

Book Title: *Raven: A Trickster Tale from the Pacific Northwest*

Written and Illustrated by Gerald McDermott

Annotation: Many First Nations peoples have stories about tricksters (Raven, Coyote, Wisahkecahk, to name a few). They are generally humorous, with a strong message regarding how one ought to behave or how to treat others. The beautiful illustrations of this book make it a wonderful teaching tool for art Tricksters. This would also be an excellent book to help with the learning about a community in another part of Canada.

Text Set on tricksters: Coyote

Christmas: A Lakota Story, Raven Tales, Coyote's Trick, Nanabosho and the Cranberries, Love and Roast Chicken: A Trickster Tale from the Andes Mountains, Raven Goes Berrypicking (Cameron), The Navajo Year, Trickster: Native American Tales, A graphic collection.

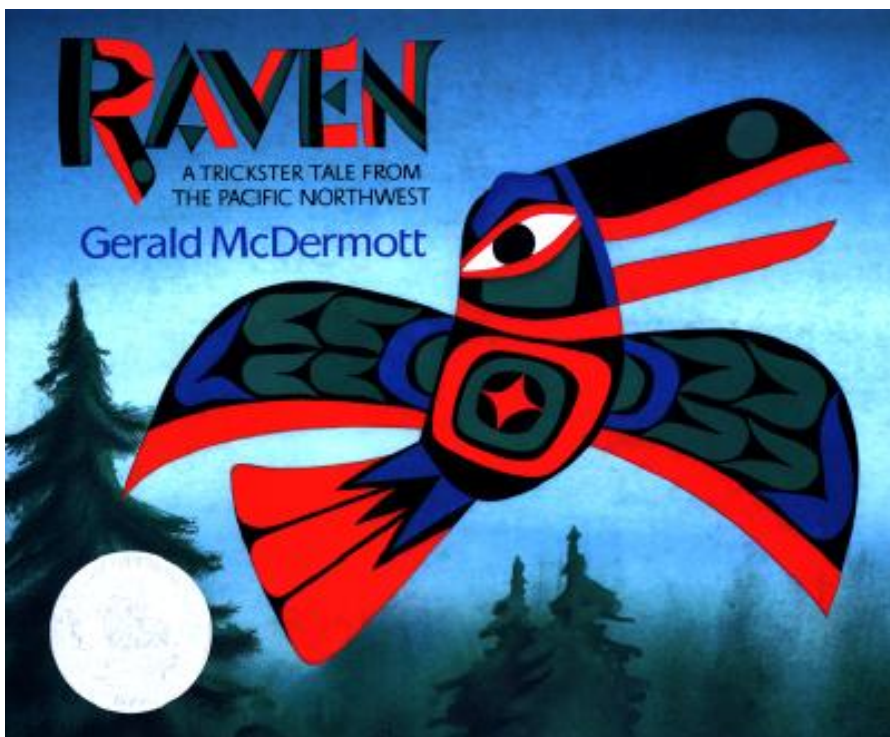
Text Set on Artists: Emily Carr at the Edge of the world (Jo Ellen Bogart), Four pictures by Emily Carr (Nicolas Debon), Discovering Emily (Jacqueline Pearce)

Links to Haida artist Bill Reid <http://theravenscall.ca/en/art>

- Link to another version of this story told by Bill Reid <http://www.civilization.ca/cmcc/exhibitions/aborig/reid/reid14e.shtml>

Projects, Ideas and Activities:

1. Follow the link to Haida artist Bill Reid. There are lesson plans provided if you are interested in learning more.
2. Use a map to locate the Haida Gwaii (formerly Queen Charlotte Islands). Why was the name changed? If studying the Haida Gwaii as a community, document the changes over time.
3. Research and learn about Emily Carr who documented traditional Haida life through her art. Compare to what we learn by googling today.
4. Compare this story to another trickster tale. Use categories such as: main characters, problem, trick, resolution.
5. Discuss how Raven the Bird, Raven the pine needle and Raven the child still look the same.
6. Google Haida art and find out more about that particular style. Is Gerald McDermott using the traditional colours? Is copying a style a form of appreciation, imitation, or appropriation? Do we know if he had permission to use this style or if someone from the culture gave him the teachings he needed?
7. Read aloud the same story but told Bill Reid. What is the same? What is different? Why?
8. Turn this into a radio play, Readers theatre, a slide show, or a play. Share with an audience.



Raven: A Trickster Tale-Curricular Links

Social Studies 2.2 A community in the past

- ✚ 2.2.6 Analyze how the community being studied emerged, by exploring and reflecting upon questions for inquiry.
- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.7 Examine how the community being studied has changed.

Art Level Two: Reflection

Component 3-Appreciation

- ✚ (A) Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
- ✚ (E) Art is valued for different reasons; e.g .aesthetic, economic, symbolic, associative

Art Level Two: Depiction

Component 4-Main forms and proportions

- ✚ (C) Images can be portrayed in varying degrees of realism.
- ✚ (F) Size variations among objects give the illusion of depth.

English Language Arts

3.2 Select and Process

- ✚ (K) Use illustrations, photographs, video programs, objects and auditory cues, to access information.
- ✚ (1-2) Use questions to find specific information in oral, print and other media texts.
- ✚ (4) Identify information sources that inform, persuade or entertain, and use such sources appropriately.

3.3 Organize, Record and Evaluate

- ✚ (K) Represent and talk about ideas and information; dictate to a scribe.
- ✚ (3) Record facts and ideas using a variety of strategies, list titles and authors of sources.
- ✚ (4) Paraphrase information from oral, print and other media sources.