

Book Title: *Secret of the Dance*

Authors: Andrea Spalding and Alfred Scow

Illustrator: Darlene Gait

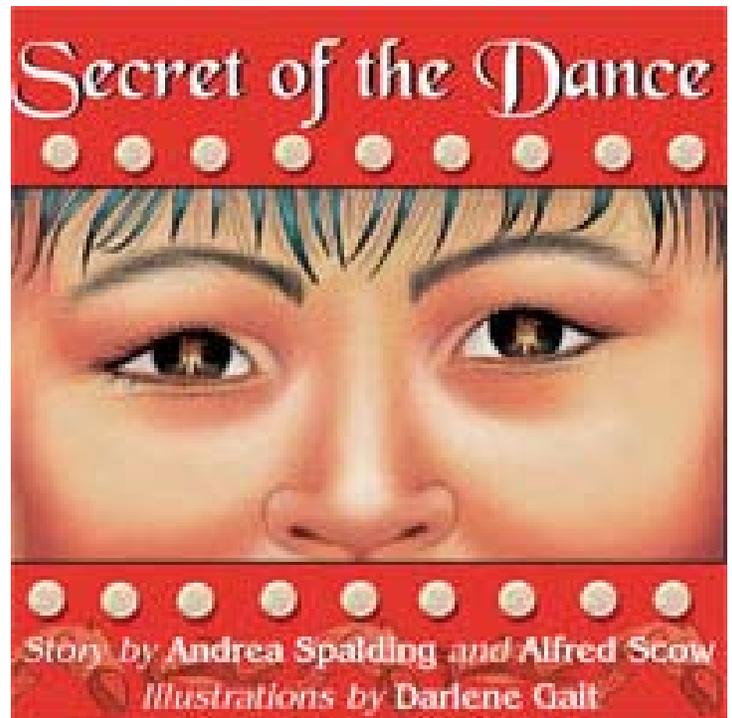
Annotation: This story is based on a true story that happened to retired Judge Alfred Scow, Elder of the Kwick'wa'sut'eneuk people. He was born in 1927 during a time when traditional ceremonies were outlawed by the Canadian government. In *Secret of the Dance*, Watl'Kina's family defies the Indian Agent, just as many other families did, to go far afield in order to practice a potlatch ceremony in secrecy.

Concepts at a Glance:

- ✚ Resilience, hope
- ✚ Governmental policy
- ✚ Identity, family

Projects, Ideas and Activities:

1. Look closely at all the facial expressions created by the illustrator. How would you describe them all? Use different words to describe each emotion. Keep the word bank of feeling words as reference for writing projects. Make a quick emotion alphabet book if you have enough words to cover most of the letters!
2. Research button blankets. Gather some images for the students to study. Find out how buttons came to be used. Learn about what was used before buttons.
3. Masks are an important part of the story. Find out more about masks used by the Pacific Coastal peoples. Some masks are used only for ceremonies and therefore are sacred. Others are made for different reasons. Make masks that you can use to act out a trickster tale. You can use: paper, clay, found objects, fabric.....
4. Collect buttons to use as the basis of 2 art projects. First make a 2-D picture. Teach students how to sew on buttons so that they can turn the 2-D pictures into 3-D using buttons.
5. Examine how colour is used. Try making a picture using only shades of black and white with one spot of vivid colour to highlight what you think is important.



Secret of the Dance-Curricular Links

Art Level One: Reflection

- ✚ **Component 3-Appreciation (A)** Art takes different forms depending on the materials and techniques used. (E) Tints and shades of colours or hues affect the contrast of a composition.

Art Level One and Two: Depiction

- ✚ **Component 6-Qualities and Details (D)** Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value. (E) Images are stronger when contrasts of light and dark are used.

Art Level One and Two: Composition

- ✚ **Component 7 (A)** The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.

Art Level One: Expression

- ✚ **Component 10i (A)** Feelings and moods can be interpreted visually (B) Specific messages, beliefs and interests can be interpreted visually, or symbolized.
- ✚ **Component 10iii-Media and Techniques (E):** Learn the basics of thread and needle manipulation.

Art Level Three: Composition

- ✚ **Component 7 (A)** Viewfinders are useful devices to determine the best format for what will be portrayed and the centre of interest.

English Language Arts

1.1 Discover and Explore-Experiment with language and form

- ✚ (4) Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.
- ✚ (9) Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts.

1.2 Clarify and Extend: Extend Understanding

- ✚ (2) Find more information about new ideas and topics.
- ✚ (4) Explore ways to find additional ideas and information to extend understanding.
- ✚ (4) Retell events of stories in another form or medium.

2.1 Use Strategies and Cues: Use prior knowledge

- ✚ (K) Connect oral language with print and pictures.
- ✚ (3) Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letter, pictionaries, and junior dictionaries, are organized, and use them to construct and confirm meaning.
- ✚ (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

2.4 Create Original Text: Elaborate on Expression of ideas

-  (2) Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.
-  (3) Use sentence variety to link ideas and create impressions on familiar audiences.
-  (6) Use literary devices such as imagery and figurative language to create particular effects.