

Book Title: *I Like Who I Am*

Authors: Tara White

Artwork/Illustrations: Lee Claremont

Annotation: What happens when a blond, blue-eyed Mohawk moves to her First Nation reserve and is accused of not being Mohawk? This story is wonderful for exploring bullying, what it means to identify as part of a culture, and for depicting life on a First Nation reserve. It pushes against the way the media represents life on reserves as mainly violence and abuse. Loving relationships, supportive friends and inner strength help Celina turn life around!

Concepts at a Glance:

- 🌈 Resilience, Identity, Belonging, Confidence, Self-esteem

Text Set on dancing: Eagle Feather, Powwow:

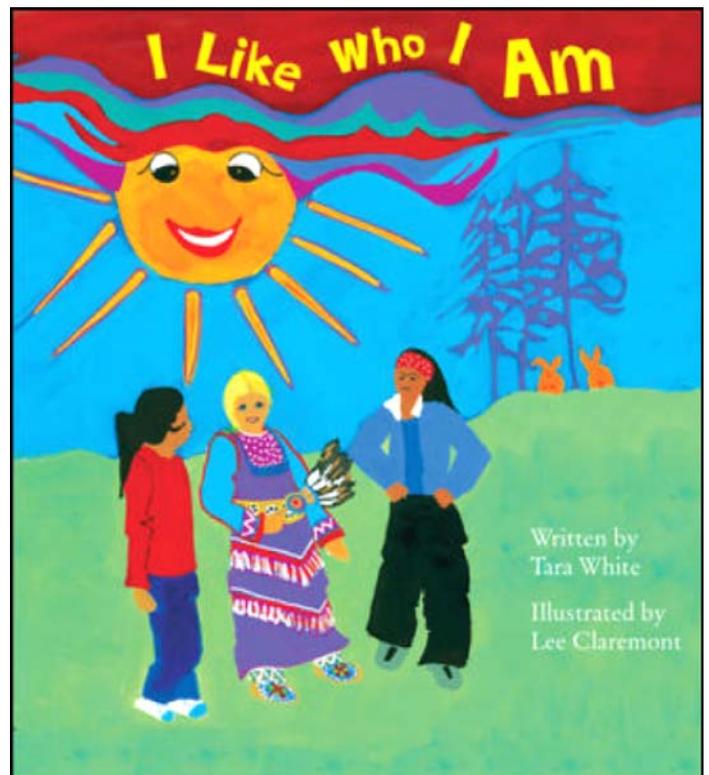
Images Along the Red Road, Spirit of Powwow, Jingle Dancer

Links to Explore:

- Google **Bert Crowfoot** for stunning photographs taken at different pow wow celebrations

Projects, Ideas and Activities:

1. What is a First Nation Community (reserve)? Find out how many there are in Canada. Locate the Mohawk community that the author comes from.
2. Draw a map of your community. Is it in a city? Is it on a First Nations reserve? On a Métis Settlement? Is it in a rural area?
3. Find out stories about your community that happened before the class was born. Tell the stories to another class. Make a book of them or act them out on a green screen, record, add background and digitize them.
4. Interview Elders that tell stories about the community from a long time ago.
5. Use different pictures from the story to teach how moving a horizon line make different and varied proportions of sky and ground. Try replicating a picture but change the horizon line.
6. Use different pictures from the story to teach how overlapping forms can be used to show depth or distance.
7. Share stories and experiences about being left out or bullied and how situations were resolved.
8. Paint posters to represent what it means to be what is in your heart. Use the illustration as inspiration and teach the necessary art techniques. This may be a project that takes a few weeks!
9. Add pow wow dancing to the physical education time.
10. Rewrite the story in groups as a graphic story. (You may need to teach story boarding first!).



I Like Who I Am - Curricular Links

Social Studies General Outcomes:

(1) 1.1 My World: Home, School, and Community -1.1.2-

- ✚ Value the groups and communities to which they belong.

(2) A Community in the Past- 2.2.1

- ✚ Appreciate how stories of the past connect individuals and communities to the present.

(4) The Stories, Histories and peoples of Alberta -4.2.1

- ✚ Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

Program Foundations: Citizenship and Identity, Aboriginal perspectives

Strands: Culture and Community, time, Continuity and Change

Art Level One: Reflection

- ✚ **Component 3-Appreciation (F):** All aspects of an artwork contribute to the story it tells.

Art Level One: Depiction

- ✚ **Component 4-Concepts (E):** A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level Two: Composition

- ✚ **Component 7-Composition (C):** Details, accents and outlines will enhance the dominant area or thing.
- ✚ **Component 8-Unity (C):** Every major area of a composition should be interesting in itself.

Art level Two: Expression

- ✚ **Component 10-Media and Techniques (B):** Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures. Mix paints to show intensity of colour. Continue to paint in combination with other media and techniques.

English Language Arts

1.1 Discover and Explore

- ✚ (2) Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.

2.2 Respond to texts

- ✚ (3) Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual resources.
- ✚ (4) Retell events of stories in another form or medium.

2.3 Understand forms, elements and techniques

- ✚ (4) Identify and explain connections among events, setting and main characters in oral, print and other media texts. Identify the narrator.

2.4 Create Original Text

- ✚ (3) Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts.
- ✚ (4) Produce narratives that describe experiences and reflect personal responses.

