

Book Title: *Falling Star (Timeline Series)*

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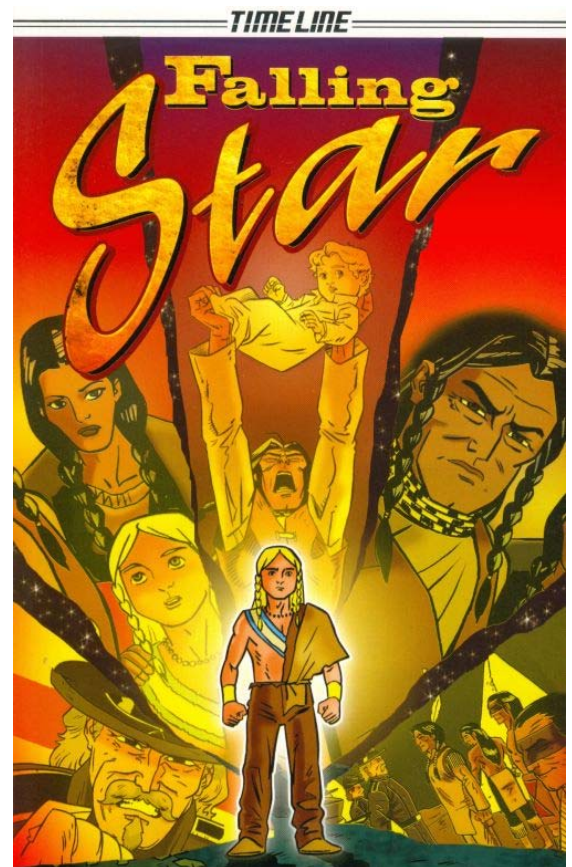
Annotation: This book is part of a series of multi-textual graphic tales for readers in older grades. *Falling Star* is the story of the adopted son of Standing Bear (band of Chief Sitting Bull) and his experiences watching the demise of the traditional way of life of the Lakota people. It also describes how Chief Sitting Bull came to stay in Canada for a time. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Concepts at a Glance: traditional life, war, courage, resiliency, community, graphic tales

Text Set on Lakota people: Crazy Horse's Vision (Bruchac), Sitting Bull remembers (Turner), Story of Yellow Leaf (Mortimer), Buffalo, This is my Land (Littlechild).

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Research to learn more about the Lakota Sioux Nation using historical texts, biography, reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
4. Page 41, the people are finding less and less food. Explore the role of the Buffalo in the life of the Plains people including the Lakota Sioux.
5. Explore the ideas of courage and resiliency. In which instances did the Lakota people show these traits?
6. Share times when students showed these traits. Write about them. Make graphic stories about them
7. Google ledger drawings. Use several sources to find out what they were, why and when they began, how they inform us today and other information you find interesting.
8. In what ways are ledger drawings and blogs similar?
9. Make a ledger drawing that shares information about a day in your life.



Falling Star (Timeline Series)-Curricular Links

Social Studies 7. Toward Confederation

- 7.1.1 Appreciate the influence of diverse Aboriginal, French and British people on events leading to Confederation.

- 7.1.2 Appreciate the challenges of co-existence among peoples.

English Language Arts

2.2 Respond to Texts

- (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
- (7) Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.

3.2 Select and Process

- (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs,
- (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- (5-8) Determine usefulness and relevance of information for research purpose and focus.
- (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
- (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

3.3 Organize, Record and Evaluate

- (5-8) Organize ideas and information using a variety of strategies and techniques...
- (6-8) Make notes on a topic, combining information from more than one source...

Health and Life Skills: Understanding and Expressing Feelings

- (4) Recognize that individuals can have a positive and negative influence on the feelings of others.
- (5) Identify and use long-term strategies for managing feelings, etc.

Group Roles and Processes

- (3) Encourage fair play.
- (5) Develop strategies to address personal roles and responsibilities in groups.

Art: Expression Level THREE - Component 10-Media and Techniques –Drawing

- Continue to explore ways of using drawing materials.
- Use drawing tools to make a variety of lines extending beyond previous levels into illusion.
- Use drawing to add details, textures, create pattern or suggest volume.