



Fatty Legs webinar series Part 2: Using *Fatty Legs* in your classroom

This section presented to you by Kerry Aiken, Grade 7 teacher at Summitview School in Grande Cache, AB



The agenda for this hour:

- Participant introduction and background
- Residential Schools
- My introduction to *Fatty Legs*
- Using *Fatty Legs* in the beginning
- Taking it further
- The art
- Novel Study
- Other uses, Book Talks
- Other books about Residential Schools



Introductions and sharing

To begin I would like to do some general sharing:

- Your name and what you teach
- What is your experience with Fatty Legs?
- What ideas do you have for how to share it in the classroom?

**I really want to discuss this book with you so
PLEASE ask questions and comment as we go!**




SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.


- 
- The social studies program of studies provides learning opportunities that contribute to the **development of self-esteem** and **identity** in **Aboriginal students** by:
 - promoting and **encouraging** a balanced and holistic individual and **strengthening individual capacity**
 - **honouring and valuing the traditions**, concepts and symbols that are the expression of their identity
 - providing opportunities for students to express who they are with **confidence** as they interact and engage with others
 - contributing to the development of active and responsible members of groups and Communities



Can you imagine a
community without children?

That is what most First Nations communities experienced.

Once children came home, they were often parented by parents who didn't have any experience being parented or having parents. This is a very big contrast from traditional First Nations communities.



“In order to educate the children properly we must separate them from their families. Some people may say that this is hard but if we want to civilize them we must do that.”

*Hector Langevin,
Public Works Minister of Canada, 1883*



Important resource regarding Residential Schools:

***Truth and Reconciliation Commission of
Canada - They Came for the Children.***

**[http://www.attendancemarketing.com/
~attmk/TRC_jd/
ResSchoolHistory_2012_02_24_Webposting.pdf](http://www.attendancemarketing.com/~attmk/TRC_jd/ResSchoolHistory_2012_02_24_Webposting.pdf)**

**This 124 page document can be downloaded
and printed for free.**



The reason for the document:

“The Truth and Reconciliation Commission of Canada is publishing this history as a part of its mandate to educate the Canadian public about residential schools and their place in Canadian history.”

“For the child taken, and for the parent left behind, we encourage Canadians to read this history, to understand the legacy of the schools, and to participate in the work of reconciliation.”



To Christianize and Civilize: Canada's Residential Schools

- Residential Schools and the Taming of the West
- Aboriginal Peoples and Education
- The Davin Report
- To Civilize and Christianize
- Safety and Security
- The Role of the Churches
- The Rise of the System
- The Long Decline

School Days: The Residential School Experience

- Arrival: “Now you are no longer an Indian.”
- Education: “Lots of copying and memorizing.”
- Health: “My kingdom for a nurse.”

- Hunger: “The first and the last thing I can remember.”
- Work: “Worked too hard and taught too little.”
- Discipline: “He never should have gotten a licking like that.”
- Abuse: “I felt so dirty.”
- Accomplishment: “My experience at the residential school was good.”
- Resistance: “I don’t ever want to see cruelty like this again.”

Residential Schools in the North and the Arctic

- The Missionary Period
- The New North



My Favourite parts:

- The word choice is brilliant/imagery amazing
- The images are powerful and beautiful
- It is a story of triumph and survival
- It introduces the topic in a way that is not scary – shows the injustice without a focus on the abuse
- The allusions to Alice in Wonderland

Alice's Adventures in Wonderland

“What’s a rabbit?” I asked Rosie.

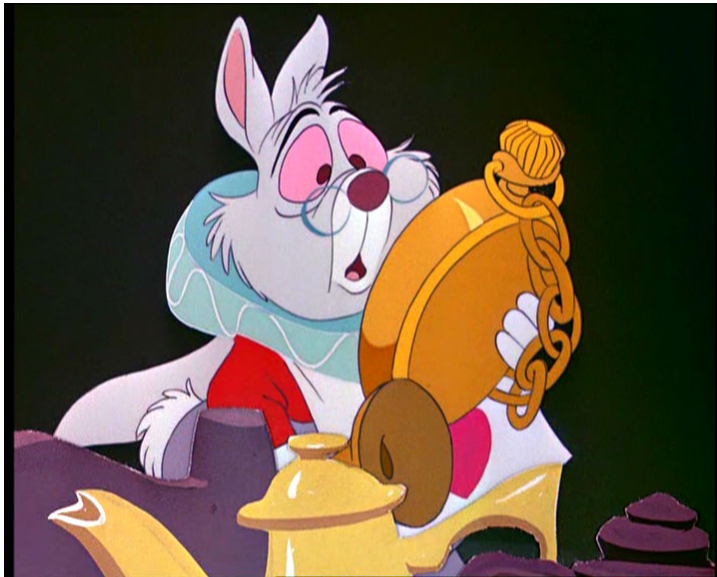
“It’s like a hare.”

“Oh. Well, why did Alice follow it down the hole? To hunt it?”

“No, Olemaun. She followed it because she was curious.”

“I tried to imagine being Alice... She was brave to go into that long, dark tunnel, all for curiosity.”

What does this have to offer in the way of First Nations perspectives or a difference in worldviews?



VS.



“Rosie had been telling the truth: Alice had not been hunting the rabbit at all. I would have brought the pelt back for my father.”



My Introduction to Fatty Legs

- **Passionate about Native Studies and Residential Schools**
- **Present workshops on Using Literature to Enhance FNMI Perspectives K – 9 and Literature to Promote Social Studies K – 9**
- **Found Fatty Legs in Scholastic**

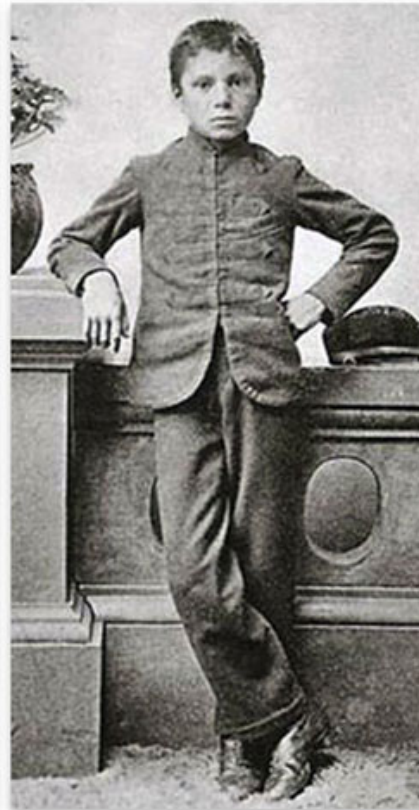
Fatty Legs: The Beginning

- I use this as a read aloud, the first time with only one copy
- Say Somethings (will discuss this more later)
- I scanned some pictures/ sections to e-mail and put them on my SMART Board



Taking it Further...


*from history and stock photos to beautiful words, pictures and a real person





Social Studies uses:

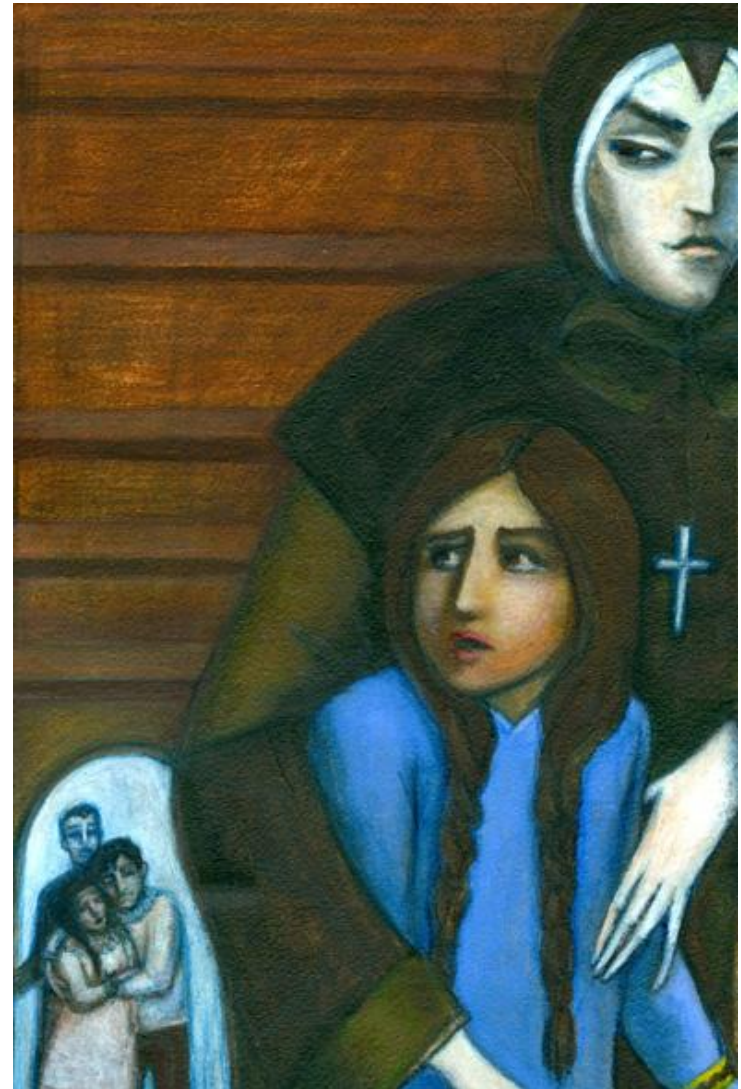
- Works great to look at citizenship, culture and identity
- Use it as a mapping activity – explore the (Western) Arctic
- Take a google map journey of the places in the novel
- Research activities:

- 
- Research the weather/ hours of daylight in the Arctic
 - Research which groups of people (e.g. p. 4 “French – Canadian accents”, “...pale-skinned priests who...called Belgium”) worked in Residential Schools as brothers and sisters.
 - Icebergs/calving p.12
 - What was the Stefansson expedition and why was it famous? P. 16
 - Research what Olemaun says on p.18, “...to the settlement our own great-grandfather, Old Man Pokiak, had founded as a trading post.”

The Art

- Liz Amini-Holmes
- A lot of creative input and freedom
- Really captured the feeling

“They were not family; they were like owls and ravens raising wrens.”



“I can fix my own hair.”

“The sound of
the shears
severing thick
black hair
drowned out the
howls of the
disgraced girls.”



“Do you see this rock? It was once jagged and full of sharp, jutting points, but the water of the ocean slapped and slapped at it, carrying away its angles and edges. Now it is nothing but a small pebble, That is what the outsiders school will do to you at the school.”



“But Father, the water did not change the stone inside the rock. Besides, I am not a rock. I am a girl. I can move. I am not stuck upon the shore for eternity.”



“...I had a nightmare. I dreamed I was locked beneath the Raven’s habit with many other children. She cackled and laughed as we tried to break free, straining against its weight, knowing we would never see our parents again.”

Novel Study

- Easy to do without a package
- Book talks are a complete novel study package – adapt your own rubric
- Great way to engage students and learn in a different way – beyond the text (e.g. Sister to the Wolf)

Book Talks: some examples...

1. Do a costumed presentation of your book. Dress either as the author or one of the characters.
2. Write a letter from one character to another character.
3. Write the first paragraph (or two) for a sequel. Outline what would happen in the rest of book.
4. Write a new conclusion
5. Write a new beginning.
6. If a journey was involved, draw a map with explanatory notes of significant places.

Book Talk Links

- This is a great link with 100 Book Talk ideas:
seward.mpls.k12.mn.us/uploads/100_Book_Talk_Ideas.doc
- This link is like an introduction to book talks with a lesson plan:

www.wvsd208.org/hs/.../Lesson%20Plan%20for%20Booktalks.DOC

- Book Talk Rubric


<http://teachers.sheboygan.k12.wi.us/wplautz/techmentor/documents/BookTalkRubric.pdf>

- Assignment with rubric

<http://www.rjfisher.lgusd.k12.ca.us/staff/sgage/documents/BookTalkAssignmentwRubric.pdf>

Other Uses – “Say Somethings...”

- “Say Somethings” strategies from Kylee Beers
- Stem Starters prompting the students to:
 - Make a Prediction
 - Ask a Question
 - Clarify Something
 - Make a Comment
 - Make a Connection

- 
- Can really get the students thinking about what they are reading.
 - Simple stem starters (e.g. “At first I thought _____ but now I think _____.” or “No, I think it means _____.”)
 - Great strategy to use with any reading – even text books.
 - PDF copy available here:

http://www.academicesl.com/docs/page4Say-Something_stem_starters.pdf

Literature Circles

- Student driven
- Mixed reviews, some see as dated but I see value for sure
- Different roles for students, for example:
 - The Connector
 - Discussion Director
 - Literary Luminary
 - Travel Chaser
 - Vocabulary Enricher



Lit Circles, Sample Job Description:

Connector:

Your job is to find connections between the book you are reading and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. Once you have shared your connection to this section of the book, each member of your group will also relate their own connection to the book, although they may refer to a different passage.

Lit Circle PDFs and activities

- This site has PDF handouts for your students with great descriptions. Easy to modify for younger students.

http://www.abcteach.com/directory/basics/reading/literature_circles/

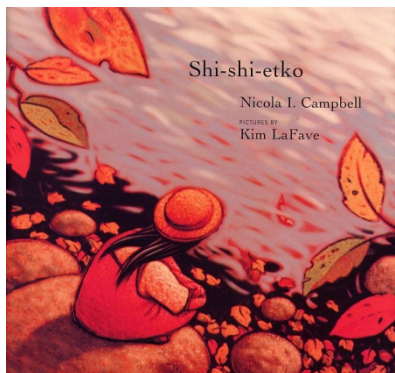
One of AAC's Grade 7 tasks (probably other grades too) is Literature Circles as well.

- <http://www.aac.ab.ca/grade07/languagearts/junior-high-language-arts-grade-seven.html>

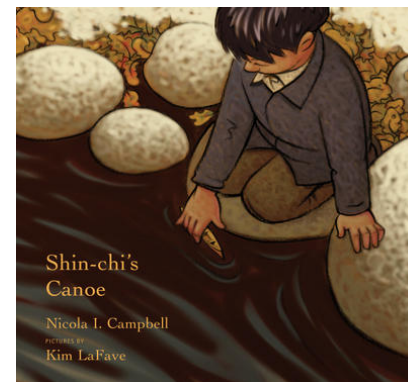
Other Books:


If you want to get a start on the topic of Residential Schools there are 2 books by Nicola I Campbell – my Grade 7's loved it, great as low as Grade 4.

- Shi – shi – etko (a young girl collecting memories prior to going to the school)



- Shin – chi's Canoe (when Shi – shi – etko and her little brother go to school)





Mama spoke quietly. "Kokum keeps hearing that children are being taken from their families and are being put in a school far away." She looked at Lawrence, then lowered her voice even more. He could only hear part of what she said. It was something about prison.

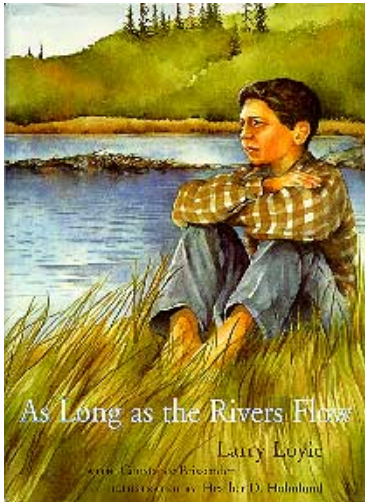
"What are they going to do to us next?' Grandma said.

Lawrence didn't understand. What was this school? He didn't want to leave home. He played with the other children all day. He was learning to hunt and fish to help feed the family, and he was already pretty good at it, too.

Two by Larry Loyie

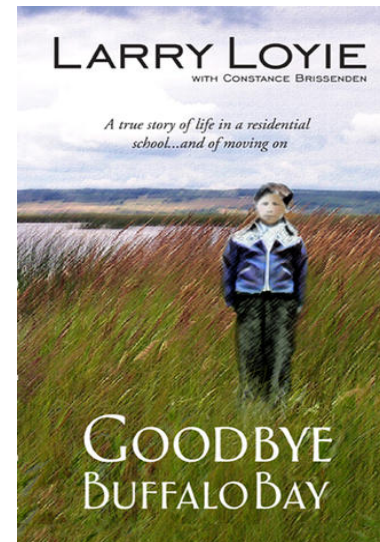
As Long as the Rivers Flow

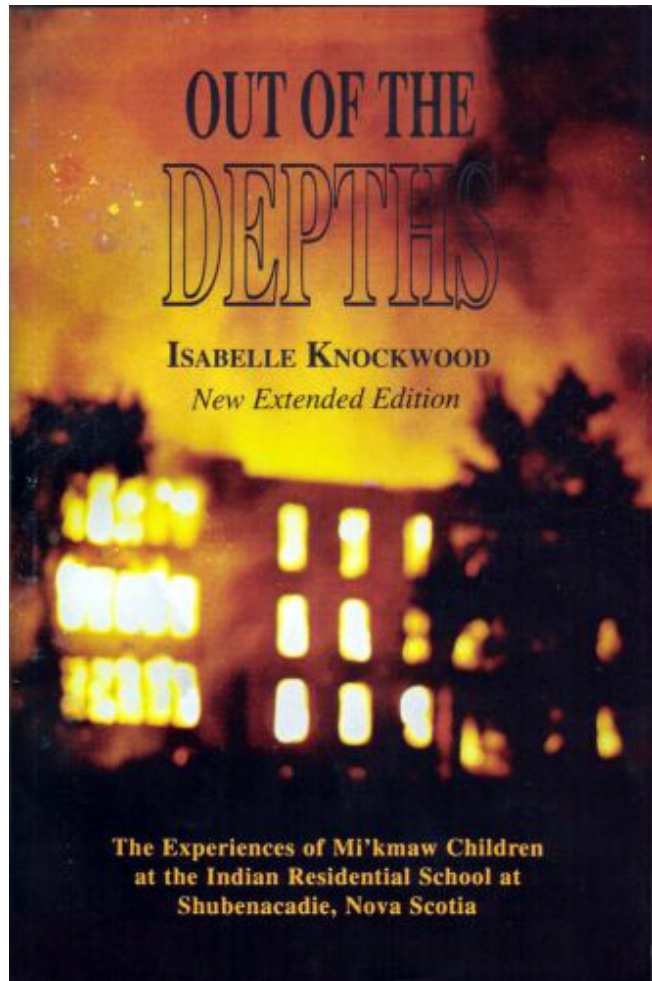
- The last summer at home before school



Goodbye Buffalo Bay

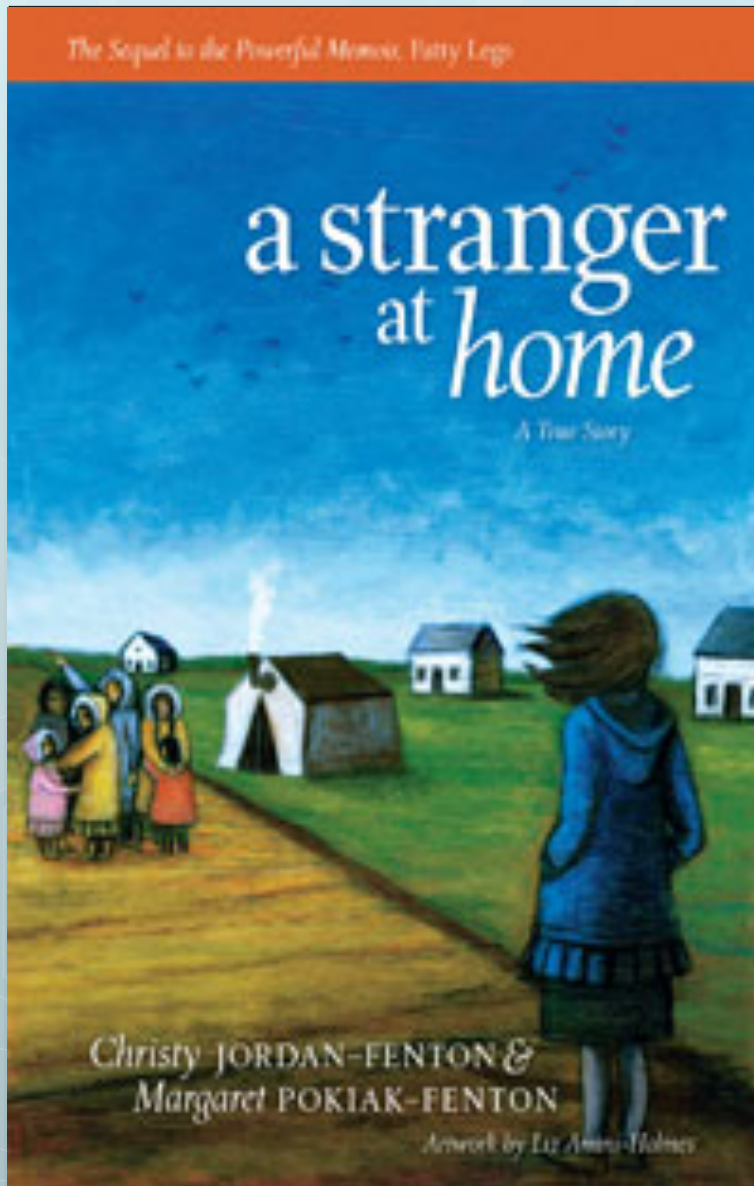
“A true story of life in a residential school... and moving on.”





My introduction to the topic of Residential Schools

This is NOT something you want to share with your students. It offers some pretty graphic descriptions – experiences of Mi'kmaq children in Shubenacadie, Nova Scotia. Great background for teachers!



And of course the sequel to Fatty Legs, A Stranger at Home


This is about Margaret's return home and adjusting. It also offers a brilliant look at different perspectives that I love with the Dubilak who is a black stranger. Margaret feels that neither of them fit in.

Christy and Margaret are also writing a children's picture book.



Very important, please keep in mind...

- The topic of Residential Schools is very sensitive and something that many people are still trying to cope with in many ways.
- If your kids are excited about Fatty Legs or any other book on this topic please be careful – we don't know (and they may not either) if they have a family member who attended and may not be in a place to share.



“My curiosity had led me far away, and now here I was, after two years, satisfied that I now knew what happened to girls who went down rabbit holes.”