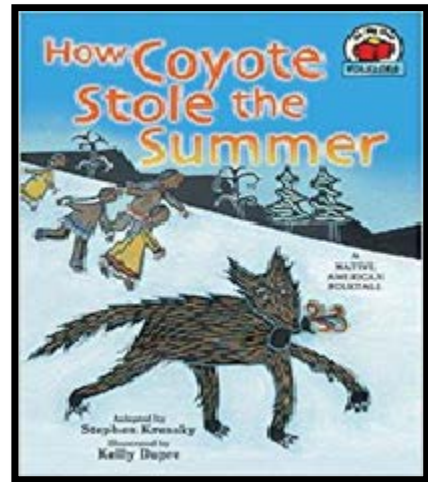
**Access information:**

- 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**

**Outcome 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**

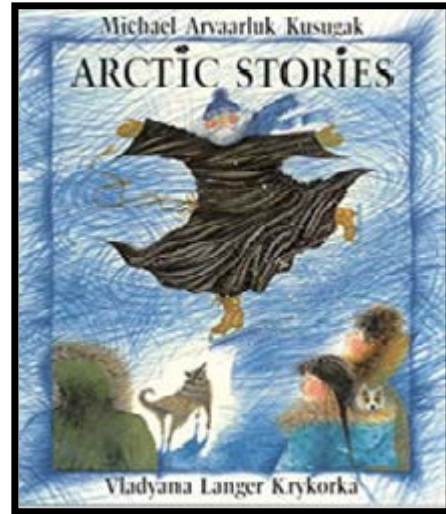
**Outcome 2.1 Use Strategies and Cues**

**Use Comprehension Strategies:** Identify the main idea or topic and supporting details of simple narrative and expository texts.

**English Language Arts Grade 3**

**Outcome 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:

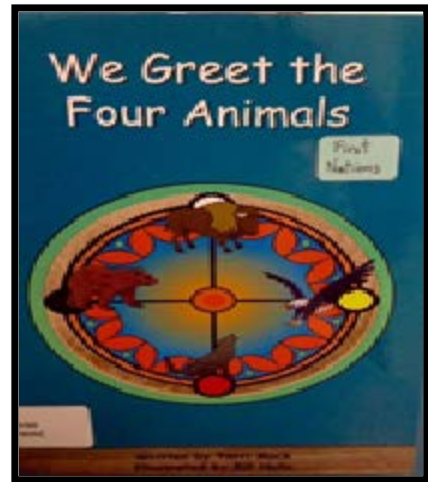
- **Classroom Discussion:** When have you had something unexpected happen that made you scared, what happened? How did this make you feel? What made you feel better about your experience?
- **Writing a letter to Agatha:** Thinking about what you felt and what made you feel better, write Agatha a letter 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

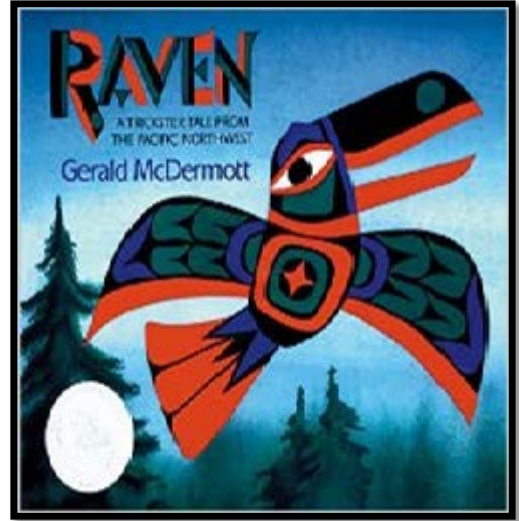
#### 1.1 Discover and Explore

##### 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)

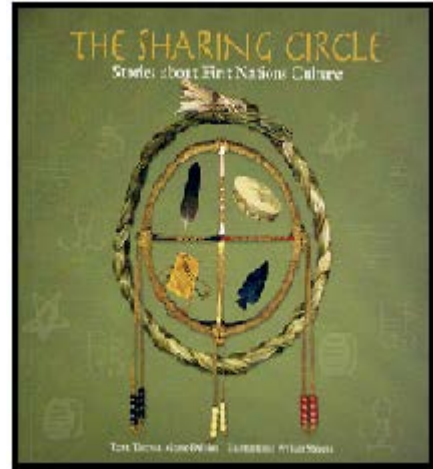
**Curriculum Connections:**

**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:**

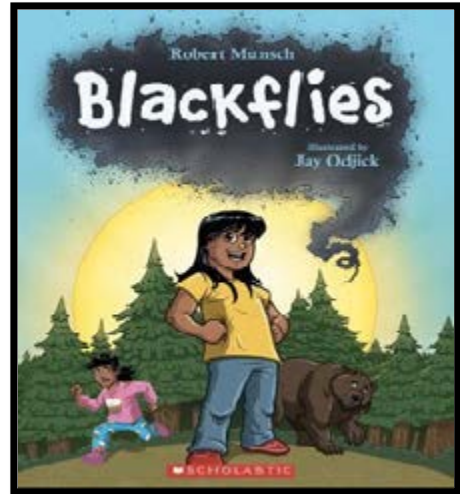
- **Essential Question:** Why is it important to collect and tell stories about cultural artifacts? How do such artifacts shape who we are individually (our identities) and as group (culture)?
- Chart what each main character shares in terms of artifacts and stories that illuminate what is important 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 represented in this text about indigenous people is the same or different from other texts read about indigenous families.

**Curriculum Connections:**

**Grade 1**

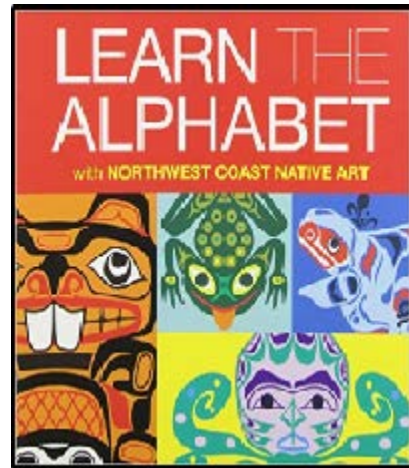
**2.2 Respond to Texts: Construct meaning from texts:** Tell, represent or write about experiences similar or related to those in oral, print and other media texts.

**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

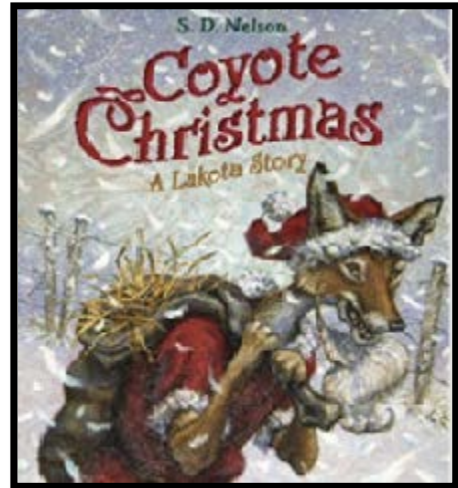
**Enhance artistry**

- 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****Outcome 2.1 Use Strategies and Cues**

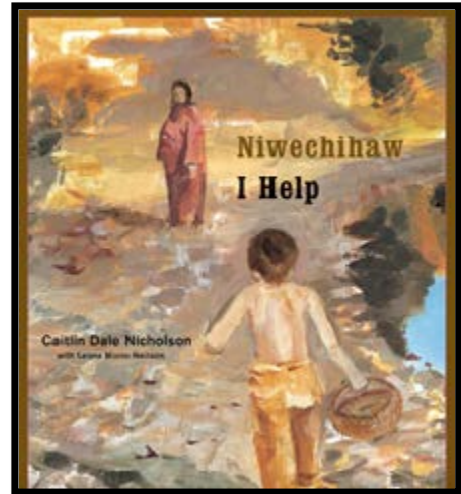
**Use Comprehension Strategies:** Identify the main idea or topic of simple narrative and expository texts.

**English Language Arts Grade 2****Outcome 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****Outcome 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

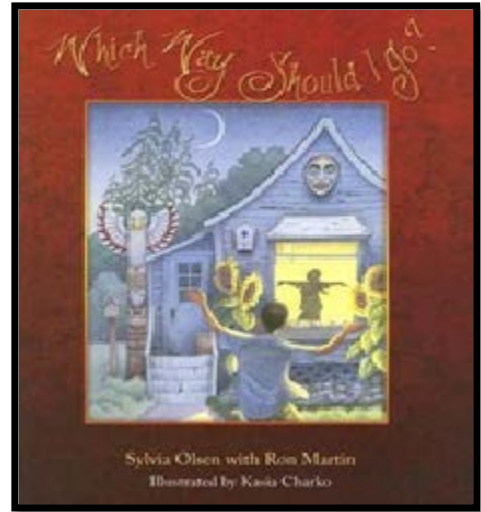
#### 3.1 Plan to Gather Information

**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

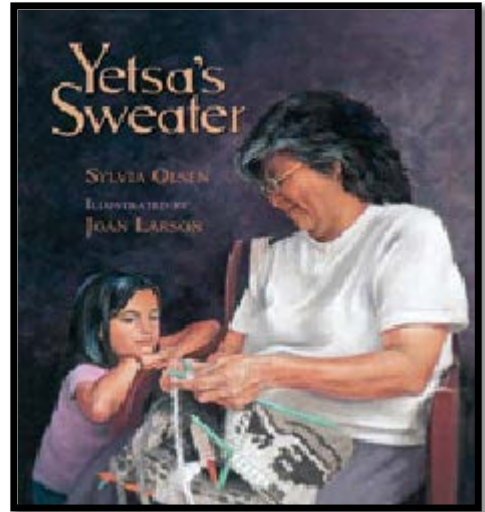
**5.1 Respect Others and Strengthen Community**

**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 One**

##### **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

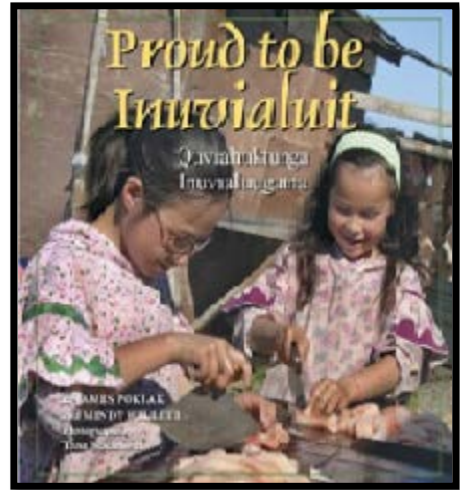
##### **5.1 Respect Others and Strengthen Community**

###### **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

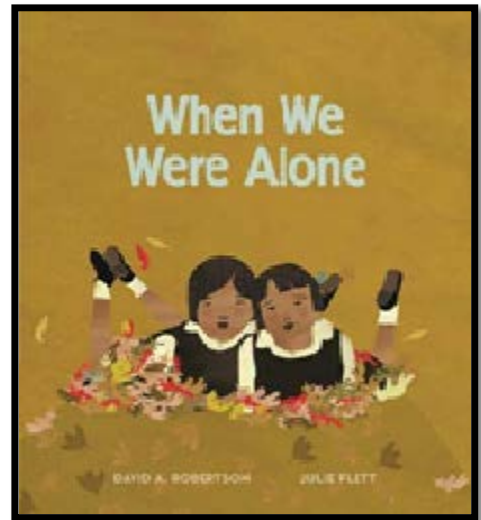
##### **2.2 Respond to Texts**

**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 One**

**2.4 Create Original Text**

**Generate ideas**

- contribute ideas and answer questions related to experiences and familiar oral, print and other media texts

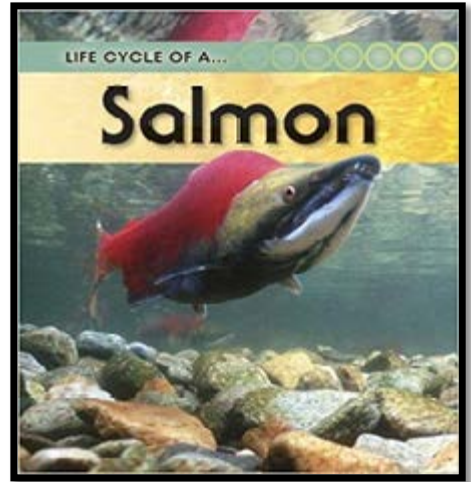
**Structure texts**

- 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:** Life Cycle of a Salmon

**Author:** Angela Royston

**Annotation:** This is a nonfiction text that reviews the life cycle of a salmon in a very colourful set of pictures depicting the salmon's life span for a decade.

### **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 Concept:**

- Connection to land

**Sensitivities:** None

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

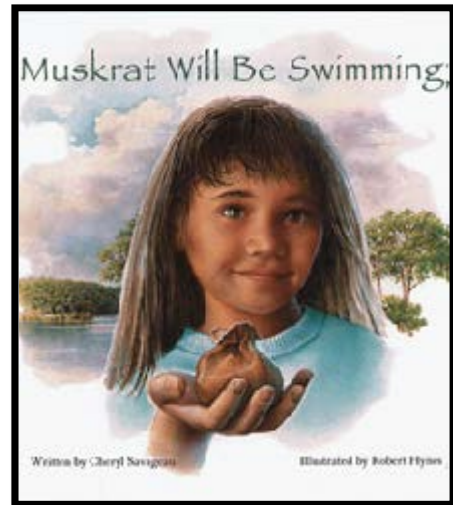
**Themes:** Lifecycle

**Topics:** wildlife

**Recommended Grade Level:** Grades 2-4

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

- **Background:** This is a reference text for the study of indigenous communities who rely on salmon as part of their livelihood, stories, songs, and connection to Mother Earth. Salmon are an extremely important animal to both the lifestyle and the spirituality of many indigenous cultures, especially the tribes of the Northwest Coast and the Columbia River. Like buffalo, salmon willingly give themselves up as food for humans in many Northwest indigenous myths, and, for that reason, they hold a special position of honor and respect. Some indigenous communities have special Salmon Dances and First Salmon Ceremonies that are celebrated at the beginning of the salmon fishing season throughout the Pacific Northwest region. In Native American artwork and literature, salmon are often used as a symbol of determination, renewal, and prosperity.



**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**

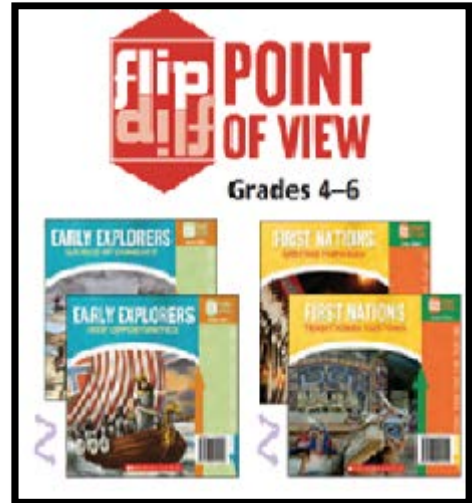
**2.2 Respond to Text**

**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:** 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.

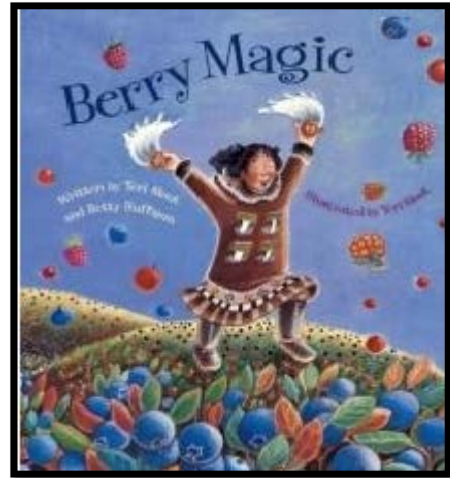
**Curriculum Connections:**

**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 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**

**2.2 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**

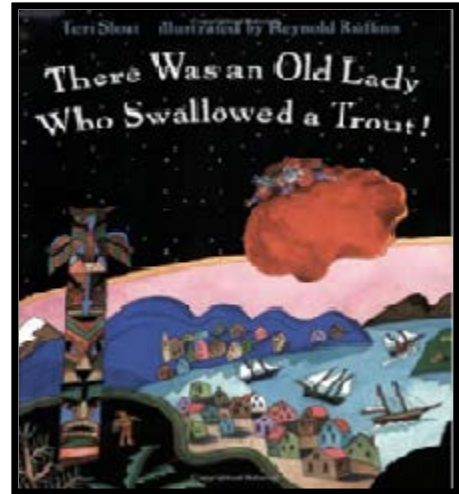
use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

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

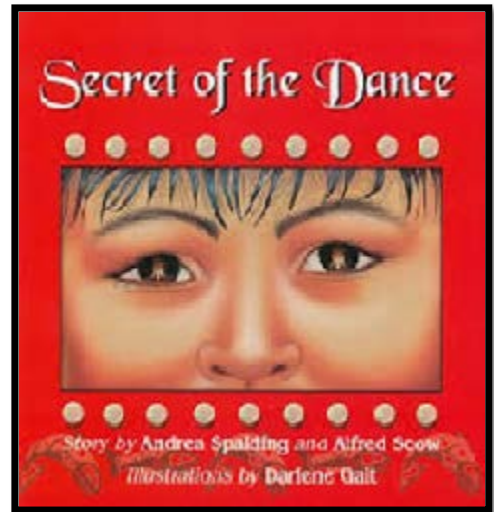
#### **3.2 Select and Process**

##### **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:**

- a. **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?

- b. **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.

- c. **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**

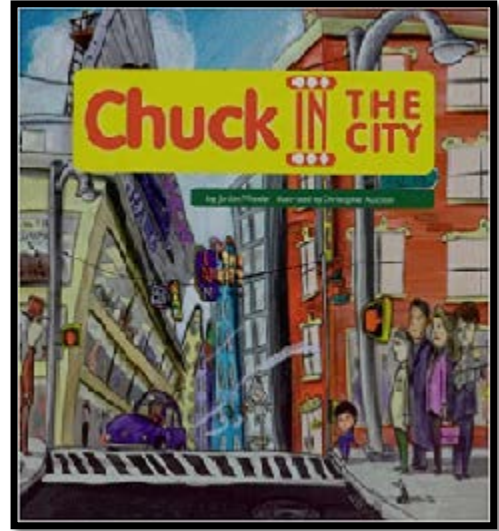
#### **Elaborate on the expression of ideas**

- 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:** 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 they life might have been like for Chuck or for a boy who lives in a more traditional indigenous lifestyle in a local indigenous community.

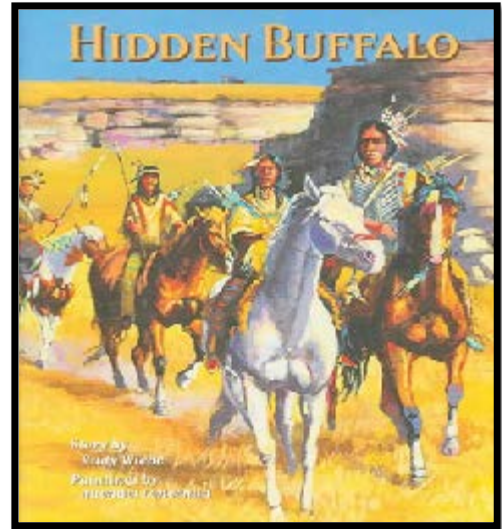
**Author's website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=827>

**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