

Book Title: *Idaa Trail*

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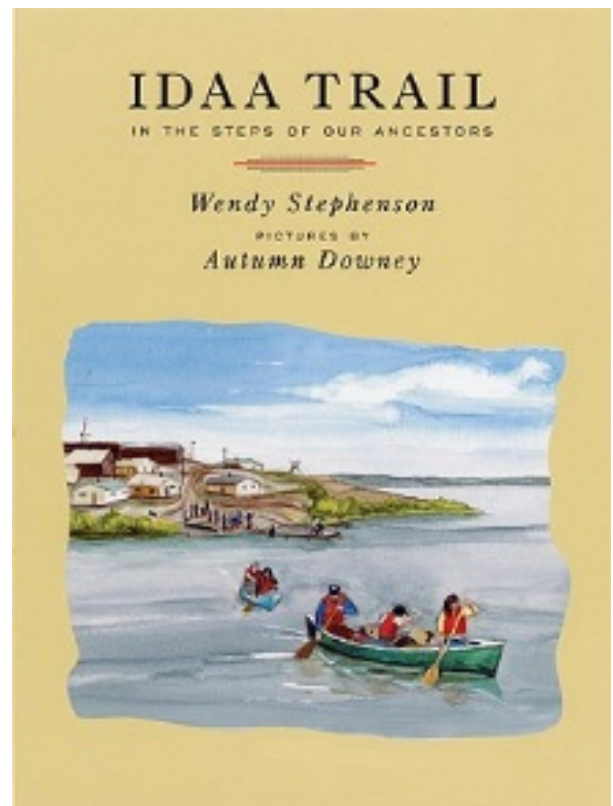
Annotation: John and his cousins spend the summer with their grandparents on a canoe trip that follows a hundred year old trade route of the Dogrib people. The children's grandparents had traveled this trail as youngsters and wanted to show their grandchildren how "the land is like a book". As they travel, the children become physically much stronger as well as learning a great deal of traditional knowledge. The grandparents teach by using story as well as demonstration. When the children finish their journey they are full of new abilities, knowledge and a greater appreciation of their ancestors.

Text Sets: Traditional teaching, grandparents, land, journeys, Dogrib people and literacy.

Links: www.lessonsfromtheland.ca

Projects, Ideas and Activities:


1. Use this book as a read aloud. Pose the question at the start: How is the land like a book?
2. Chart all the ways that the grandparents satisfy their needs with things they obtain on the trail.
3. Google the authors. What is it about their background that adds credibility to their work?
4. This book was written about the trade route used by the Dogrib people. Is there anything written about the trails used by the Cree?
5. Use this book as well as **Come Learn With Me** as part of a text set to study a dynamic community for the grade two social study unit
6. Use this book as well as **Come Learn With Me** as part of a text set to study the physical geography of Canada for the grade five social study unit
7. Make a model or diorama of one of the camps that is described in the book. Put in all the tools that were used to satisfy their daily needs.
8. In a large space like a school gym—lay out the models according to the days they travelled. Calculate the distance traveled and separate the models by a scale that represents the distance between the camps.



Idaa Trail-Curricular Links

Social Studies 2.2 A community in the past

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

 the community being studied has changed.

2.1.7 Examine how

Social Studies 5: Canada: The Land, Histories and Stories

Science: Grade One

 **Topic C: Building Things**

Science: Grade Three







 **Topic B: Building things with a variety of Materials, Topic C: Testing materials and designs**

Science: Grade Seven





 **Unit A: Interactions and Ecosystems and Unit B: Plants for Food and Fibre**

English Language Arts


3.1 Plan and Focus


-  (K) Ask questions to satisfy personal curiosity.
-  (1) Follow spoken directions for gathering ideas and information.
-  (3) Contribute ideas for developing a class plan to access and gather ideas and information.
-  (4) Ask relevant questions, and respond to questions related to particular topics.
-  (5) Identify categories of information related to particular topics and ask questions related to each category.
-  (7) Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.

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.

Art: Composition Level ONE

 **Component 7 (B)** The main part of a composition can be treated thoroughly before adding related parts.

 **Component 9-Craftmanship (A)** Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful. **(B)**Stepping back from a work helps in judging how it can be improved.

Art: Expression Level TWO: Component 10iii Media and Techniques (Drawing)

 Use a variety of

drawing media in an exploratory way to see how each one has its own characteristics.



Use drawing tools to

make a variety of lines-curved, straight, thick, thin, broken, continuous.



Make drawings from

direct observations.