

Book Title: *Which Way Should I Go?*

Author: Sylvia Olsen with Ron Martin

Artwork/Illustrations: Kasia Charko

Annotation: This book is about a happy young Tia-o-qui-aht boy and the loving relationship he has with his grandmother. His grandmother always gives the young boy choice and teaches him her song "Which Way Should I Go?" But when his grandmother dies the young boy grieves and is very unhappy until he discovers he has a choice in grief too. The book portrays a First Nations family living in modern time and the wisdom that is passed from one generation to the next. The delightful illustrations support this ultimately joyful story.

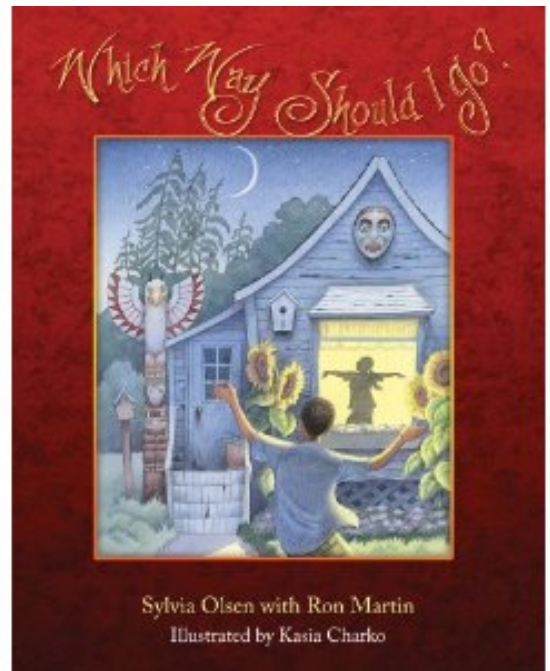
Concepts at a Glance:

- ✚ Choices
- ✚ Grief, Family, love
- ✚ Grandparents
- ✚ Resilience

Text Set on Grandparents: *Camping at the Lake, I Loved Her, Yetsa's Sweater, A Walk on the Tundra, Muskrat Will Be Swimming* and any other book about grandparents sharing their wisdom.

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment.
2. Read again.
3. Write out the phrase Waa-yee-seekee aakx kuu. Have students brainstorm all the choices they made on this day, before this activity.
4. Make a T chart. What choices do you get to make, or not get to make?
5. Discuss a time that you have suffered a big loss like Joey did. What choices did you make in handling grief?
6. Write a reflection on #5.
7. Any activity from *Camping at the Lake* that is about knowledge gained from Grandparents.
8. Use a Venn Diagram to compare *I Loved Her* with *Which Way Should I Go?*



Which Way Should I Go? - Curricular Links

Health: Understanding and Expressing Feelings

- ✚ R.K.1. Demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words.
- ✚ R.1.1 Recognize and demonstrate various ways to express feelings (i.e. verbal and nonverbal).
- ✚ R.2.1 Develop communication strategies to express needs and seek support.
- ✚ R.3.3 Develop, with guidance, strategies to deal with stress and change.

English Language Arts

3.3 Organize information

- ✚ (K) Represent and talk about ideas and information; dictate to a scribe.
- ✚ (1) Identify or categorize information according to sequence, or similarities and differences.
- ✚ (2) Produce oral, print and other media texts with introductions, middles and conclusions.
- ✚ (3) List significant ideas and information from oral, print and other media texts.

5.2 Work Within a Group

- ✚ (K) Listen to the ideas of others.
- ✚ (1) Take turns sharing ideas and information.
- ✚ (2) Stay on topic during class and class discussions.
- ✚ (3) Ask others for their ideas, and express interest in their contributions.
- ✚ Experiment with language.

2.4 Create Original Text

- ✚ (1) Change, extend or complete rhymes, rhythms, and sounds in pattern stories, poems, nursery rhymes, and other oral, print and other media texts.
- ✚ (2) Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts.