

Book Title: *The Night Wanderer: A Native Gothic Tale*

Authors: Drew Hayden Taylor

Annotation: Tiffany Hunter, a teen Anishinabe girl, has lived on Otter Lake reserve her entire life. A mysterious lodger moves into her basement and sinister events begin to occur. Tiffany is at first unaware of anything happening as she is preoccupied with her non-Anishinabe boyfriend and the relentless fighting with her father. This is a chilling tale that adds a new slant to vampire fiction. Good for grade 7-9.

Concepts at a Glance:

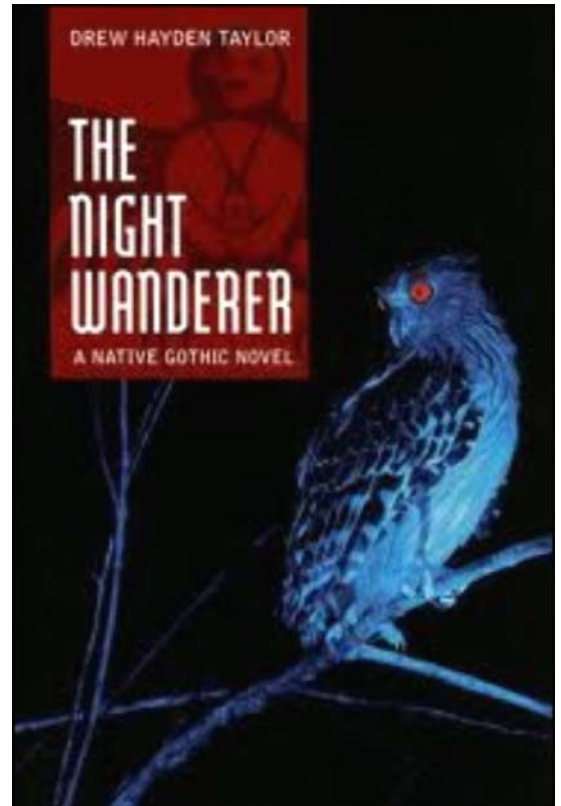
- 📌 Family relationships, Belonging, confidence, self-esteem
- 📌 Vampire literature, teen angst

Links to explore:

- 📌 Google the author

Projects, Ideas and Activities:

1. Develop a series of diary entries based on one of the characters. Devel
2. Compare this book to one of the books in the Twilight series. Comp
3. List all the ways Tiffany and her dad are in conflict. Identify the main issue that underlies all the conflict. List
4. Take one of the conflicts between Tiffany and her dad, and rewrite from the Granny's perspective. Take
5. Choose another piece of writing by the author to read. What makes his writing compelling? Choo
6. Google book reviews on *The Night Wanderer*. Write a response that either defends or critiques the review. Googl
7. Turn Chapter 16 into a graphic story. This will need to be prefaced by a number of lessons on cartooning-face, body shapes, creating mood, background, distortion etc. Turn
8. Research kidnapping of First Nation peoples that happened after First Contact. Rese



The Night Wanderer- Curricular Links

Social Studies 7.1 Toward Confederation

- 7.1.2 Appreciate the challenges of co-existence among peoples.
- 7.1.3 Compare and contrast diverse social and economic structures...

Social Studies 7.2 Following Confederation: Canadian Expansion

- 7.2.1 Recognize the positive and negative aspects of immigration and migration.
- 7.2.2 Appreciate the challenges that individuals and communities face when confronted with rapid change.

Program Foundations: Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Art Level Three: Depiction

Component 4 Main Forms and Proportions

- (A) The direction of shapes determines the static or dynamic quality of the work.
- (B) Shapes can be enhanced with complexities, embedded or extended forms.
- (E) Shapes can be abstracted or reduced to their essence.
- (F) Shapes can be distorted for special reasons.

English Language Arts

1.1 Discover and Explore

- (7) Express personal understanding of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.
- (8) Review, reread, discuss and reflect on oral...to explore, confirm or revise understanding.
- (9) Explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers.

1.2 Clarify and Extend

- (7) Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.
- (9) Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.

2.2 Respond to texts

- (7) Identify and explain conflict and discuss how it develops and may be resolved.
- (8) Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas.
- (9) Relate the themes, emotions and experiences portrayed...to issues of personal interest or significance.