

Book Title: *Rebel Leader (Timeline Series)*

Authors: Jan Beaver

Illustrated by: Mike Rooth

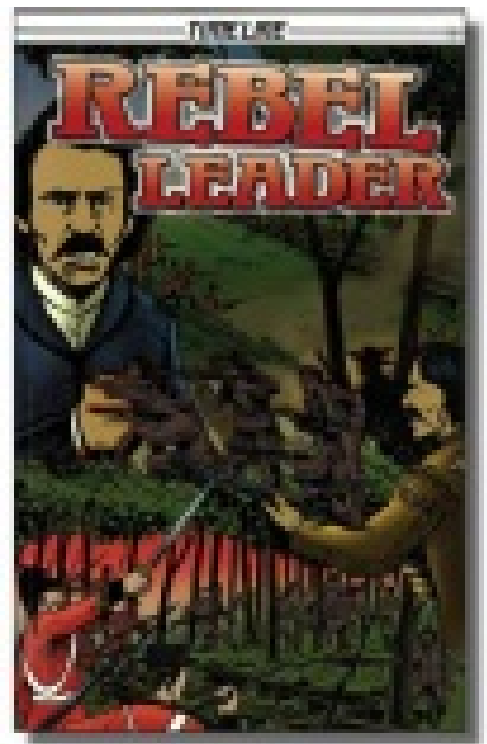
Annotation: This book is part of a series of multi-textual graphic tales for readers in older grades. Rebel Leader is the story a young Métis fiddler who is gifted with a fiddle that has been passed down since the days of Louis Riel. Through flashbacks and non-narrative writing, the reader learns about the formation of the Métis Nation and the eventual demise of its leader, Louis Riel. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Concepts at a Glance: Métis, war, courage, resiliency, music.

Text set on Métis people: A Name for a Métis (Flamand), Belle of Batoche, Dancing in my Bones (Burton) Flour Sack Friends (Delaronde) I loved her etc.

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Research to learn more about Louis Riel, Gabriel Dumont and the formation of the Métis Nation using historical texts, biography, reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
4. Examine the book for symbols of Métis heritage. Find someone who can teach you finger weaving!
5. Explore the ideas of courage and resiliency. In which instances did the Metis people show these traits?
6. Share times when students showed these traits. Write about them. Make graphic stories about them.
7. Page 10 shares that the initial Métis people were First Nation and French. Is that true of the Métis people today? Invite someone in from the Métis Nation, or from the Métis Settlement General Council to talk about what it means to be Métis today.



Rebel Leader (Timeline Series)-Curricular Links

Social Studies 7. Toward Confederation

- 7.1.1 Appreciate the influence of diverse Aboriginal, French and British people on events leading to Confederation.

- 7.1.2 Appreciate the challenges of co-existence among peoples.

English Language Arts

2.2 Respond to Texts

- (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
- (7) Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.

3.2 Select and Process

- (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs.
- (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- (5-8) Determine usefulness and relevance of information for research purpose and focus.
- (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
- (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

3.3 Organize, Record and Evaluate

- (5-8) Organize ideas and information using a variety of strategies and techniques...
- (6-8) Make notes on a topic, combining information from more than one source...

Health and Life Skills: Understanding and Expressing Feelings

- (4) Recognize that individuals can have a positive and negative influence on the feelings of others.
- (5) Identify and use long-term strategies for managing feelings, etc.

Group Roles and Processes

- (3) Encourage fair play.
- (5) Develop strategies to address personal roles and responsibilities in groups.

Art: Expression Level Three- Component 10-Media and Techniques –Fabric Arts

- Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.

