

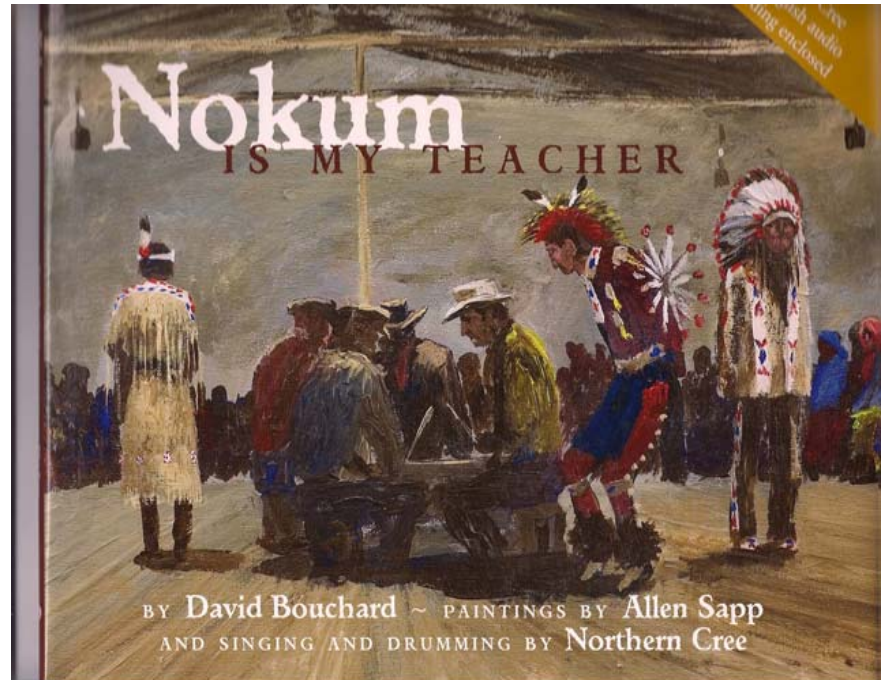
**Book Title:** *Nokum is My Teacher*

**Written by:** David Bouchard

**Illustrated by:** Allen Sapp

**Annotation:** This thoughtful book is written as a dialogue between a young boy and his grandmother or Nokum. The boy asks why he should have to learn to read and wonders if knowledge of the world outside their reserve has value. Nokum knows that reading opens up a world of possibilities, even though she never learned to read. Nokum skillfully guides her grandson to a new understanding of the larger world outside, while still retaining respect

for the way of the people. Cree artist, Allen Sapp has provided the illustrations. Some books come with a CD that has the story in English and Cree, as well as drumming by the group Northern Cree.



### Text Set on Alan Sapp

#### Links:

- 📄 Link to David Bouchard's webpage: <http://www.davidbouchard.com/>
- 📄 Utube to listen to the author read: <http://www.youtube.com/watch?v=17QYnw5xzWE>

#### Projects, Ideas and Activities:

1. Read the story in English.
2. Invite a Cree speaker in to read the Cree version as the class reads the English version or listen to the story on the CD in English and Cree.
3. Discuss why a boy would ask his Nokum about differences between what his teachers teach him, and what he learns from his experiences on the reserve.
4. Invite an Elder into the classroom to talk about their culture and teach some Cree.
5. Play the CD to the class. Collect samples of other Cree music/drum groups/ and talk about the importance of music in all cultures. What music is common in your community?
6. The author, illustrator and drum group all have connections to Cree culture. Find out how they are connected. Which is the Cree First Nation nearest to you?
7. Develop this book as a Reader's Theatre performance.
8. Learn about Allen Sapp. Invite an art gallery to come in to show his work.
9. Examine the pictures to find things from Cree culture in the past, present and both.
10. In pairs or groups, rewrite the book in prose rather than poetry using the dialogue approach.

## Nokum is My Teacher: -Curricular Links

### Social Studies General Outcomes

#### K.1 I am unique

- Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

#### 4.2 The Stories, Histories and People of Alberta

- Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

#### 5.2 Histories and Stories of Ways of Life in Canada

### Skills and processes

- Develop skills of critical thinking and creative thinking, Develop skills of historical thinking

### Learners and Learning

- Asking questions, sharing ideas and understanding, empathizing with the viewpoints and positions of others.

### Knowledge and Understanding

- Understand the diversity of Aboriginal traditions, values and attitudes

**Program Foundations:** Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion

### Music General Learner Expectations

- Develop enjoyment of music.
- Awareness and appreciation of a variety of music, including music of the many cultures represented in Canada.
- Self-expression and creativity.

**Concepts:** rhythm, form

**Skills:** singing, listening, moving, creating

### English Language Arts

#### 1.2 Clarify and Extend

- (8) Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.

#### 2.2 Respond to texts

- (1) Experiment with repetition, rhyme, and rhythm to create effect in own oral, print and other media texts.
- (7) Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities.

#### 4.3 Present and Share

- (8) Identify and use explicit techniques to arouse and maintain interest and to convince the audience.
- (5) Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention.

#### 5.1 Respect Others and Strengthen Community

- (7) Explain how differing perspectives and unique reactions expand understanding.
- (8) Compare own with others' understanding of people, cultural traditions and values

portrayed in oral, print and other media texts.