

**Book Title:** *The Lost Island*

**Author:** E. Pauline Johnson

**Illustrator:** Atanas Matsoureff

**Annotation:** Tillicum (grandfather) shares an inherited vision and reality with his grandson about the many things that the Salish People have lost: lands, forests, beliefs, dress, and stories. The vision is one of despair, struggle and yet hope. The Lost Island contains stunningly vivid water color illustrations that bring the story to life. The author is a famed poet.

**Concepts at a Glance:**

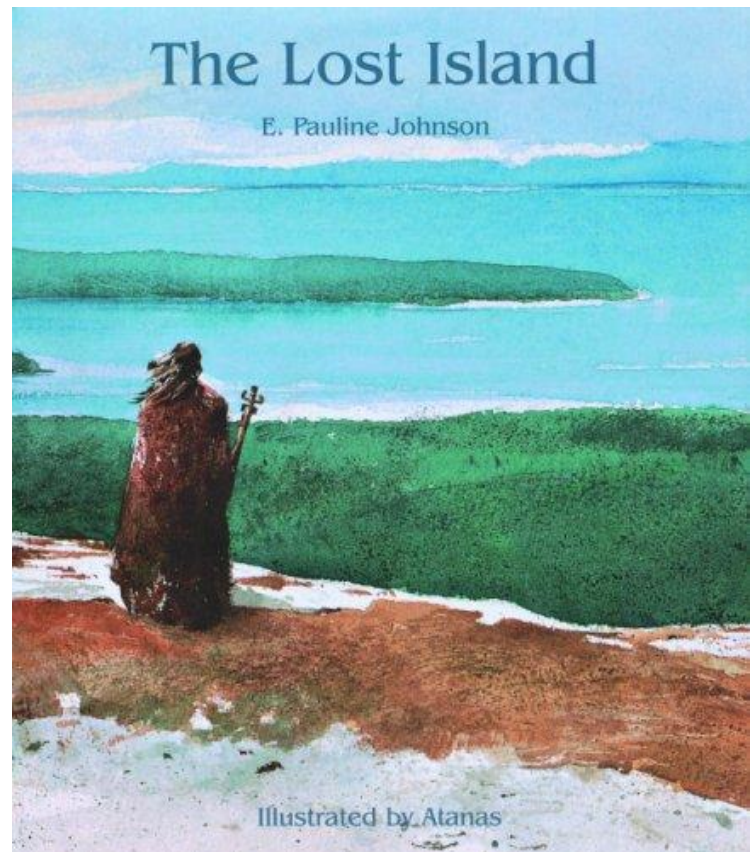
- ✚ Loss of identity, resiliency
- ✚ Symbolism, Visions, Oral Tradition
- ✚ Colonization, urbanization

**Links to explore:**

- Explore the talents and watercolor painting of Atanas Matsoureff.
- Canadian Writers: <http://canadian-writers.athabascau.ca/english/writers/epjohnson/epjohnson.php>
- Aboriginal Legends: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao04580.html>
- B.C. First Nation legends and symbology: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao04580.html>

**Projects, Ideas and Activities:**

1. Who are the Salish people? Where do they live? How did they view their relationship with the land and animals? Compare the traditional lives of the Coast Salish to that of a FNMI community in your area.
2. In groups find and collect images of the Coast Salish People to create a storyboard of the past and present. Be prepared to present this to your classmates.
3. Use different pictures from the story to teach how moving a horizon line make different and varied proportions of sky and ground. Try replicating a picture but change the horizon line.
4. Choose two pictures from the story that contain one or more of the following:
  - Images show varying degrees of realism
  - Landscapes show middle ground, background and foreground
  - Size variation among objects create depth
5. Interview Elders in your area that tell stories about the community from a long time ago. Using watercolors create a story book based on their story to gift back to them.



## The Lost Island-Curricular Links

### **Social Studies 4.2. The Stories, Histories and peoples of Alberta**

- ✚ 4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

### **Social Studies 4.3 Alberta: Celebrations and Challenges**

- ✚ Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

### **Social Studies 5.1 The Physical Geography of Canada**

- ✚ Appreciate how the land sustains communities and the diverse ways that people have of living with the land.

### **Social Studies 5.2 Histories & Stories of Ways of Life in Canada-5.2**

- ✚ Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

**Program Foundations:** Citizenship and Identity, Aboriginal perspectives,

**Strands:** Culture and Community, time, Continuity and Change

### **Art Level Two: Reflection Component 3-Appreciation**

- ✚ (A): Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.

### **Art Level Two: Depiction Component 4 – Main forms and Proportions**

- (C) Images can be portrayed in varying degrees of realism.
- (E) Landscapes can show middle ground, background and foreground.
- (F) Size variations among objects give the illusion of depth.

## **English Language Arts**

### **2.2 Respond to Texts: Experience various texts**

- ✚ (4) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs.
- ✚ (5) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.
- ✚ (9) Consider historical context when developing own points of view or interpretations of oral, print and other media texts.

### **2.2 Appreciate the artistry of texts**

- ✚ (4) Explain how language and visuals work together to communicate meaning and enhance effect.
- ✚ (7) Discuss how techniques such as colour, shape, composition, suspense, foreshadowing and flashback are used to communicate meaning and enhance effects...

### **Construct meaning from texts**

- ✚ (5) compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.

### **5.1 Respect Others and Strengthen Community**

- ✚ (5) Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media.
- ✚ (7) Discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts.

