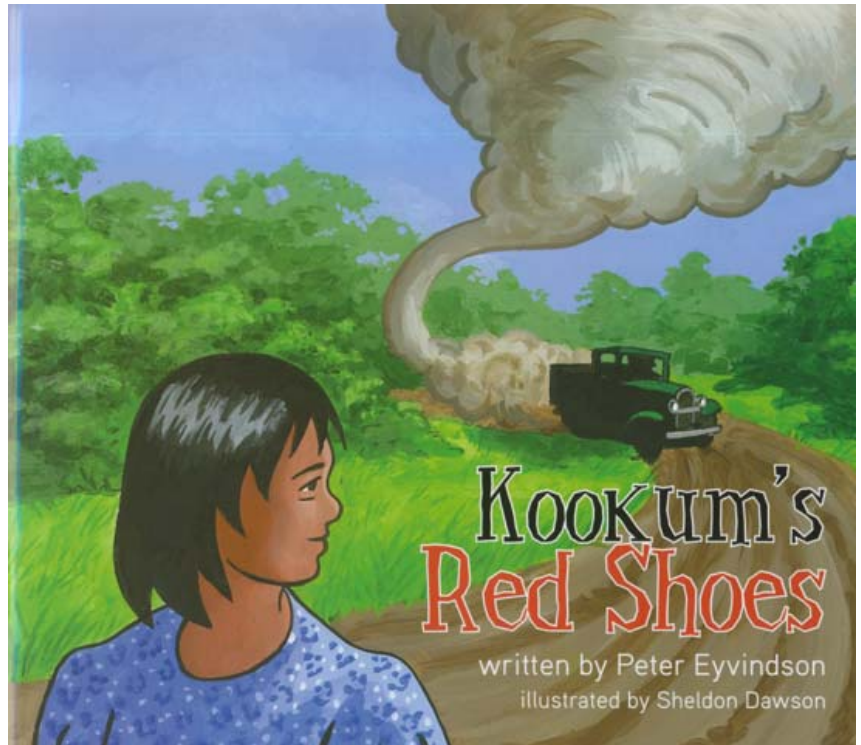


Book Title: *Kookum's Red Shoes*

Author: Peter Eyvindson

Illustrator: Sheldon Dawson

Annotation: The legacy of residential school is shared in a respectful and engaging way through this story. The elderly Kookum remembers how her life was changed forever, yet we see how her humour, goodness and loving ways are maintained throughout. This compelling picture book will help teachers introduce a painful and shameful part of our shared Canadian history. Although the reading level is Division 1, the topic and concepts make it more suitable for Grade three and up.



Concepts at a Glance:



silence, hope, Legacy of residential school, identity, family

Re

Text Set on shoes: Two Pairs of Shoes, Cinderella, The Moccasins, The wizard of Oz,

Residential School Text Set: As long as the Rivers Flow, Shi-Shi-Etko, Shin-chi's canoe, Fatty Legs, A Stranger at Home, Home to Medicine Mountain, My Name is Seepetza, No time to Say Good bye

Links to explore:

-

Reconciliation Commission of Canada Interim report at:

http://www.attendancemarketing.com/~attmk/TRC_jd/Interim%20report%20English%20electronic%20copy.pdf

Truth and

-

regarding residential schools and National Day of Healing <http://ndhr.ca/wordpress/>

Information

-

interactive and primary source resources <http://www.wherethechildren.ca/en/>

Excellent

Projects, Ideas and Activities:

- 1.

were a symbol of hope for Kookum. What are other symbols of hope?

Red shoes

- 2.

(pardon the pun) make charts to show all the changes in Kookum before and after being in school. What stayed the same?

In pairs

3. Imagine your community without any school age children. Draw a web or mind map to show all the people in Kookum's community that might have been impacted when the children were forced to go to residential school.
4. Collect books or stories about shoes. What role do the shoes play in these stories?
5. See if anyone can come in to share a story about a special pair of shoes.
6. Invite someone in to make bannock with the class. Eat and share stories of overcoming difficulty.
7. Use the Residential school text set when examining such documents as the Indian Act, Treaty No 8, Statement of Apology, Canadian Charter of Rights and Freedoms.

Kookum's Red Shoes-Curricular Links

Social Studies General and Specific Outcomes

- ✚ **4.2. The Stories, Histories and Peoples of Alberta-4.2.1:** Recognize how stories of people and events provide multiple perspectives on past and present events. Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.(5.2.1)
- ✚ **4.3. Alberta Celebrations and Challenges-4.3.3** Examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues: In what ways have Aboriginal peoples and communities changed over time? How does living in a particular community, region or province help shape individual and collective identity?
- ✚ **5.2. Histories and Stories of Ways of Life in Canada -5.2.1** Appreciate the complexity of identity in the Canadian context.
- ✚ **9.1. Issues for Canadians -9.1.6-** Assess, critically, how the increased demand for recognition of collective rights has impacted on the legislative process in Canada by exploring and reflecting upon the following questions and issues: How does the *Indian Act* recognize the status and identity of Aboriginal peoples? How does legislation such as Treaty 6, Treaty 7, Treaty 8 recognize the status and identity of Aboriginal peoples.

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.

English Language Arts

2.3. Understand Forms, Elements and Techniques

- ✚ (6) Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts.
- ✚ (7) Identify the narrator's perspective and explain how it affects the overall meaning of a text.

3.2. Select and Process


- ✚ (4) Locate information to answer research questions, using a variety of sources such as maps, atlases, charts.....elders in the community and field trips.
- ✚ (9) Obtain information reflecting multiple perspectives from a variety of sources...

3.4. Share and Review

- ✚ (5) Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, Charts, graphic displays...
- ✚ (1) Make observations about activities, experiences, oral, print and other media texts.

2.1 Use Strategies and Cues

- ✚ (K) Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed.

 (1) Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media text.