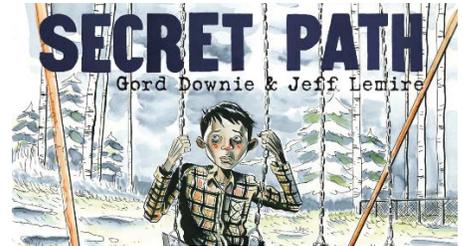


Sample Book Annotation

In this Indigenous Literature Kit, we have structured each annotation to provide you with a scope (what to teach) and sequence (division-specific designation) and teaching suggestion.

Visual: provides a picture of the book cover.



Annotation: describes what the text is about and relevant background information.

Book Title: Secret Path
Author: Gord Downie
Illustrator: Jeff Lemire

Annotation: This is a multimodal (print, visual, oral, digital) postmodern text in an enlarged graphic novella comprised of ten poems that are poignantly illustrated to evoke strong emotion from readers. This story is also available as a ten-song digital download album that accompanies a 60-minute animated film <http://secretpath.ca/>. These texts tell the story of Chanie/ "Charlie" Wenjack, a twelve-year-old Ojibwe boy who died while attempting to run away from the Cecilia Jeffrey Indian Residential School in Kenora, Ontario about fifty years ago. Charlie /Chanie died on October 22, 1966; his body was found along the railroad tracks that were on his way home.

Chanie's story was the first to be the subject of a Canadian public inquiry into residential schools and the atrocities that took place in them. Numerous artists have taken an interest in profiling such stories to bring honour and attention to lost lives and to lives of residential school survivors today. Jeff Lemire and his friend, *Tragically Hip* frontman Gord Downie, first learned of Chanie's story from Downie's brother, Mike who drew their attention to a 1967 Maclean's article by Ian Adams called "The Lonely Death of Chanie Wenjack."

Text Sets: lists of related texts (by the same author; exploring the same terms and concepts; and/or in a different multimodal format (animated movie of the book as an example).

Text Sets: The author's website has information about the *Secret Path* <http://secretpath.ca/#Book> . As well, in this literature kit, another novels, Joseph Boyden's *Wenjak* tells Chanie's story in a different medium.

First Nations, Métis, and Inuit Foundational Knowledge: lists Terms and Concepts (TC1-TC7) explored in the text.



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.

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

TC5, TC6, 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), Relationships (Laws of relationships, Kinship), Sustainability, Holistic wellbeing

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, Connection to land, Spirituality, Roles and responsibilities of women, men and children

We note sensitivities in the text as well as themes and reading complexity to provide guidance on a suggested division (and specific grade level teaching suggestions).

Sensitivities: There are references to sexual abuse (visual and text) as well as being an emotionally poignant text.

Themes & Topics at a Glance:

Themes: Journeys of Loss and Hope, Dreams and Reality, Identity, Culture, and Reconciliation

Topics: residential schooling, residential schools, Cecilia Jeffrey Indian Residential School

Recommended Grade Level: Grade 10-12

Project, Ideas and Activities: Describes what a teacher might consider doing with students to explore the terms and concepts listed.

Curriculum Connections: Lists one example grade of Alberta Education K-9 English Language Arts Outcomes and, at times, other subject area outcomes.