

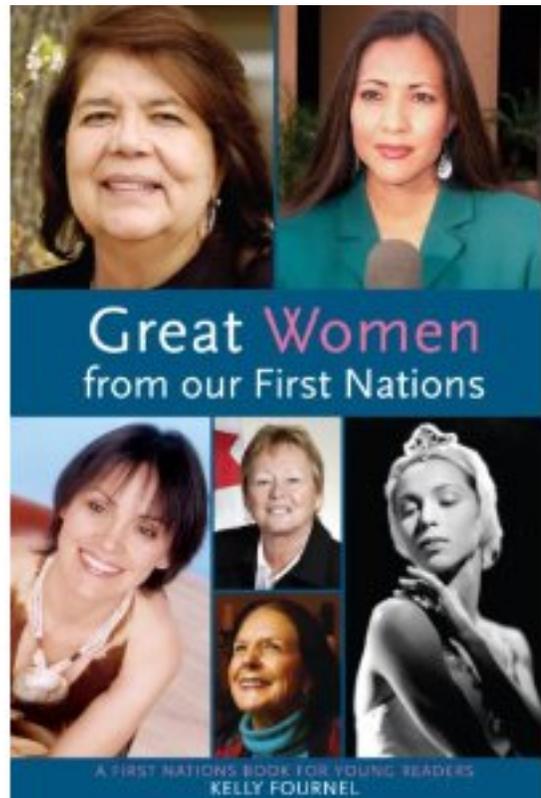
Book Title: *Great Women from our First Nations*

Author: Kelly Fournel

Annotation:

This book profiles the following ten outstanding women leaders:

- Suzanne Rochon-Burnett
- Pauline Johnson-Tekahionwake
- Thocemtony (Sarah) Winnemucca
- Maria Tallchief
- Wilma Mankiller
- Mary Kim Titla
- Lorna B. Williams
- Susan Aglukark
- Winona LaDuke
- Sandra Lovelace Nicholas



Each of these women role models have risen above specific circumstances and have either made, or are making, a positive difference to their communities. Regretfully, this book is somewhat dated and contains women from the United States as well as Canada so that many current (Canadian) First Nations women activists are not represented. However it is a great beginning!

Projects, Ideas and Activities:

1. Read aloud 1-2 of the biographies.
2. Brainstorm other great First Nations women (or men) that the class knows.
3. List ways that people give back to their families, or communities.
4. Discuss the idea of role models. Share who students feel are their role models.
5. Write about your role model from a personal perspective.
6. Write your own biography of a First Nations woman that you respect for her contributions to her community. Present to another class. Present at a community night.
7. Discuss the difference between being a celebrity and being a role model.
8. Design a project together that helps everyone give back to their community.

Great Women from our First Nations-Curricular Links

Social Studies 7. Canada: Origins, Histories and Movement of Peoples

7.1 Toward Confederation



Confederation: Canadian Expansions

7.2 Following

Social Studies 9. Canada: Opportunities and Challenges



Governance and Rights

9.1 Issues for Canadians:

English Language Arts

2.1 Use strategies and Cues

-  (7) Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content.
-  (8) Take notes, make outlines and use strategies as read, recite, review to comprehend and remember ideas and information.
-  (7) Skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words.

2.2 Respond to texts

-  (7-9) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters....

2.4 Create Original Text

-  (7) Chose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.
-  (8) Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes.

3.1 Plan and Focus

-  Consider audience, purpose, point of view and form when focusing topics for investigation.

3.3 Organize, Record and Evaluate

-  (7-9) Make notes, using headings and subheadings or graphic organizers appropriate...
-  (6-8) Reflect on ideas and information to form own opinions with evidence to support them.

3.3 Share and Review

-  (6-9) Communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs.

4.3 Present and Share

-  (7) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.
-  (8) Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications.
-  (9) Provide feedback that encourages the presenter and audience to consider other ideas and additional information.

