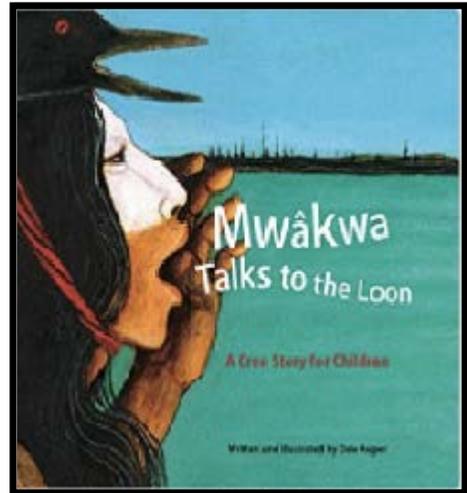


# **DIVISION THREE BOOKS**

## Book Title Annotations

### Division 3

Auger, Dale. Mwâkwa Talks to the Loon – A Cree Story for Children  
Bouchard, David. The Elders Are Watching  
Cutting, Robert. Falling Star  
Eyvindson, Peter. Kookum's Red Shoes  
Florence, Melanie. Missing Nimâmâ  
Fournel, Kelly. Great Women from our First Nations  
Guest, Jacqueline. Lightning Rider  
Loyie, Larry with Brissenden, Constance. As Long as the River Flows  
Olsen, Sylvia with Morris, Rita and Sam, Ann. No Time to Say Goodbye  
Robertson, David Alexander and Blackstone, Madison. The Life of Helen Betty Osborne  
Robertson, David Alexander. Sugar Falls: A Residential School Story  
Slipperjack, Ruby. Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens  
Stellings, Caroline. The Contest  
Sterling, Shirley. My Name is Seepeetza  
Tichenor, Harold. The Blanket: An Illustrated History of the Hudson's Bay Point Blanket  
Wallace, Mary. Inuksuk Journey - An Artist at the Top of the World  
Wilson, Janet. Shannen and the Dream for a School



**Book Title:** Mwakwa Talks to the Loon: A Cree Story for Children

**Author and Illustrator:** Dale Auger

**Annotation:** This Cree story tells of Kayas, a talented hunter who knows the ways of the “beings” he hunts. He can even talk to them. But, Kayas grows too proud and loses his gift. His people grow weary and hungry. With the help of the Elders, Kayas learns that he must respect and share the gifts that he has been bestowed. A glossary with a pronunciation guide to Cree words and phrases is included.

**Text Sets:** Dale Auger’s *Medicine Paint* offers readers another example of this author’s artistic depiction of Cree culture. Dale studied at the University of Calgary and he has become one of the famous Canadian indigenous artists in the world. Some of his original pieces are available to view at Edmonton’s <http://bearclawgallery.com/artists/dale-auger/>

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada’s constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1 and TC5 Key Concepts:**

- We learn about how traditional spiritual knowledge is passed down from the elders
- The theme of kinship, sustainability, and indigenous ways of knowing are prevalent throughout the book

**Sensitivities:** None

### **Themes and Topics at a Glance:**

**Themes:** Cooperation, Interdependence, Traditional Ways of Life, Relationships between Animals and Humans, Community, Language and Identity

**Topics:** gifts/talents, respect, appreciation of Cree language

**Recommended Grade Level:** Grades 4-9

**About the Author Link:** [www.strongnations.com/gs/show.php?gs=3&gsd=653](http://www.strongnations.com/gs/show.php?gs=3&gsd=653)  
<https://www.pinterest.com/kkibbe49/artist-white-wolf-dale-auger-phd-1st-nations/>

**Projects, Ideas and Activities:**

- **Reader Response:** Synthesize life lessons and compare your experiences of being part of a community with Kayas' experiences regaining his ability to provide for his community. Think about how what you would do, say and how you get along with people helps to create your identity. What is it like to lose a part of your identity? Compare your feelings regarding your community identity to Kaya's experiences.
- **Classroom discussion as a pre-reading activity:** Ask students to share a time when they had lost an ability to do something well or to perform a skill that seemed so easy in the past. What was the reason? How did they get the skill back or not? What lessons were learned?
- **During the read aloud of this text:** Students are to identify what Kaya lost, how he regained it, and what lessons he learned.
- **After reading:** Consider what lessons the elders shared with Kayas. What did they see in Kayas while watching him lose his ability that Kayas did not see? (i.e., that his arrogance and pride had taken over). Consider how lessons learned underpin themes on our lives, i.e., human strengths and weaknesses exist in every culture
- **Application:** The elders held wisdom in seeing that talents can become weaknesses when taken for granted. Think of your strengths and how your strengths can be gifts to others and how, when pushed too far or taken for granted, can become a weaknesses. As students develop their written personal responses of how their strengths are both gifts and potential weaknesses, consider posting their examples to have available to later connect to other texts read that include Elders' stories designed to be "teachings" for characters. How do elders understand human strengths and weaknesses? How are stories as teachings useful in indigenous communities and our own communities?
- **Extension:** Exploring the relationship between kin - write a letter to a parent or grandparent, thanking them for what they have taught you.
- **Extension:** Older students could do a study of Dale Auger's art and what his works teach is about disassembling indigenous stereotypes and reframing world views of Indigenous culture.

**Curriculum Connections:**

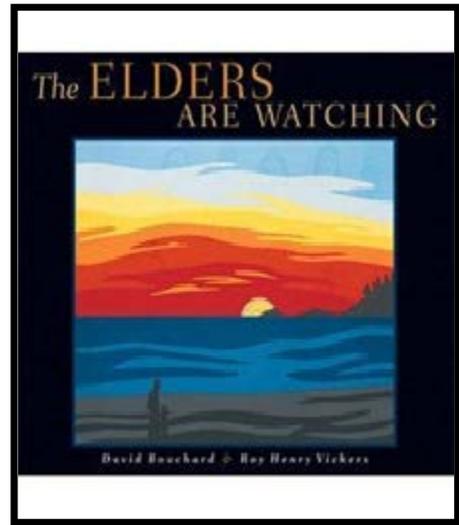
**English Language Arts Grade 6**

**2.2 Respond to Texts**

**Construct meaning from texts:** Identify or infer reasons for a character's actions or feelings

**2.4 Create Original Texts**

- Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts
- Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts



**Book Title:** The Elders Are Watching

**Author:** David Bouchard

**Illustrator:** Ray Henry Vickers

**Annotation:** This poetic picture book is designed to illuminate the experiences of a boy who learns through his elders about his cultural roots, his connection to the land, animals, water, and sky. David Bouchard noticed Vickers' paintings and was moved to collaborate with him on this text as an effort to share the beauty of Indigenous culture and the need to respect the environment.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

#### **TC5 Key Concepts:**

- Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life)
- Nationhood, Western Eurocentric paradigm vs. Indigenous Collectivism vs. Western Individualism
- Relationships (Laws of relationships, Kinship)
- Sustainability
- Holistic wellbeing

**Sensitivities:** None

#### **Themes & Topics at a Glance:**

**Themes:** Revival, Culture, Heritage, Traditional Ways of Knowing

**Topics:** environment, Elders, trust, relationships

**Recommended Grade Level:** Grades 3-7

### Projects, Ideas and Activities:

- **Compare and Contrast two mediums:** Watch the video about *The Elders Are Watching*
- <http://int.search.myway.com/search/video.jhtml?n=783926dc&p2=%5ECAM%5Echr999%5ETTA%5E&pg=video&pn=1&ptb=54198878-3225-4C78-809A-EB19F98C5F12&qs=&searchfor=the+elders+are+watching&si=&ss=sub&st=tab&tpr=sbt&trs=wt> and take jot notes on the key messages.
- Watch the video again and attend to how the messages are delivered through his words and visuals. Note how the words and visuals that help to capture your attention and imagination. What does he say? Which visuals are most impactful? How do they create this impact? What else does he do as a film maker (angles, transitions, colours, music, etc.) that helps him to create impact on you as the viewer?
- Read *The Elders Are Watching* and note the key messages and the way that words and visuals work together to create impact on you as the reader/viewer/listener.
- **After reading and watching:** Which text do you prefer? Why? Model for students how to compose this response and refer to criteria or co-create criteria for matters most in this response (Ideas? Details? Vocabulary? Grammar? Punctuation?).

### Links of interest:

<http://abed.sd58.bc.ca/wordpress/wp-content/uploads/2015/11/the-elders-are-watching-1.pdf>  
<https://blogs.ubc.ca/ourcommonbowl/2015/10/03/the-elders-are-watching-summary-by-aaron-singh/>  
<http://www3.sd73.bc.ca/general/content/art-project-logan-lake>

### Curriculum Connections:

#### English Language Arts Grade 7

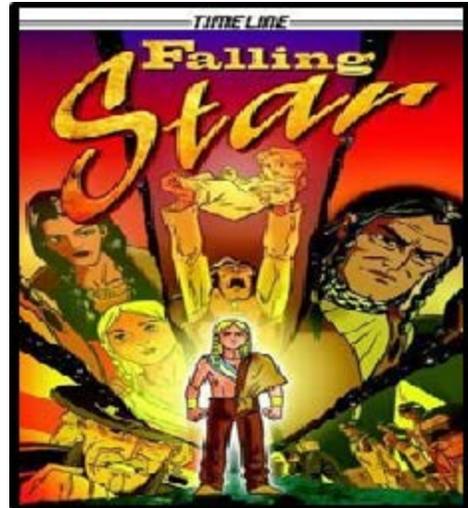
#### 2.2 Respond to Texts

##### Experience various texts

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints
- justify own point of view about oral, print and other media texts, using evidence from texts

##### Artistry of texts

- Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts
- Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
- Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities



**Book Title:** Falling Star (Timeline Series)

**Author:** Robert Cutting

**Illustrator:** Drew Ng

**Annotation:** In 1870, a Caucasian baby is rescued by the Lakota people. They name him “Falling Star” and raise him as one of their own. Years later, 1874-1875, the Lakota people are pushed off of their land in the Black Hills and forced to live on reservations. Chief Sitting Bull refused and was joined by many others who defeated the U.S. Army at the Battle of Little Bighorn in 1876. By 1877, Chief Crazy Horse, Chief of the Band of Lakota called Oglala. Eventually, he gave up fighting against the U.S. Army and led his people to live on a reservation at Fort Robinson, Nebraska. This text details these two stories to uncover the tensions and the moments of beauty that existed between indigenous and non-indigenous peoples in the late 1800s (early 19thC) in America.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC6 Key Concepts:**

- **Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide
- **Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop
- **Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Facing tensions, Cultural and Personal Resiliency

**Topics:** United States History (late 19thC), Lakota people, Chief Sitting Bull, Chief Crazy Horse

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Understanding the Lakota communities’ struggles and triumphs in the early 19thC in South Dakota:** Begin with these questions - What does it mean to struggle and triumph in life? What do we learn through the characters in *Falling Star*?
- As each chapter is read, students document what is happening to keep track of key events and their inferences about them:

Chapters	Key Events	Struggles	Triumphs
Chapter One			
Chapter Two...			

- Work on taking notes during reading to model how such a strategy helps us to recall a text and to understand as we read. In other words, reader response is not always left to an “after reading” activity.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read on or listen and continue note-taking and then sharing their thinking about the triumphs and struggles for the Lakota people based on this text.
- While working through the text, return to the essential question and consider what the class thinks the answer is as they reflect on their notes.
- By the end of the book, help students to develop a draft for a possible response to the essential question and have them proceed to write their own response and submit it for feedback.

**Curriculum Connections:**

**English Language Arts Grade 7**

**2.1 Use Strategies and Cues**

**Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

**2.2 Responds to texts**

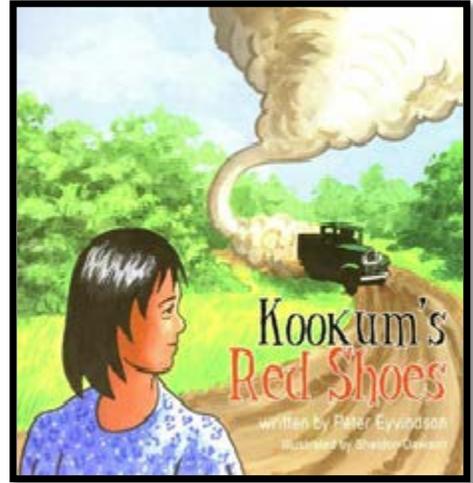
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

**3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

**3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them



**Book Title:** Kookum's Red Shoes

**Author:** Peter Eyvindson

**Illustrator:** Sheldon Dawson

**Annotation:** This is a picture book that compares the protagonist's experience to that of Dorothy in the *The Wizard of Oz*, when Dorothy is whisked away by a tornado to Oz. Kookum draws this comparison to her experience throughout the story, from the time the green truck came "knifing" its way down a dirt road from the residential school to her home. A man grabbed her and tossed her into the back of the truck as a cloud of dust appeared around them (like the tornado in *The Wizard of Oz*).

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC6 Key Concepts:**

- Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide)
- Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations)
- Social Implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues)
- Societal inequity (socio-economic gaps)
- Racism
- Stereotyping
- Sixties Scoop

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Loss and Resiliency, Challenge and Growth, Loss and Hope

**Topics:** residential schools, colonialism, long-term effects, family, culture, First Nations, biographical

**Recommended Grade Level:** Grades 3-9

- **Background on literary devices for grades 7-9:** This book offers students an opportunity to study a few different literary devices in a manageable text that can be accessed by readers who may not be reading at level in junior high:
  - **Allusion:** This picture book is constructed as an **allusion** to *The Wizard of Oz* in implicit and explicit ways. Explicitly, the author states that the central character saw the movie and imagines playing Dorothy. Implicitly, when Kookum (as a child) begs her parents to buy her the red shoes like Dorothy’s shoes in the movie and her mother says that she is not “big” enough to handle them, on more than one level the mother is right. Given what is about to happen (Kookum being taken away to residential school), such a whisking away is jarring and upsetting for a child, and arguably too much for someone so young who is faced with losing contact with family and family’s traditions, a huge part of her identity. This is an allusion to *The Wizard of Oz* and provides an opportunity to discuss allusion on a very small scale with grade 9 students.
  - **Symbolism and foreshadowing:** It also uses the red shoes as a motif (symbolism- Grade 9) to **foreshadow (Grade 7)** the “unexpected”. It’s also ironic that what becomes a focus of Kookum’s childhood play (*Wizard of Oz*) is played out in her real life (irony-grade 9).

**Projects, Ideas and Activities:**

- **Junior High Students and Literary Devices:** Students who have learned about literary devices or who are being introduced to them will benefit from reviewing some key definitions and examples of literary devices to be studied and then see if they can identify allusion, symbolism, and irony in this text.
- Reference for literary devices (definitions and example): <http://literary-devices.com/frontpage?page=6>
- After students identify the examples in this text, consider asking them how using such devices enhanced the reader’s experience of the text? How does the use of \_\_\_\_\_ assist the (Literary Device) reader to visualize and empathize with what the character went through in this residential school experience?
- Model how to get started with answering this question and provide students with criteria for how to assess their response.
- **Elementary students: It Says, I Say, And So... an inferencing activity.** Before reading this text, explain to students that the main character is sharing her experience as a child before, during, and after being taken away to residential school. Explain to the students that the purpose of the author was to provide us an opportunity to empathize with the protagonist (main character). One strategy that helps us to empathize while we read is “It Says, I Say, And So”.

It Says	I Say	And So
<p><i>As you read, choose one part of the text that made you feel a certain way and tell what part it was:</i></p> <p>Example:</p>	<p><i>Tell what you feel.</i></p>	<p><i>Tell why you feel that way.</i></p>

It Says	I Say	And So
Kookum sees the red shoes in the store window and asks for her parents to buy them.	Example: She feels excited.	Example: She feels excited because she pictures being like Dorothy while wearing them and she likes the story.

- Model how to use the strategy and the chart and then have the students continue applying the strategy and completing the chart on their own.

**Links of interest:**

<https://edci305a.wordpress.com/2016/04/05/kookums-red-shoes/>

**Curriculum Connections:**

**English Language Arts Grade 3**

**Construct meaning from texts**

- Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
- Make inferences about a character’s actions or feelings

**English Language Arts Grade 7**

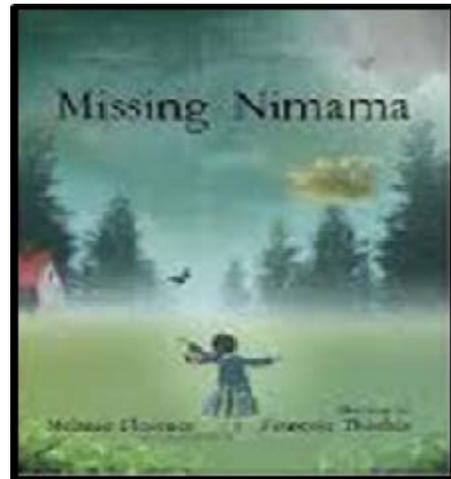
**2.2 Respond to Texts**

**Appreciate the artistry of texts:** Discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts

**English Language Arts Grade 9**

**2.2 Respond to Texts**

**Appreciate the artistry of texts:** Discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts.



**Book Title:** Missing Nimâmâ  
**Author :** Melanie Florence  
**Illustrator:** Francois Thisdale

**Annotation:** *Missing Nimâmâ* is the true story of missing and murdered indigenous women written as a free verse picture book. It is told in two voices. The first voice is that of Kateri, a young girl. The second voice, in italicized text, is an ethereal one, that of Kateri's mother. *Missing Nimâmâ* is heartbreaking. It is soulful and breathtakingly painful. *Missing Nimâmâ* is a haunting story of lives lost and lived and shared, beautifully rendered in words and art.

**Text Sets:** Melanie Florence's, *The Missing*, and David Alexander Robertson's *Betty: The Helen Betty Osborne Story*

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

### **TC1 and TC4 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC4:** Constitutional and social recognition (advances understanding of the previously blatant disregard of cases where indigenous women went missing and nothing was done about it)

**Sensitivities:** The topic of addressing the issues underlying missing and murdered indigenous women is potentially extremely emotional for students who develop empathy and/or have had a loss in their lives that was based on human disregard, foul play, and/or lack of caring and love.

**Themes & Topics at a Glance:**

**Theme:** Human Degradation and Dignity, Loss and Love

**Topic:** missing indigenous women, human rights and responsibilities, dealing with loss and grieving, family roles and identities, Cree communities,

**Recommended Grade Level:** Grade 9-12

**Projects, Ideas and Activities:**

- **Background knowledge of the issue:** Provide students with background knowledge about the issue of missing and murdered indigenous women. Before students watch this clip, explain to them that there has been an investigation for the last decade into the unusually high numbers of missing and murdered indigenous women in Canada. The book, *Missing Nimâmâ*, is written to provide voice to one such murdered Cree woman. Before we read it, I would like you to learn more about what we know about the issue. As you watch, reflect on what the issue is and how we might start to give such missing and murdered indigenous women a “voice” today so that this never happens again.
- The National first reported on a long-time investigation of missing and murdered indigenous women by CBC News:  
<http://int.search.myway.com/search/video.jhtml?n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&pg=video&pn=1&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q=&searchfor=missing+indigenous+women+in+canada&si=32501657764&ss=su&st=tab&tpr=sbt&trs=wt>
- Since this news cast, a number of articles have been written about findings from continued investigations into what happened to these women. One such article was written by CBC:  
<http://www.cbc.ca/missingandmurdered/>
- **As students read the article as a class, set the purpose:** Let’s read this article to state more fully what the issue is and questions that we may have. As well, let’s identify ways that there have been attempts to create spaces for healing by giving such families recognition and voice. One such example is *Missing Nimâmâ*.
- **Before reading *Missing Nimâmâ*:** Divide the students into two groups in which one half are the “daughter’s voice” and the other half are the “mother’s voice”. Explain to the students that the author’s purpose was to create an emotional connection to the murdered woman by giving her “voice” through this text as well as by giving her loved one left behind (her daughter) a “voice”.
- **During reading:** Describe how the reading of the text as a whole without stopping is important to honour these voices and to help us to empathize (put ourselves in the emotional space of the characters).
- **After reading:** After reading, have the students draw and or write their emotions from one of the two stances that they had taken while listening to the story. Free writing or free drawing as a their response to the text before debriefing. Once students have had this opportunity, share their drawings and writings as they wish to and consider: Did Melanie Florence achieve her purpose as an author, to give “voice” to the family and to help others to empathize with their loss?
- **Extension:** What might students do to continue to give “voice” to missing and murdered indigenous women and their families?

## Curriculum Connections:

### English Language Arts Grade 9 ELA

#### 1.2 - Clarify and Extend

**Consider the ideas of others:** Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

**Combine ideas:** Examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships

#### 2.1 Strategies and Cues

**Use prior knowledge:** use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts

**Use comprehension strategies:** Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text

#### 4.3 Present and Share

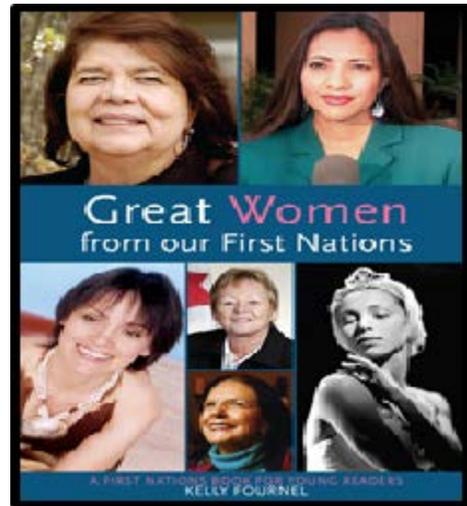
**Enhance presentation:** Choose appropriate types of evidence and strategies to clarify ideas and Information, and to convince various readers and audiences

#### 5.1 - Respect Others and Strengthen Community

**Appreciate diversity:**

- Examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
- Take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others

**Celebrate accomplishments and events:** Explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events



**Book Title:** Great Women from Our First Nations

**Author:** Kelly Fournel

**Annotation:** Fournel, a Métis author, born in Winnipeg, Manitoba, wrote a collection of ten biographical accounts of North American indigenous women’s lives as Métis or First Nations community members. Each of these women overcame difficulties connected to discrimination and domination by Europeans (i.e., Indian Agents, nuns, priests, armies). Each indigenous woman proved to be resilient in their struggles. For example, Susan Rochon-Burnett, a Métis Quebecois woman, suffered discrimination at school, but despite her struggles, she honed her French language skills and eventually became a successful journalist, radio show producer and owner. She was the first Indigenous woman inducted into the “Canadian Council for Aboriginal Business Hall of Fame.” Each biographical account illuminates a struggle and how the individual overcame such circumstances and illuminated resilience.

**Text Sets:** This text complements *Sugar Falls: A Residential School Story* in which Robertson tells the story of Betsy Ross, a Canadian residential school survivor who has a successful personal and professional life. The protagonists in both texts are tasked with writing the story of a residential school survivor and this task parallels what Fournel did when she wrote this book.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC2, TC6 and TC7 Key Concepts:**

**TC2** First Nations and Métis peoples within Canada and the United States, their histories, most notably their struggles with European settlers.

**TC6** Some of the struggles identified in the lives of these women were connected to living in schools with discrimination (even though the schools may not have always been residential schools)

**TC7** Fournel tells each of these women's histories as First Nations or Métis community members and how they represent the beauty and strength of their communities.

**Sensitivities:** The struggles identified are handled carefully and sensitively.

**Themes & Topics at a Glance:**

**Themes:** Identity, Change, Resiliency

**Topics:** being resilient; being courageous; being who one is meant to become (i.e., following an inner passion and drive).

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- Write a biographical account of an indigenous person who has had to overcome a struggle and rely on his/her strengths and passions to grow into a personal, professional success story reflective of their resiliency.
- Students create the text by producing the account as a graphic biographical narrative and use *Sugar Falls: A Residential School Story* as a mentor text or produce the narrative with supporting visuals that may be realistic drawings, photographs, or other visual styles.

**Author's website:** <http://www.strongnations.com/gs/show.php?gs=3&gsd=906>

**This website features multiple Indigenous authors including Kelly Fournel.**

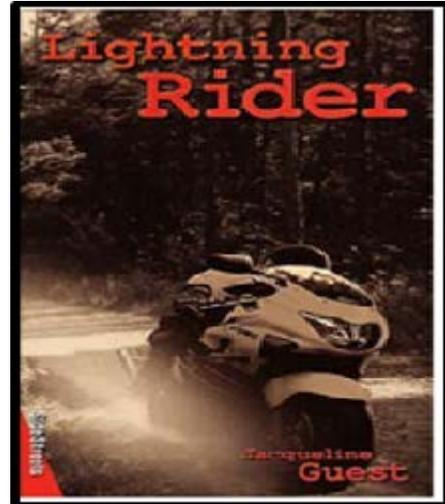
**Curriculum Connections:**

**English Language Arts- Grade 4**

**2.4 Create Original Texts**

**2.4.2 Elaborate on the expression of ideas** Select and use visuals that enhance meaning of oral, print and other media texts.

**2.4.3 Structure Texts** Produce narratives that describe experiences and reflect personal responses.



**Book Title:** Lightning Rider

**Author:** Jacqueline Guest

**Annotation:** January Fournier learns that her brother was in a horrible motorcycle accident and has become the prime suspect in string of motorcycle thefts. Jan knows her brother is not guilty but also knows that the local law enforcement, with the exception of Constable McKenna, are not fond of her brother because of his reputation in town. Jan and her brother face obstacles from the townspeople because of their Métis heritage. Throughout the novel, we learn of how she is treated simply because her family claims Métis status. We are also enlightened with a look at traditions of her people and their practices when faced with adversity.

**Text Set:** Joseph Boyden's *Wenjak* (Hard) Sylvia Olsen's *A Different Game* (Medium) Monique Polak's *The Middle of Everywhere* (Hard), Shirley Sterling's *My Name is Seepeetza* (Easy), Caroline Stellings' *The Contest* (Easy), Larry Loyie's with Constance Brissenden's *Goodbye Buffalo Bay* (Easy)

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Metis and Inuit.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC5 and TC7 Key Concepts:**

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood, Western Eurocentric paradigm vs. Indigenous, Collectivism (vs. Western Individualism)

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Facing Adversity

**Topics:** family, faith, symbolism, indigenous, First Nations, Métis, identity, justice, prejudice

**Recommended Grade Level:** Grade 9 (Approximately Grade 5 reading level)

The protagonist, January Fournier, is a 16 years old female- would likely appeal to male and female youth in junior and senior high school.

**Projects, Ideas and Activities:**

- **Essential Question:** What can we learn from adversity?
- **Before Reading:** Preview the text with students and have them predict what it might be about. Introduce the word, “adversity” and ask students to predict what it means and once the meaning is confirmed, using various tools (Google, text, online dictionary), model, using a think aloud approach (sharing your thoughts as you make decisions) where you might place this word, which is from the text, in the chart below.
- Introduce the students to the *Probable Passage Strategy* using the following key words from the book. Explain that just like adversity is a key word in the text, so are the following words and students are to work in pairs/groups to categorize them and to be prepared to share their reasons:
  - Youth Criminal Justice Act
  - Métis
  - Indian
  - Sweetgrass
  - Powwow
  - Minority
  - Smudge
  - Tsuu T’ina First Nations

Characters	Setting	Problem

- **Create GIST statements:** Using the words in the chart, compose a sentence about what the novel is likely about. For example, if the characters are “black cat, green turtle, red robin” and the setting words are “forest, sea” and the problem “stuck, long journey”, the GIST sentence could be: *In this story, there are characters including a black cat, green turtle, and red robin were by the sea and then got stuck in the forest while on a long journey heading home.*
- **During Reading:** If you have experience with literature circles or book clubs, proceed by having students select a text from the text set about the theme: Facing Adversity. The text set is listed after the annotation and the books are in this literature kit. Intersperse literature circle time with some whole class lessons using the anchor text and focused lessons on how to engage in literary analysis and close reading. One example is provided here.
- **Close Reading Lessons:** Using the anchor text, *Lightning Rider*, invite students to preview the first chapter and model for them the importance of taking notes as they read. Write the following terms on the board:
  - protagonist,
  - antagonist
  - inciting incident: inciting incident:
    - ...the event or a point that disturbs the actions and life of a protagonist and inspires him to pursue his mission vigorously.
    - ...starts the problem of the story or the main question readers want to know.
    - ... introduces the major conflict between protagonist and antagonist.
- Explain that close reading means that we are reading to make connections to a text and to focus our reading and analyze the text for certain literary elements.
- At the start of any narrative, it is important to determine who is the driving force in the story and what their mission is.
- After reading and modelling how to make notes on these elements, have students work in groups to do the same.
- To proceed with more literary analysis and close reading lessons, refer to the *Wenjak* annotation and the links of interest below.

#### Links of interest:

- **Background information about the author:** <http://www.jacquelinequest.com/about-jacqueline/>
- Invite the author to come and speak on topics such as ‘Rights and wrongs - History gets personal’ or ‘Q and A about the book’ (link below) <http://www.jacquelinequest.com/booking-inquiry-form/>
- Close reading lessons:
  - **Conflicts:**(<http://www.nownovel.com/blog/kind-conflicts-possible-story/>).
  - **Theme::**<http://www.bucks.edu/media/bcccmecialibrary/tutoring/documents/writing/Identifying%20themes.pdf>
  - <http://www.teachingcollegeenglish.com/2007/08/10/how-to-write-an-analysis-of-theme/>
  - **Literary Devices and Elements:**<https://literarydevices.net/literary-devices/>

#### Curriculum Connections:

Grade 9 Social Studies - YCJA - What is the intention of the Youth Criminal Justice Act? (C, PADM)

#### 9.1 Issues for Canadians: Governance and Rights

General Outcome

Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.

**Local and Current Affairs** - the attitudes of those in trusting positions - as we see in the news - where do the prejudices comes from?

## English Language Arts Grade 9

### 1.1 Discover and Explore

**Express ideas and develop understanding:** Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view

**Experiment with language and forms:** 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

**Combine ideas:** Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships

### 2.1 Strategies and Cues

**Use comprehension strategies**

- identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences
- preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading

### 2.2 Respond to Texts

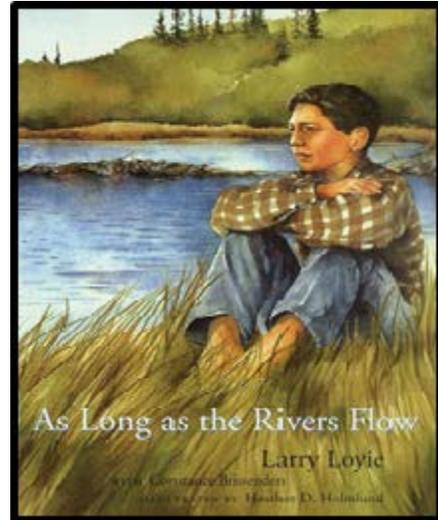
**Experience various texts**

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction
- Identify and discuss how timeless themes are developed in a variety of oral, print and other media texts
- Consider historical context when developing own points of view or interpretations of oral, print and other media texts
- Compare and contrast own life situation with themes of oral, print and other media texts
- Express the themes of oral, print or other media texts in different forms or genres
- Consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

### Appendix: Possible Passages Strategy

- Choose eight to fourteen words or phrases from the text and present them to the students as a whole. Ensure the list contains important concepts from the text and represents the categories in either the narrative or expository text to be studied. **Be purposeful when choosing the words**, the list should include words that reflect the problem and learner outcomes. They could be some unknown words and should definitely be critical to the theme of the selection.
- Working as a whole class, (divided into groups after students become 'experts' at dissecting the probable passage word list) discuss all the words and phrases and decide into which category from the matrix to put each word. As many of the words as possible should be used, but it is not necessary to place all of them into the matrix. It is important to remind the class that an 'Unknown Word' is one whose meaning is not known, not just those that the class can't place into a 'box'.
- Once the words have been categorized, students create a gist or prediction statement.

- When the matrix is completed, students then share their gist statements as a whole class, or in small groups.
- Brainstorm as a class what they want to discover before reading the selection.
- Read the text.
- After reading, compare the Probable Passages to what really happened and discuss into what categories the author might have placed the words. Also, students can reflect how using this strategy helped in understanding the text.



**Book Title:** As Long As the Rivers Flow  
**Author:** Larry Loyie with Constance Brissenden  
**Illustrator:** Heather D. Holmlund

**Annotation:** This is a four-chapter picture book, an autobiographical (first person) account of the author's life as a boy living near Slave Lake with his family prior to being taken away to St. Bernard's Mission Residential School in northern Alberta. In each chapter, the reader grows closer to understanding Larry's experiences of living as a Cree boy and learning firsthand about his family's traditions (stories of fishing on his own, hunting with his kokom, gathering berries with his siblings and cousins, and camping and listening to stories told by elders). Loyie illuminates how close the family is and how when Lawrence is taken away at ten years old to go to "mission" school, everyone is devastated. When Lawrence returns home at the age of 18, he finds it difficult to pick back up with his family's traditions. His experience of loss is explained in the epilogue.

**Text Sets:** First in a series of two texts about the author's life. The second text is *Goodbye Buffalo Boy*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit.

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

### **TC5 and TC6 Key Concepts:**

- Sustainability and caring for human and animal lives
- Balancing of male and female roles
- Passing down of knowledge on how to live off of the land
- Kinship
- Colonization and eurocentrism in residential schools

## TC5 Albertans respect and understand the experiences and worldviews of First Nations, Métis, and Inuit

- We learn about traditional ways of life of this Cree family as told from the ten year-old boy's point of view. We also learn about "sustainability" and "kinship":
  - **Ch. 1:** Larry's father finds an owl (they named "Ooh-Hoo") who has lost his parents in a storm. The children learn how to take care of the owl as their father teaches them to feed him "wild meat" and "to care for him until he is ready to fly away". The concept of "sustainability" is illuminated because the children see that the life of all living things matter and that it is important for humans and animals to support each other "to sustain" life.
  - **Ch. 1-4:** There is a balancing of male and female roles and the passing down of knowledge about how to live off the land throughout Larry's life. Some examples of how males and females share roles are: berry picking, smoking moose meat, sewing moccasins; hunting (i.e., Kokom and Larry meet a Grizzly, "the size of their house", and kokom shoots the bear. The concept of "sustainability" is illuminated as kokom thanks the bear for "giving up his spirit" and they use "every part of the bear" to show respect by not wasting what is left of him on Earth.
  - **Ch. 2:** Another traditional way of life is learning about medicinal properties of plants and ways of using plants to keep certain animals away. Grandma shares with Lawrence how "spruce boughs" are good for beds because they are "prickly", which keeps the mice and frogs away.
  - **Ch. 1-4:** Kinship is illuminated as a concept by virtue of the many introductions that the reader has to Loyie's immediate and extended family members. The reader learns that even he is surprised by how many aunts and uncles he had.

## TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

- **In Ch.3,** Kokom learns that children are being taken away by the government to go to school. By the last chapter, we experience the tears and feelings of desperation within this family as Lawrence is told that he will be taken away to go to "mission" school.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

### Themes & Topics at a Glance:

**Themes:** Relationships, Care for Creation, Loss

**Topics:** caring for animals; learning from elders; passing down knowledge; stories as teachings.

**Recommended Grade Level:** Grades 4-9

### Projects, Ideas and Activities:

- **Comparison and Contrast Reader Response:** Because Loyie has written two books *As Long As the Rivers Flow*, and a sequel, *Goodbye Buffalo Boy* that explore T5 and T6 from an author's point of view from childhood to young adulthood, there is an opportunity to compare and contrast what is learned in each book from Larry's point of view.
- **Write a Letter to Larry:** There is also an excellent opportunity for Grade 6 students to explore the familiar childhood/youth themes of building relationships, loss of relationships, and our

changing identity by having the students consider their own experiences of each theme compared to Larry's experiences depicting each theme. The exploration could be done visually, digitally, and/or in written form by the student (s) for Larry to share with him what they learned about Cree culture and residential schooling that will help them to move build relationships with other Indigenous brothers and sisters in their lives. They could do this after reading one or both titles.

- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to Larry's experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://biography.jrank.org/pages/441/Loyie-Larry-1933.html>

**YouTube:** <https://www.youtube.com/watch?v=pluUYegfW34> YouTube Link to a Classroom Discussion with Larry Loyie about his three autobiographical and biographical books ("*The Gathering Tree*", "*Goodbye Buffalo Bay*", "*As Long As the Rivers Flow*").

### **Curriculum Connections:**

#### **English Language Arts- Grade 4**

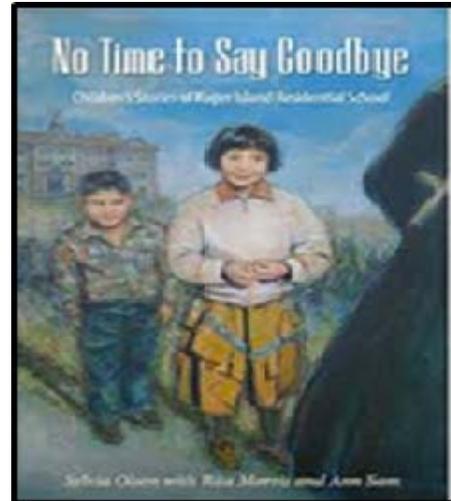
#### **2.2 Responds to Texts**

##### **Experience various texts**

- 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
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker

##### **Construct meaning from texts**

- Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences



**Book Title:** No Time to Say Goodbye

**Author:** Sylvia Olsen with Rita Morris and Ann Sam

**Annotation:** This is a fictional account of five children from Tsartslip school on Vancouver Island who were sent to live in Kuper Island Residential School, which is a Pacific West Coast island in British Columbia. Their stories are rooted in true stories told by residential school survivors from that school. The stories illuminate their experiences of pain of homesickness and confusion while trying to adjust to a world completely different from their own. Their lives are no longer organized by fishing, hunting, and family, but by bells, line-ups, and chores.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6 and TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** The stories are direct but not overly descriptive of any atrocities.

**Themes & Topics at a Glance:**

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Tsartlip First Nations families and traditions

**Recommended Grade Level:** Grades 9 -10 (easy reading level- gr 5-6, sensitive content)

**Projects, Ideas and Activities:**

- **Task:** How can we honour residential school survivors in our local communities? Share with students that they will be learning about residential schools and what happened and why this happened in Canada. Explain that there are residential school survivors in their own communities. The purpose of learning about residential school survivors’ experiences is to move forward towards reconciliation, which means to build healthy indigenous and non-indigenous relationships between current and future generations. As the class studies literature and nonfiction resources about residential schooling, the goal is to develop ways to give back, and to honour and celebrate our indigenous brothers and sisters.
- **Before reading the preface:** Ask the students what they already know about residential schools in Canada. Write down their contributions. Explain that they will be reading about five residential school survivors’ stories in *No Time to Say Goodbye*, and the stories are based on true accounts.
- **Preface:** Read the preface by the author about where the school is, how it was isolated and difficult for families to connect to, and that 20% of indigenous children in the area were sent to residential schools and so on.
- **After reading the preface:** Have the students share their thoughts about whether their original understandings about residential schools are confirmed and whether they learned new information. Have the students generate questions about what it was like to be a student and now a survivor of residential schooling. List their questions.
- **Reading, Recording, Discussing Each Survivor:** Students refer to their questions and while reading chapter one, consider whether one or more questions is being answered. Also, as they read each chapter, which are about each individual residential school survivor, have the students decide how best to record what they learn about each survivor’s identity and the characteristics and competencies that they illuminate. A chart is one way for students to keep track:

Survivor	What They Experienced	Characteristics and Competencies
Thomas		
Wilson		
Joey		
Monica		
Nelson		

- **During and After Reading:** As the students develop a picture of who each survivor is, they may want to think of a way to reach out to the author to give something to the survivors who inspired these stories. Perhaps a video, website of growing local stories of survivors or some other tribute. Discuss what might be most respectful and possible. Consider multiple ideas and ways of representing what was learned and what the future needs to be for indigenous and non-indigenous peoples.

**Links of interest:**

- **Kuper Island Residential School Documentary:**  
<http://int.search.myway.com/search/video.jhtml?searchfor=residential+school+survivors+british+columbia+kuper+island&n=783925a2&p2=%5ECAM%5Exdm128%5ETTAB02%5Eca&ptb=90E75DDB-751A-4938-AC81-A79627BF4E83&q= &si=32501657764&ss=sub&st=tab&trs=wt&tpr=sbt&ts=1500050565772>

**Curriculum Connections:**

**High School English Outcomes**

**1.1 Discover possibilities**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2**

**1.1.1 Form tentative understandings, interpretations and positions**

a. generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending judgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

**1.2 Extend awareness**

**ELA 10-1 and ELA 10-2 ELA 20-1 and ELA 20-2 ELA 30-1 and ELA 30-2 1.2.1**

**Consider new perspectives**

a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization]

**2.1 Construct meaning from text and context**

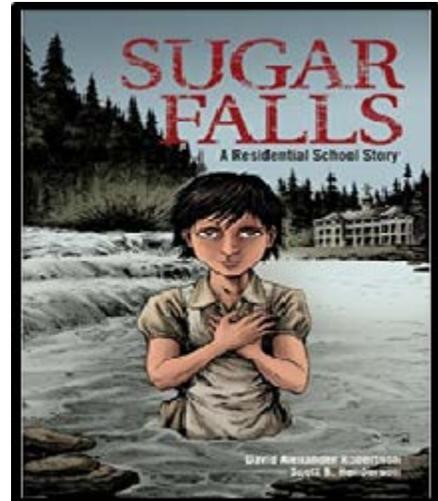
**ELA 10-1 ELA 20-1 ELA 30-1 2.1.2 Understand and interpret content**

a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]

d. describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts;

d. compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts

d. analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme



**Book Title:** Sugar Falls: A Residential School Story

**Author:** David Alexander Robertson

**Illustrator:** Scott B. Henderson

**Annotation:** This is a short black and white graphic novel, a biographical (second person) account of Betsy Ross's life. Betsy is an Elder from Cross Lake First Nation. The story is told by protagonists, Daniel and April, two high school students. Daniel has to write an essay about a residential school survivor. April asks her kokum, Betsy Ross, to share her story with Daniel. She shares her story, which is an emotionally poignant account of how she was abandoned by her birth mother who had been abused in a residential school and unable to care for Betsy. Betsy then lived with a new family and she grew very close to them. Her father knew that Betsy would be taken away by priests and nuns to a nearby residential school. To prepare Betsy for this eventuality, he takes her to a beautiful location where the "water crashes over the rocks" and looks like "white sugar" and shares with her that when she remembers this place, she will be touching his heart and their relationship would be stronger than anything; no one could break them apart or take away who she is if she takes time to remember. Betsy recounts how she was abused (i.e., rough treatment, hair cut against her will; asked not to speak Cree; and sexually abused).

**Text Sets:** This text refers to another graphic novel by the same author, *The Life of Helen Betty Osbourne*, a biographical account of Helen who was murdered and was a friend of Betty, the Elder whose story was told in *Sugar Falls*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC 6 Key Concepts:**

- Historical and intergenerational trauma
- Loss of language, culture, identity, and family
- Social inequity
- Racism

- abuse

**Sensitivities:** There is a reference to sexual abuse by the priest at the residential school.

**Topics and Themes at a Glance:**

**Themes:** Relationships, Family, Loss

**Topics:** learning from family and elders, passing down knowledge, stories as teachings

**Recommended Grade Level:** Grades 7-9

**Projects, Ideas and Activities (include links when necessary):**

- **Comparison and Contrast:** Because *The Life of Helen Osbourne* is referenced in this text, it would be interesting for students to read it and compare and contrast it to this text. Specifically, students could compare and contrast the two main characters' experiences of loss. Betsy loses her family but she holds onto her traditions and language (later became a Cree teacher). Helen loses her life. What is the effect of their experiences beyond themselves at the time of their experience and today?
- **Write an essay:** After reading both books, Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* They would refer to the characters' experiences and their own or their knowledge of others' experiences of difficult times to address the question.

**Author's website:** <http://www.darobertson.ca/>

**Curriculum Connections:**

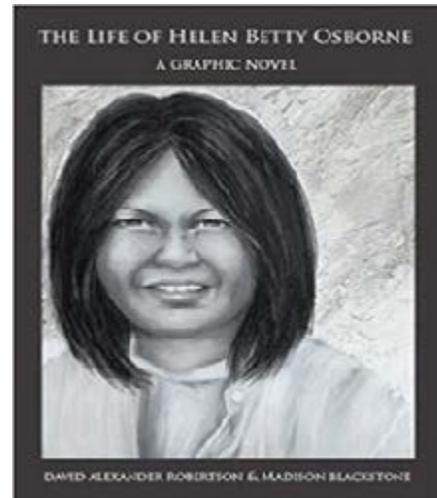
**English Language Arts- Grade 9**

**2.2.1 Experience various texts**

- explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction.
- consider the historical context when developing points of view or interpretations of texts.
- justify their point of view and interpretation using evidence from a text

**2.2.2 Construct meaning from texts**

- examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change.
- analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others.
- identify the main message, theme, point of view, argument and lesson or moral within a text.
- define their own interpretation of texts, based on experience, prior knowledge and evidence from the text.



**Book Title:** The Life of Helen Betty Osborne

**Author:** David Alexander Robertson and Madison Blackstone

**Illustrator:** Scott B. Henderson

**Annotation:** This is a short black and white graphic novel, a biographical (second person) account of Helen Osborne’s life just before she was murdered. Helen left her home in Norway House, Manitoba to attend Guy Hill Residential School in 1969 and in September 1971, she entered Margaret Barbour Collegiate in The Pas, Manitoba. Two months later, on November 13, 1971, she was brutally murdered by four young white men. Years later, an inquiry concluded that her murder was the result of racism, sexism, and indifference. *The Life of Helen Betty Osborne* is a graphic novel about Betty’s life up to that tragic November day. Her story is told by a young boy named Daniel. The events in Betty’s story are true.

**Text Sets:** This text is referred to in another graphic novel by the same author, *Sugar Falls*.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

- Social inequity
- Racism
- Abuse

**Sensitivities:** There is a reference to abuse and murder but there are few details, which makes the topic approachable and accessible for young readers.

#### **Themes & Topics at a Glance:**

**Themes:** Loss, Human degradation, Racism

**Topics:** residential schools, long-term effects, family, culture

**Recommended Grade Level:** Grade 9

**Projects, Ideas and Activities:**

- **Comparison and Contrast Reader Response:** Because *The Life of Helen Osborne* is referenced in *Sugar Falls*, it would be interesting for students to read it and to compare and contrast the two main characters' experiences of loss. Betty loses her family but she holds onto her traditions and language (later became a Cree teacher). Helen loses her life and her family has to contend with the loss while advocating for Helen's story to be told to illustrate the need for eradicating racism through education about Helen's life.
- **Write an essay:** Grade 9 students could write an essay to the question: *What does it mean to be resilient in life?* after reading this novel and one or more that refer to characters who lived through abuses due to racism and human degradation. Students need to consider what was learned about being resilient through suffering and how such lessons ought to be carried forward to create conditions for resiliency for others experiencing inequity and injustice in their lives.

**Author's website:** <http://www.darobertson.ca/>

**Curriculum Connections:**

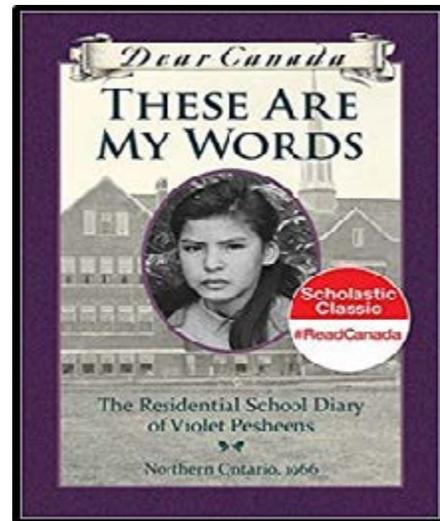
**English Language Arts- Grade 9**

**2.2.1 Experience various texts**

- explore and experience a range of print and nonprint texts from a variety of cultural traditions and genres; e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artifacts, films, essays, electronic and print magazines and realistic fiction.
- consider the historical context when developing points of view or interpretations of texts.
- justify their point of view and interpretation using evidence from a text

**2.2.2 Construct meaning from texts**

- examine how a character changes as a result of an event within a plot by examining elements of character; e.g., consistency of behaviour and plausibility of change.
- analyze how the choices, behaviours and motives of characters in texts provide insight into themselves and others.
- identify the main message, theme, point of view, argument and lesson or moral within a text.
- define their own interpretation of texts, based on experience, prior knowledge and evidence from the text.



**Book Title:** Dear Canada: These Are My Words: The Residential School Diary of Violet Pesheens  
**Author:** Ruby Slipperjack

**Annotation:** This is a novel written as a fictional account in diary format about the protagonist, Violet Pesheens, who lived in a village in the Northern Ontario railway settlement, Flint Lake. Violet attended residential school in a nearby city. In the fall of 1966, 14-year-old Violet and seven other children leave Flint Lake for school in the city. *These Are My Words* presents the story of that year through Violet's eyes, starting with the tearful goodbyes as they board the "Train of Tears" (an allusion to the "Trail of Tears", the 1838 forced relocation of the Cherokee nation in the United States, a 1,000 mile forced march in winter, on which a quarter of the Cherokee died.) In *These Are My Words*, the First Nations children heading for the city survive their trip, but it is clear from Violet's account that it was dangerous and poorly planned by Indian Affairs. Drawing from her own experiences at residential school, Ruby Slipperjack creates a brave, yet heartbreaking heroine in Violet, and lets young readers glimpse into an all-too important chapter in our nation's history. The account illuminates her struggles to feel comfortable in this environment because she is stripped of her identity (her name is replaced with a number and her belongings from home are taken from her), and she misses her Grandma. Violet is not making friends easily with Cree girls at her "white" school, and she finds that she is an "outsider" and "everyone just stares" at her. As she stays in the school, she shares her fear of forgetting the things she treasures most: her Anishnabe language, the names of those she knew before, and her traditional customs. Her notebook is the one place she can record all of her worries, and heartbreaks, and memories.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

#### **TC6 Key Concepts:**

**Concepts of Assimilation:** colonization, eurocentrism, decolonization, paternalism, cultural genocide

**Residential Schools and their Legacy:** residential school experiences, differences between residential schools, locations, religious denominations, Sixties Scoop

**Social Implications:** i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues; societal inequity (socio-economic gaps), racism, stereotyping

**Sensitivities:** Somewhat mature themes which makes it more suitable for middle school.

**Themes & Topics at a Glance:**

**Themes:** Loss, Identity and Culture, Human Resiliency, Life Challenges

**Topics:** Residential Schools, Indigenous Traditions and customs,

**Recommended Grade Level:** Grades 5-7

**Projects, Ideas and Activities:**

- **Text-Text Connections and Comparisons:** Using *These Are My Words* as an anchor text, have students choose another text to read to compare the experiences of the protagonists in each text. As each chapter is read aloud, consider how best to have students document what is happening to keep track of key events.

Chapters	Key Events	Character's Feelings	Character's Changes (development of self knowledge, personal strengths/weaknesses)
Chapter One			
Chapter Two			

- While reading this anchor text, read and discuss what happens to Violet (environmental changes, loss of relationships, struggles with new relationships, etc.) in each chapter and note them as key events. Then have the class infer her feelings and take note of changes in her ways of acting, talking, thinking, interacting.
- After using this anchor text to explore how to use the chart to think through chapter one, have the students read their own text about another character's experiences of residential school and complete the chart for their book. Develop criteria to assess the chart (note-taking key events and writing inferences).
- While working through the texts, eventually, students will be prepared to compare how the two characters are changing based on their experiences and what is positive and negative about these changes. (Develop criteria for what's important when writing about comparisons of two characters' experiences with residential schooling and the internal and external conflicts that they endure).

## **Curriculum Connections:**

### **English Language Arts Grade 7**

#### **2.1 Use Strategies and Cues**

##### **Use comprehension strategies**

- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic

#### **2.2 Responds to texts**

- identify and explain conflict, and discuss how it develops and may be resolved
- develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences

#### **3.1 Plan and Focus**

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts

#### **3.3 Organize, Record, and Evaluate**

- reflect on ideas and information to form own opinions with evidence to support them
- compare, contrast and combine ideas and information from several sources



**Book Title:** The Contest

**Author:** Caroline Stellings

**Annotation:** Rosy, a humorous, spunky, dark-haired, girl is the first and only half-Mohawk girl to enter an *Anne of Green Gables* look-alike contest. Rosy meets Lydia, a young girl her age, and they become close friends. The only challenge is that they are both competing in an Anne look-alike contest and they spend the majority of the novel building up to that event.

#### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples— First Nations, Métis, and Inuit.

#### **TC1 Key Concepts:**

- Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31)
- Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist
- First Nations, Métis, Inuit

**Sensitivities:** Rosy ensures racist comments and discrimination, but the good aspect is that she recognizes it for what it is and gains even more determination and resiliency.

#### **Themes & Topics at a Glance:**

**Themes:** Challenges and Personal Growth, Family and Identity, Racism, Discrimination, and Identity, Resiliency

**Topics:** determination, friendship, belonging, community

**Recommended Grade Level:** Grades 5-7 (Easy read - main character is 12 years old)

**Projects, Ideas and Activities:**

- **Essential Question:** What helps us to grow as human beings?
- **Before Reading:** Preview the novel with the class. Uncover the plot -- that it is about a young “Half Mohawk” girl who, in her love of the character Anne in *Anne of Green Gables*, sets out to win an Anne “Look Alike” Contest. Explain to students that she faces many challenges along the way. The task as readers is to consider what challenges Rosy faces and what she learns from them. How does facing her challenges assist her to grow as a person?
- **Traits Graph:** One way to chart a character’s change in a novel is to brainstorm desirable and undesirable traits and then to make two graphs identifying traits that she illuminates and to plot the amount of evidence for each one.

Trait Graph for: \_\_\_\_\_  
Character’s Name

**Directions:** Decide what three positive traits this character demonstrates and list them and colour the boxes for the amount of evidence to back up your claim in the text.

Massive Evidence			
A lot of Evidence			
Quite a Bit of Evidence			
Some Evidence			
Little Evidence			
	Trait:	Trait:	Trait:

- **During Reading:** Throughout the novel, support students to notice evidence of certain traits for Rosy. Keep a running list of traits and evidence and start plotting them while working the way through the novel
- **After Reading:** Write about which traits developed most for Rosy as she faced struggles in the book and share reasons why. Support students by modelling how to think aloud about the traits and how to choose the top three traits for Rosy.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
- Engage in exploratory communication to share personal responses and develop own interpretations

## **1.2 Clarify and Extend**

### **Combine ideas**

- Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

## **2.1 Strategies and Cues**

**Use prior knowledge:** Identify, and explain in own words, the interrelationship of the main ideas and supporting details

## **2.2 Respond to Texts**

### **Experience various texts:**

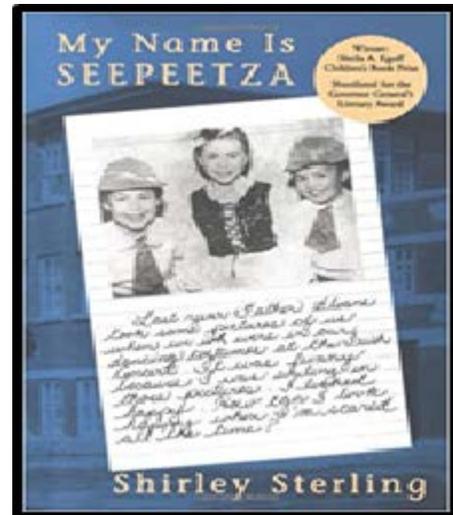
- Explain own point of view about oral, print and other media texts
- Make connections between own life and characters and ideas in oral, print and other media texts
- Discuss common topics or themes in a variety of oral, print and other media texts

### **Construct meaning from texts:**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings

## **2.4 Create Original Texts**

**Structure texts:** Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts



**Book Title:** My Name is Seepetza

**Author:** Shirley Sterling

**Annotation:** This novel is written as a first person diary account by the protagonist, who has two names, Seepetza at home and Martha Stone at residential school. She shares poignantly about her life as a twelve year old girl in a residential school during the late 50s in Kalamak, British Columbia. She provides a clear picture of her identities at school and at home, which encourages the reader to think about where she should have grown up and the methods and quality of her learning between the two different cultures.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC6 Albertans deepen their understanding of First Nations, Métis, and Inuit experiences related to forced assimilation and residential schools and their legacies.

TC7 Albertans develop an awareness and knowledge of First Nations, Métis, and Inuit beliefs, traditions, and practices to advance reconciliation.

### **TC6, TC7 Key Concepts:**

**TC6:** Concepts of Assimilation (colonization, eurocentrism, decolonization, paternalism, cultural genocide), Residential Schools and their Legacy (residential school experiences, differences between residential schools-locations, religious denominations), social implications (i.e., education; suicide rate; substance abuse; negative associations with schools; mental health and wellness issues), societal inequity (socio-economic gaps), racism, stereotyping, Sixties Scoop

**TC7:** Protocols, Reciprocity, Oral Tradition, Linguistic diversity and language revitalization  
Symbolism, Ceremony, Stewardship and sustainability, Rematriation, Connection to land, Spirituality, Roles and responsibilities of women, men and children

**Sensitivities:** Abuse (verbal and physical)

### Themes & Topics at a Glance:

**Themes:** Facing Challenges and Developing Resiliency

**Topics:** residential schooling, lasting effects of residential schooling, Cree families and traditions

**Recommended Grade Level:** Grades 6-7 (Easy read - main character is 12 years old); likely appealing to girls

### Projects, Ideas and Activities:

- **Background information:** Reading about residential schools in Canada
- **Before Reading:** Consider reading to uncover answers to some key questions:
  - **What might we do as a class to honour what Cree communities and other indigenous families have gone through in residential schools?**
    - What is Seepeetza's identity at home compared to her identity at school?
    - What do we learn about her development as a character and the development of her competencies as a human being in each location?
    - What does this character teach us about facing struggles in life?
- After sharing the questions, have students share how they are different at home versus school. Using a Venn Diagram, chart what students share about how they are at school versus home. Using the word "identity", have students explain what we need to notice to define someone's identity (i.e., their roles (sister, daughter, etc.), where they live, what they like to do, what they say, how they talk, how they interact, what they think and feel; how other's see them and talk to them; how they are represented in varied media--names, videos, pictures, etc.)
- Read diary entries for September and October (to about page 30) and make notes on a Venn Diagram, where one side is the protagonist as Seepeetza and the other side is her identity as Martha. Draw students' attention to the maps drawn of her home at Joyaska Ranch and the school diagram drawn on the opposite page that show how she begins the novel by naming herself using her two identities.
- **During Reading:** After reading to page 30, stop to gather and work as a class to share some of the notes that students wrote as they listened to or read the beginning of the book.
- **After reading:** Debrief about some of the inferences that can be drawn about the characteristics that this character is demonstrating to us through her two identities. Choose one characteristic that defines who she is at home compared to who she is at school. Write a paragraph about what these two characteristics are and evidence in the text and from background experiences that justify the claims. Do this paragraph together. When concluding the paragraph, consider how to share a developing insight about human nature (how people can be and were in this novel). Such an insight is important since the character is helping the reader to see the injustices experienced to illuminate what residential schooling did to others within her Cree community as well as other indigenous children's communities.
- Continue with this comparison and contrast note-taking and character analysis throughout the novel. Throughout the reading of the novel, stop to reflect on the main question: **What might we do as a class to honour what Cree communities and other indigenous families have gone through in residential schools?** Gather students' ideas (one example might be to create our own local history of stories of residential school survivors to acknowledge, present, and give "voice" to their identities before and now.) Consider when to act on the students' ideas and develop criteria for multiple projects to be started as the reading of the novel continues.

**Links of interest:**

<http://www.myteacherpages.com/webpages/mkiva/esoms-.cfm?subpage=1735839>

[www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepetza.pdf](http://www.myteacherpages.com/webpages/mkiva/files/my%20name%20is%20sepetza.pdf) - Vancouver School Board Novel Study \*always cross reference activities with ELA/Social Studies Alberta Curriculum connections.

**Curriculum Connections:**

**English Language Arts Grade 6**

**1.1 Discover and Explore**

**Express ideas and develop understanding:** Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

**1.2 Clarify and Extend**

**Combine ideas:** use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

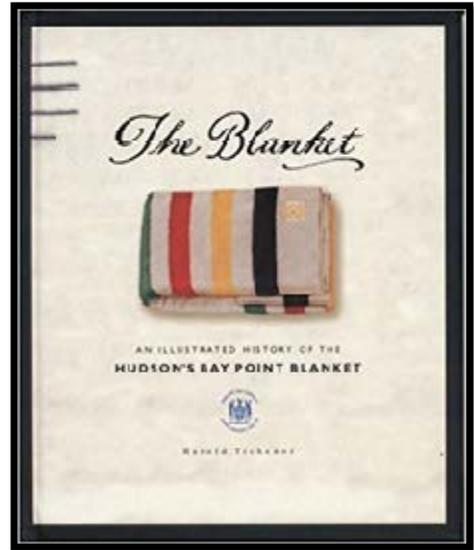
**2.1 Strategies and Cues**

**Use comprehension strategies:** Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.2 Respond to Texts**

**Construct meaning from texts:**

- Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- Summarize oral, print or other media texts, indicating the connections among events, characters and settings



**Book Title:** The Blanket, An Illustrated History of the Hudson's Bay Point Blanket  
**Author:** Harold Tichenor

**Annotation:** The story of this marvelously utilitarian product has been told in a colorfully illustrated book that covers the blanket's two hundred year history. The book traces the woolen blanket as an item of trade, from the inception of the Hudson's Bay Company in 1670, to the formal adoption of the blanket in 1780. During the 1800s, their warmth and durability made them a favorite of the Indigenous peoples, traders and pioneers. Today, these blankets are still essential gear and have accompanied explorers to the top of Everest and to the heart of Antarctica and have been used for everything from sled and boat sails to panning for gold.

#### **Connection to First Nations, Metis, and Inuit Foundational Knowledge**

TC4 Albertans' understanding of the policies and legislation between the Crown and First Nations, Métis, and Inuit advances the process of reconciliation.

#### **TC4 Key Concepts:**

- The HBC point blanket was a valued commodity in the early days of Canada's history and was an important trade item between First Nations and European peoples.

**Sensitivities:** There are no obvious sensitivities that need to be a focus of discussions with parents or students based on what was written in this text.

#### **Themes & Topics at a Glance:**

**Themes:** History of the Hudson's Bay Company

**Topics:** the use of the point blanket in fashion and home accessories, how blankets were made at the start of the Industrial Revolution

**Recommended Grade Level:** Grades 7-9

\* Recommended as a teacher resource to build background knowledge on how the HBC blanket, through its trade with Canada's First Nations, was a major contributor to Canada's story

(<http://www.hbcheritage.ca/teacher-resources/TG-HBC-Blanket-ENG.pdf>)

**Projects, Ideas and Activities:**

- **Storyboard:** The HBC point blanket was valued both by First Nations and European peoples as it was suited to the Canadian climate and could be used for many purposes. Create a storyboard that shows the various uses of the point blanket by indigenous people and/or Europeans and tell why it was valuable for each use.
- **Comparison:** Using a graphic organizer, compare current methods of producing woolen blankets with the method used 200 years ago..
- **Write a Letter:** The point blanket was an important trade commodity between the First Nations and the Europeans. Write a letter that a European trader would send home describing how the blanket was important to the success of his trading with the First Nations.
- **Dramatization:** Create a drama showing the Europeans and First Nations involved in the trading process.

**Curriculum Connections:**

**English Language Arts - Grade 8**

**2.4 Create Original Text**

**Elaborate on the expression of ideas**

- retell oral, print and other media texts from different points of view

**3.3 Organize, Record and Evaluate**

**Organize information**

- organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- organize ideas and information to establish an overall impression or point of view in oral, print and other media texts

**4.1 Enhance and Improve**

**Enhance artistry**

- experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood

**4.3 Present and Share**

**Present information**

- plan and facilitate small group and short, whole class presentations to share information

**5.1 Respect Others and Strengthen Community**

**Relate texts to culture**

- compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history

## **English Language Arts - Grade 9**

### **2.2 Respond to Texts**

#### **Experience various texts**

- consider historical context when developing own points of view or interpretations of oral, print and other media texts
- compare and contrast own life situation with themes of oral, print and other media texts

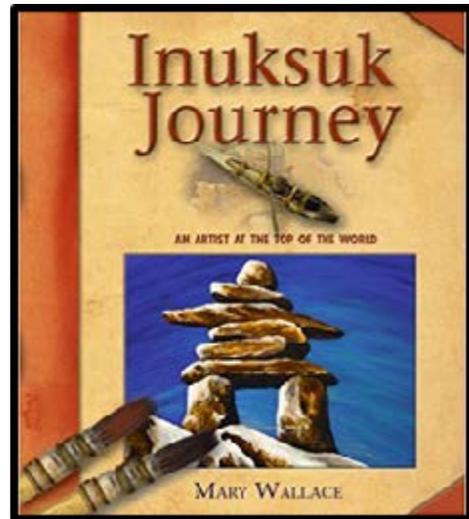
### **5.1 Respect Others and Strengthen Community**

#### **Appreciate diversity**

- examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts

#### **Relate texts to culture**

- analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history



**Book Title:** Inuksuk Journey - An Artist at the Top of the World  
**Author:** Mary Wallace

**Annotation:** This picture book is the artistic journal of the author's summer trip to the Arctic. It contains a variety of photographs, sketches, and artifacts of Inuit life, including her experiences with Arctic wildlife, hunting, fishing, and living off of the land in traditional ways. Mary also writes about being accompanied by Inuit guides and learns about undisturbed relics of Inuit life dating back thousands of years.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples

TC5 Albertans respect and understand experiences and worldviews of First Nations, Métis, and Inuit.

### **TC1 and TC5 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC5:** Experiences and Worldviews (Indigenous Knowledge and Pedagogy, Indigenous ways of knowing, Traditional ways of life), Nationhood (Western Eurocentric paradigm vs. Indigenous, Collectivism vs. Western Individualism), Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

**Sensitivities:** None

### **Themes & Topics at a Glance:**

**Themes:** Symbols and Cultural Identity

**Topics:** Arctic, modern and traditional ways of life, Inuit, land, artistic and spiritual celebration, wildlife

**Recommended Grade Level:** Grades 4-7

**Projects, Ideas and Activities:**

- **Taking on the role of the author:** Consider what students will learn by imagining that they are the author and have been invited to do a presentation about this trip and the lessons learned. They are invited to speak to a younger group of students (a grade below) and they have one week to prepare their presentation which is to communicate the main ideas shared in this picture book.
- In preparation for this presentation, students choose a method of summarizing the key ideas as the text is read aloud over the course of one week.
- One way could be: “Stop -Jot- Summarize”:

Stop and Jot	Sum It Up Sentences
Page	
Page	
Page	

- **Before reading:** Review the task as outlined and share the organizer. Explain that when preparing to do a presentation, it is important to know what the key ideas are to be shared. One way to do that for this task is to listen to what happened to Mary and stop to jot a few notes and then sum up the main message to be shared.
- **During Reading:** While reading the introduction, take notes as a class to determine what is most important to write down and then determine, using a think aloud approach, how to write a summary using one’s own words.
- As the book continues, students will begin to write their own notes and to summarize as they listen to the text read aloud.
- Develop a rubric with students using the co-constructing criteria approach (i.e., see the first few pages of the book, Setting and Using Criteria by Anne Davies at this link: <http://files.hbe.com.au/samplepages/SOT1809.pdf> ). Once students have experienced how to write notes and to summarize important points, they can co-construct criteria based on their shared experience and model of what is expected.
- As students prepare to use their notes to prepare a presentation, have them review the text and any online images that they consider to be helpful to use in their presentations and also, provide students with some tips about using less information on the slide and more visually oriented information than text-heavy slides.

- Model how to prepare an introduction and start the first slide using the class notes. Once students have a clear understanding of what is expected, have them complete their presentations to be shared with another class.
- Consider working with students to develop criteria for their presentations. This criteria can be used by their audience to provide each student with two stars (two compliments based on the criteria) and one wish (one aspect of the presentation to improve based on the criteria)

**Curriculum Connections:**

**English Language Arts Grade 4**

**2.1 Strategies and Cues**

**Use comprehension strategies:**

- Comprehend new ideas and information by responding personally and discussing ideas with others
- Identify, and explain in own words, the interrelationship of the main ideas and supporting details

**2.4 Create Original Text**

**Generate ideas**

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

**3.1 Plan and Focus**

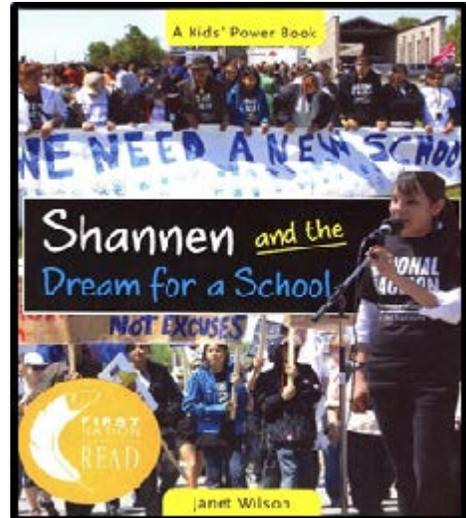
**Plan to gather information**

- Develop and follow a class plan for accessing and gathering ideas and information

**3.3 Organize, Record, and Evaluate**

**Record information**

- Paraphrase information from oral, print and other media sources



**Book Title:** Shannen and a Dream for a School

**Author:** Janet Wilson

**Annotation:** This is a nonfiction text that tells the story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. By 2008, Shannen and students at J.R. Nakogee Elementary created a YouTube video describing the poor conditions in their school (smelly portables) and their plea for a decent school. This video captured attention and support from community leaders and children across the country. Because of the momentum, the students decided to visit Ottawa to speak to the Canadian government. Once there, Shannen spoke passionately to the politicians about the need to give indigenous children the opportunity to succeed. The following summer, Shannen was nominated for the International Children's Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country. Tragically, Shannen was killed in a car crash in 2010. Her family, friends, and supporters are continuing to fight and to honor her memory as they work for equality for children in communities everywhere.

### **Connection to First Nations, Métis, and Inuit Foundational Knowledge**

TC1 Albertans benefit from understanding and respecting the linguistic, geographic, political and cultural diversity of Canada's constitutionally recognized Aboriginal peoples.

TC2 Albertans gain an understanding of the origins, histories, and historical and contemporary contributions of First Nations, Métis, and Inuit.

#### **TC1 and TC2 Key Concepts:**

**TC1:** Indigenous peoples, Aboriginal people of Canada, Indian (status/registered, non-status, treaty, Bill C-31), Knowledge Keeper, Elder, Cultural Advisor, Ceremonialist, First Nations, Métis, Inuit

**TC2:** Traditional Territories (First Nations within Alberta and their traditional territories/histories), Métis within Alberta and traditional territories/histories), Inuit within Canada and traditional

**Sensitivities:** None

**Themes & Topics at a Glance:**

**Themes:** Loss and Hope, Dreams and Reality

**Topics:** Cree First Nations in Northern Ontario, political advocacy

**Recommended Grade Level:** Grades 4-9

**Projects, Ideas and Activities:**

- **Reconciliation:** Should we take part in supporting Shannen’s Dream by participating in one of the seven ways that are advocated on her website?: <https://fncaringsociety.com/shannens-dream>
- To understand **Truth and Reconciliation**, consider what Shannen did by reading this book and then read the Calls to Action for Educators:

**Education**

6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate 2 | Truth and Reconciliation Commission of Canada educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
  - ii. Improving education attainment levels and success rates.
  - iii. Developing culturally appropriate curricula.
  - iv. Protecting the right to Aboriginal languages,

including the teaching of Aboriginal languages as credit courses.

v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.

vi. Enabling parents to fully participate in the education of their children.

vii. Respecting and honouring Treaty relationships.

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

- **During Reading:** While reading *Shannen and a Dream for a School*, consider what their truth or reality was that Shannen and the students were fighting for. List their concerns. Then, reading what they did together, how did they meet one or more TRC Calls to Actions? Review the list above mark the text (\* or highlight) and be prepared to discuss them.
- **After Reading:** Considering that Shannen had an untimely and tragic death, a website was created in her honour and there are seven possible ways for you to get involved in furthering her dream:

<https://fncaringociety.com/7-free-ways-make-difference>

- Review the seven ways and decide if you can get involved in any one of them. Identify which of the seven ways that you could see being involved and tell why.

**Links of interest:**

<https://fncaringociety.com/shannens-dream>

**Curriculum Connections:**

**1.1 Discover and Explore**

- Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences

**1.2 Clarify and Extend**

- Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others

**2.2 Responds to Texts**

**Experience various texts**

- Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view

- Explain connections between own interpretation and information in texts, and infer how texts will influence others