

Book Titles: *Fatty Legs* and *A Stranger at Home*

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Artwork/Illustrations: Amini-Holmes

Annotation: *Fatty Legs* is an informative, true story about the effects of residential school on a brave young Inuit girl in her quest to learn how to read. Her spirit, dignity and resilience remain intact against all the atrocities that she experiences. Archival photos and striking artwork add to the authenticity of this story. Many young readers will be attracted to this memoir. *A Stranger at Home* continues the story of Olemaun as she reintegrates back into her home community.

Concepts at a Glance:

- 🚩 Resilience, identity
- 🚩 Belonging, confidence, self-esteem
- 🚩 Canadian history, public policy, governance

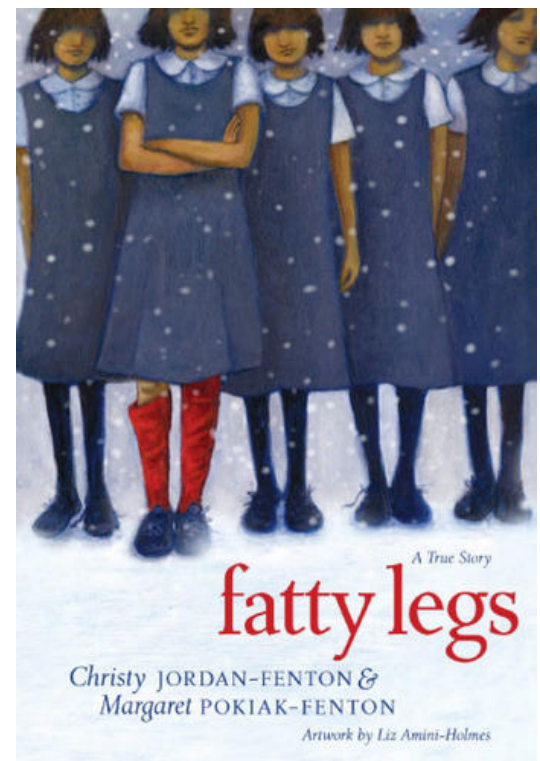
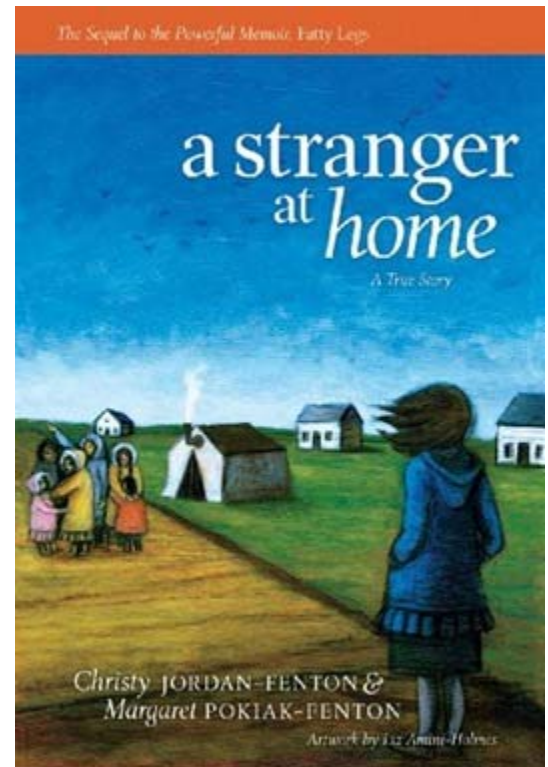
Text Set on Residential School: As Long As The Rivers Flow, Shi-Shi-Etko, Shin-chi's Canoe, A Stranger at Home, Home to Medicine Mountain

Links to Explore:

- Truth and Reconciliation Commission of Canada Interim report at: http://www.attendancemarketing.com/~attmk/TRC_id/Interim%20report%20English%20electronic%20copy.pdf
- Information regarding residential schools and National Day of Healing <http://ndhr.ca/wordpress/>
- Excellent interactive and primary source resources <http://www.wherethechildren.ca/en/>

Projects, Ideas and Activities:

1. Why did Canadian Prime Minister Stephen Harper apologize to former students of Indian residential schools?
2. Use different texts and different genres of text to compare how the residential school experience is portrayed. Which is the most compelling? Why?
3. Write a series of journal entries from the point of view of one of the other students in the school watching the relationship between Olemaun, and "Raven."
4. On a map, locate Olemaun Pokiak's home community. Calculate the distance she travelled to the residential school she attended. Why were residential schools built so far from communities?
5. Plan an event for your school community for June 11th.



Fatty Legs – Curricular Links

Social Studies General Outcomes

- ✚ 5.2 Histories and Stories of Ways of Life in Canada
- ✚ 6.1 Citizens participating in Decision Making
- ✚ 7.2 Following Confederation: Canadian Expansion
- ✚ 9.1 Issues for Canadians: Governance and Rights

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

Mathematical Strands:

Number

- ✚ (5) Represent and describe whole numbers to 1 000 000.

Shape and Space

- ✚ (5) Demonstrate an understanding of measuring length.

Mathematical Processes: Problem Solving, Reasoning

English Language Arts

1.1 Discover and Explore

- ✚ (6) Engage in exploratory communication to share personal responses and develop own interpretations.
- ✚ (7) Express personal understanding of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.

1.2 Clarify and Extend

- ✚ (6) Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.
- ✚ (8) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

2.2 Respond to texts

- ✚ (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.
- ✚ (8) Write and represent narratives from other points of view.

2.3 Understand Forms, Elements and techniques

- ✚ (7) Explain how sound and image work together to create effects in media texts.
- ✚ (8) Compare and contrast the different perspectives provided by first and third person narration.

