

Book Title: *Eagle Boy*

Retold by: Richard Lee Vaughan

Artwork/Illustrations: Lee Christiansen

Annotation: Eagle boy begins the story as an orphan in his coastal village. He is laughed at and teased by other children in the village for feeding fish to the eagles in the sky. When winter comes, and food is scarce, it is Eagle boy who has the ability to feed the entire village. Traditional values of generosity, forgiveness and self sufficiency are presented. Rich illustrations help tell the story.

Concepts at a Glance:

- 🚩 Courage, Forgiveness, Generosity, Traditional Life

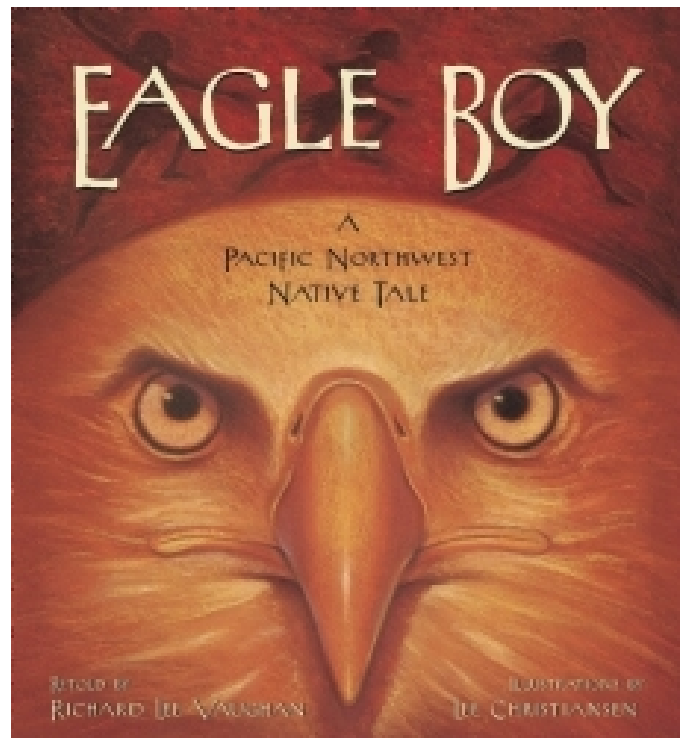
Text Set-Pacific Coastal Peoples: Secret of the Dance, Raven: A Trickster Tale of the Pacific Northwest, Salmon Boy: A Legend from the Sechelt People (Donna Joe), Assorted books from the Turtle Island Voices Collection. Selections from informational texts, text searched using a smart board. Books and information on Cedar trees.

Links to Explore:

- http://www.bcarchives.gov.bc.ca/exhibits/timemach/galler07/frames/wc_peop.htm


Projects, Ideas and Activities:

1. Read aloud—and examine-- a number of texts that present information on the Pacific Coastal peoples. Discuss how they met their basic needs using what was available.
2. Find out the names of some of the First Nations along the Pacific Coast of B.C.
3. Divide into small groups. Compare how the Pacific Coastal First Nations peoples and the Cree People traditional met their basic needs for food, shelter and clothing. Each group can choose a different area and make a presentation to the whole group to share what they know. Use this as an opportunity to work on presentation skills. Look for examples in the book that illustrate the information that is presented by each group. Did the illustrator portray the traditional life accurately?
4. When Chuh-coo-duh-bee runs back to the tribe huddled on the beach you can see that she is wearing a dress made from cedar bark. Cedar trees were fundamental to the life of the Pacific Coastal Peoples. Investigate how and why.
5. How did the Eagle Boy show that he was trying to live a good life?
6. Write journal entries from the point of view of the Eagle or from the point of view of Eagle Boy so that the events of the story are told through their eyes.
7. Turn the story into a graphic story.
8. Discuss what the Great Eagle taught the boy. In a circle, share times when someone has taught an important lesson that was hard to learn.



Eagle Boy - Curricular Links


Social Studies 2.2 A Community in the Past


 **2.1.1** Appreciate the physical and human geography of the communities studied.

 **2.1.7** Examine how the community being studied has changed.

English Language Arts


1.1 Discover and Explore


 (3) Explain understanding of new concepts in own words.


 (4) Share personal responses to explore and develop understanding of oral, print and other media texts.

 (5) Use own experiences as a basis for exploring and expressing opinions and understanding.


2.4 Create Original Text


 (5) Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.


 (6) Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media text.


 (7) Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict.


3.2 Select and Process

 (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

 (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.

 (3) Review information to determine its usefulness in answering research questions.

 (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.

 (7) Distinguish between fact and opinion, and follow the development of argument and opinion.