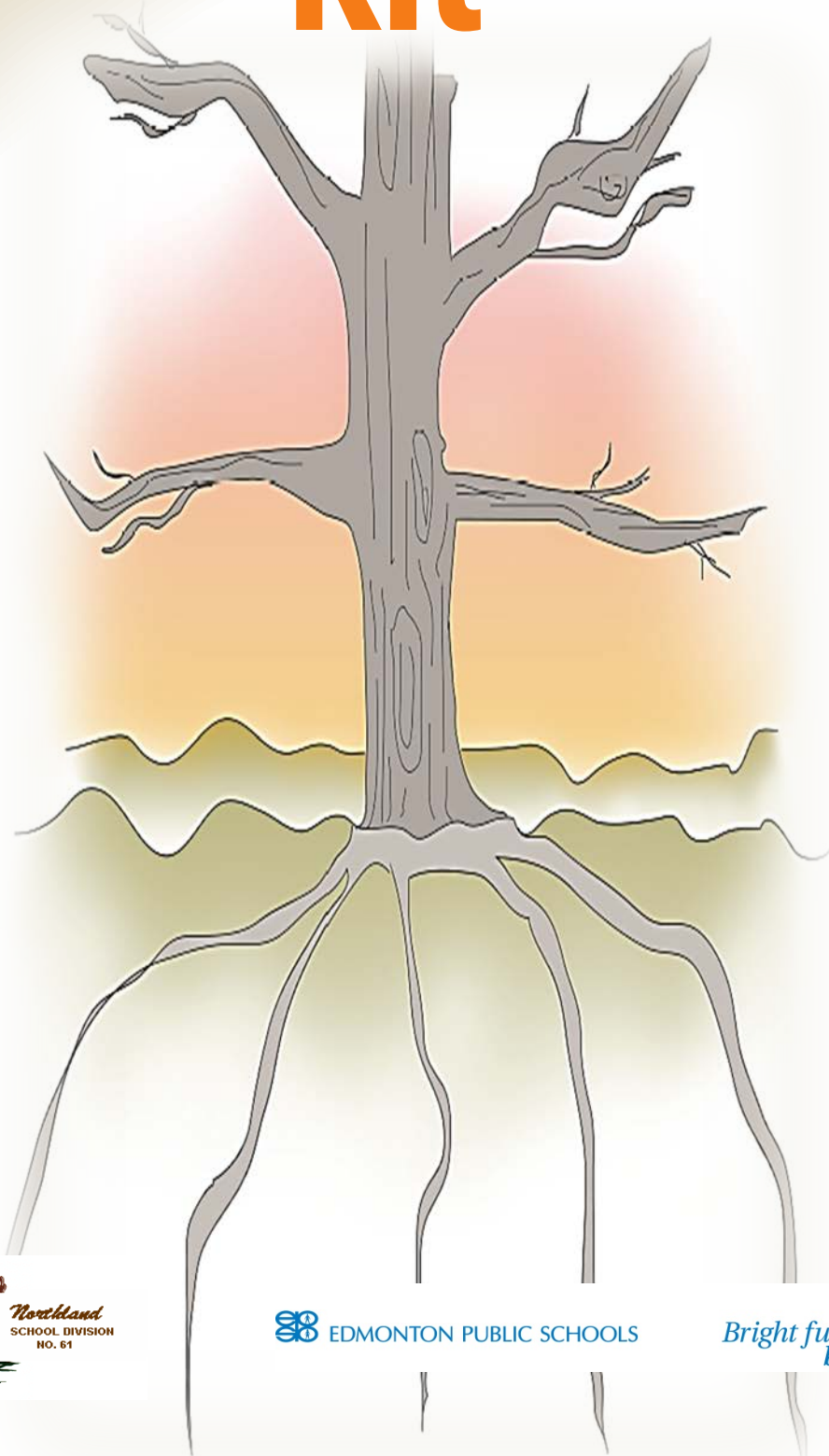


Literacy Seed Kit



Northland
SCHOOL DIVISION
NO. 61



EDMONTON PUBLIC SCHOOLS

*Bright futures
begin here*



ACKNOWLEDGEMENTS

The content of this resource model the collaborative efforts of First Nations, Métis and Inuit educators from Northland jurisdiction, Edmonton Public jurisdiction, and Alberta Education, whose advice has been instrumental throughout the planning stages of this document.

The following people who contributed directly to designing of activities and linking to the program of studies are acknowledged. Without their work, this initial kit would not be created.

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Sandra Skare
Delena Tsang

We would also like to thank the many reviewers of the First Nations, Métis and Inuit literature data base found at the link below, where many of the books were found.

<https://reviews.epsb.ca/reviews/>

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Books included in this document are suggested, they are **not** an authorized resource.



Readers are Leaders

Background

Since the release of the 2011 Northland Inquiry Team Report, a number of initiatives have been focused on the 48 recommendations. Two of these recommendations led to the development of Literacy Seed Kits.

Recommendation #9: That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.

Recommendation #12: That Northland School Division strengthen the aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on aboriginal content infusion as provided for in the Alberta curriculum.

The need for culturally relevant resources has been further strengthened by the voices of the people heard through a number of community engagement processes in Northland and other parts of the province: Northland School Division Community Engagement Team, and Family, Parent and Community Workshops. The need for improvement in literacy was strengthened by the literacy audit prepared by Miriam P. Trehearne, April 2012.

This work is nested in the collaborative framework under both *Culturally Responsive Educational Practices* and *Collaborative Partnerships*. The culturally response educational practices will be evident upon closer examination of the activities included in the kit as well as in the books themselves.

The practice of collaborative partnerships began in the formation of the working group that included representatives from Northland School Division, Edmonton Public School Division and Ministry representation from Cross Curriculum Infusion and First Nations, Métis and Inuit Services Branches.

This kit was produced as a collaborative project and is intended to continue to be collaborative. It is designed to be uploaded onto a shared site. Teachers can then share what they learn as they:

- work with the books ,
- design their own activities,
- determine additional links to the programs of studies
- or even add books to the collection

This will enable teachers to continue in their collaborative efforts by sharing promising literacy practices with colleagues in the school, jurisdiction or school authority.

The Literacy Seed Collection

This 76 book collection was created as a travelling classroom library. Like a seed, it is meant to grow and expand depending on local conditions. Suggestions are included for directions of growth. There has been no attempt to level the books although several of the books included in the collection are leveled by the publisher and ready to be included in a guided reading program should multiple copies be purchased.

What kinds of books are in the collections?

The collection as a whole contains:

- Fiction and non fiction
- A variety of genres: historical fiction, reference, graphic stories, poetry, field guides, picture books, photo essays, novels, dual language, gothic and cumulative tales,
- It includes textual features such as: charts, diagrams, glossaries, timelines, headings, indices, tables of contents and so on.
- Mainly books which portray Indigenous people in a modern context rather than only an historical one.

How did we select the books?

Books included in the kit were selected on the following criteria:

- Written or illustrated by a person with First Nations, Métis or Inuit heritage.
- Some authors had many books, but we chose to include only one per author.
- Reviewed by at least two people: an educator and a person who identified as either First Nations, Métis or Inuit. If at all possible, books about a specific culture were reviewed by someone from within that culture.
- Canadian content related to our indigenous peoples as much possible. As the border between United States and Canada is a modern political boundary, many stories have crossed over.
- They could be used to stimulate activities which meet outcomes from a minimum of three programs of studies book including English Language Arts.

Why did we make some exceptions?

1. One exception was made for a book that is familiar and appealing, but not what we would consider excellent because it crosses the border into appropriation. This book is

Raven: A trickster tale from the Pacific Northwest. It was selected to use as a teaching tool, not just for use in curricular areas, but also to bring to the foreground some necessary questions and conversations in relation to protocols and acknowledgments. For example:

- Where did this story come from? It is a familiar tale but there is no indication of which people tell it-beyond the “Pacific northwest”. Contrast this with the preface to “*How Chipmunk got his Stripes,*” by Joseph and James Bruchac. These authors locate the story in terms of First Nations, in terms of locale and in terms of individuals who have told the story. Why is this necessary? What does appropriation mean? Why is it important to acknowledge where stories come from? Does it relate to copyrighting?
 - Check out the totem pole directions on the back of the cover. Research into totem poles and their carving. Who has the right to make totem poles? Should we be having children make them without knowing what they are, are used for, and so on.
 - Although this is a Caldecott medal winner, we know a great deal more about multi-cultural literature since this medal was awarded.
2. There is more than one book by Joseph Bruchac and Jacqueline Guest included in the collection so that teachers could do an author study.
 3. The book *Aboriginal Cultures in Alberta* does not come with curricular links as it can be used in so many ways and in so many grades we did not want to narrow the creativity.

How do I expand the collection?

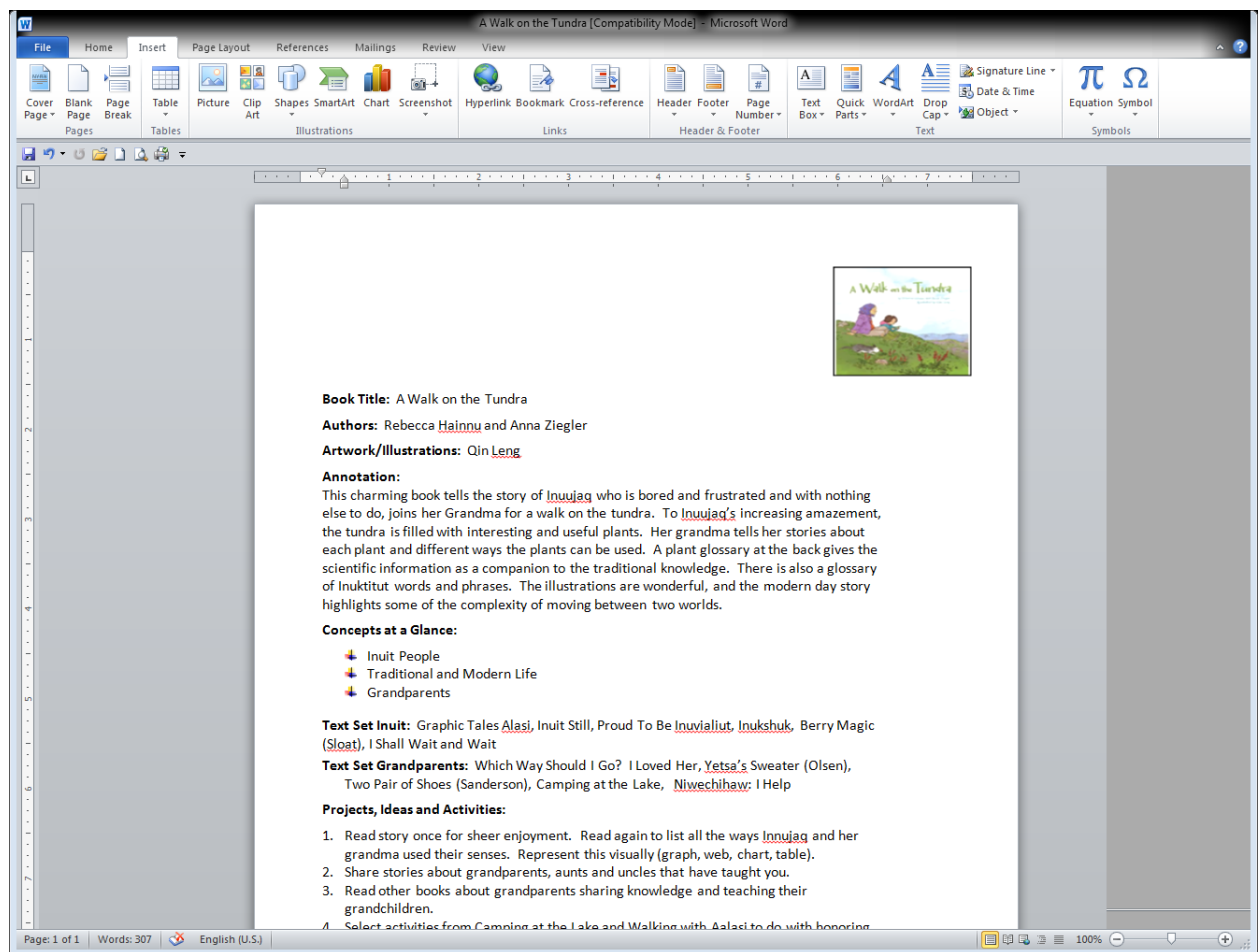
The current collection cost slightly under \$1000.00. It can be expanded in several ways:

1. Purchase multiple copies of the titles that can be used for guided reading sessions.
2. Purchase class sets of the novels in the book, for novel studies.
3. Many of the books suggest text sets with titles not included in the kit. These additional titles can be ordered as they too are excellent books.
4. The authors included in the collection are considered to be excellent. Additional books by these authors could be purchased.

How do I use the collection?

The most important criteria for book selection was that they are enjoyable to read and to listen to if read aloud. Children need to become familiar with both fiction and non-fiction and we have tried to provide a balance between the two. We encourage you to read each book aloud, or sections of books in the case of more dense text. An annotated bibliography has been provided in the kit so that you have an overview of each book.

Each of the 76 books in this collection can be used to stimulate a number of activities that help to meet the outcomes of various Alberta programs of studies.



Book Title: A Walk on the Tundra

Authors: Rebecca Hainnu and Anna Ziegler

Artwork/Illustrations: Qin Leng

Annotation:
This charming book tells the story of Inuujaq who is bored and frustrated and with nothing else to do, joins her Grandma for a walk on the tundra. To Inuujaq's increasing amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. A plant glossary at the back gives the scientific information as a companion to the traditional knowledge. There is also a glossary of Inuktitut words and phrases. The illustrations are wonderful, and the modern day story highlights some of the complexity of moving between two worlds.

Concepts at a Glance:

- Inuit People
- Traditional and Modern Life
- Grandparents

Text Set Inuit: Graphic Tales Alasi, Inuit Still, Proud To Be Inuvialut, Inukshuk, Berry Magic (Sloat), I Shall Wait and Wait

Text Set Grandparents: Which Way Should I Go? I Loved Her, Yetsa's Sweater (Olsen), Two Pair of Shoes (Sanderson), Camping at the Lake, Niwechihaw: I Help

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment. Read again to list all the ways Inuujaq and her grandma used their senses. Represent this visually (graph, web, chart, table).
2. Share stories about grandparents, aunts and uncles that have taught you.
3. Read other books about grandparents sharing knowledge and teaching their grandchildren.
4. Select activities from Camping at the Lake and Walking with Aalasi to do with honoring

What are text sets?

Text sets are collections of books that are pulled together to represent a concept. They are intended to be of multiple reading levels, and genres. The books in this collection give examples of text sets that could be made with each book. As an example see this screen shot from the book *A walk on the Tundra*.

Concepts at a Glance:

- ✚ Inuit People
- ✚ Traditional and Modern Life
- ✚ Grandparents

Text Set Inuit: Graphic Tales Alasi, Inuit Still, Proud To Be Inuvialuit, Inukshuk, Berry Magic (Sloat), I Shall Wait and Wait

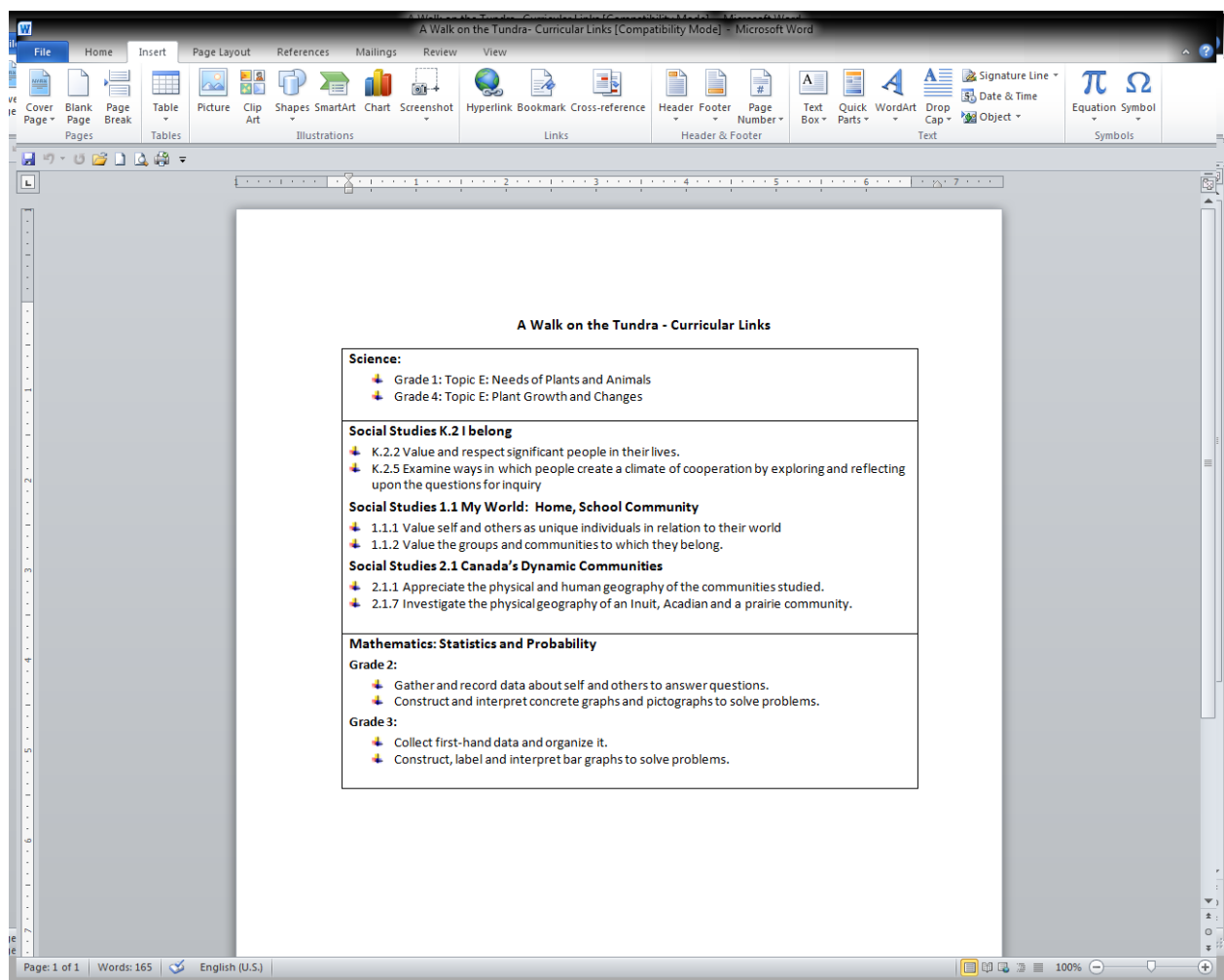
Text Set Grandparents: Which Way Should I Go? I Loved Her, Yetsa's Sweater (Olsen), Two Pair of Shoes (Sanderson), Camping at the Lake, Niwechihaw: I Help

A number of these books are found in the collection. Others may be found in your school library or in the library of colleagues. The concepts formed the basis of the text sets suggested.

What are the curricular links?

Almost every book comes with a page of curricular links. See the screen shot below. These are based on the project, ideas and activity suggestions accompanying the book. Please note that these links are suggestions only and are in no way exhaustive. Other links can be included as they emerge.

There is some variation in the curricular links provided. Some provide only the unit—see Science below. Generally that is because there are multiple outcomes from that unit that can be met. Others drill down to a specific outcome—see Math for example. These outcomes can be translated into report card comments once a student has mastered the skill. For example “Maggie can collect first-hand data and organize it”.



Annotated Bibliography

10 Most Significant Crossroads in Aboriginal History by Jan Beaver

This title is one of the 10 series, geared towards grades 6-12. It uses multiple textual forms and visual images to present various viewpoints related to each of the cross roads described in the title.

13 Moons on a Turtle's Back by Joseph Bruchac and Jonathan London

The thirteen scales on Old Turtle's back hold the key to the thirteen cycles of the moon and the changing seasons. These lyrical poems and striking paintings celebrate the wonder of the seasons, from the Northern Cheyenne's Moon of the Popping Trees to the Big Moon of the Abenaki.

A Different Game by Silvia Olsen

A Different Game continues the story of Murphy who moved from his home in the city to a First Nation reserve. Now comfortable with his new life, Murphy and his soccer playing friends –The formidable Four—are facing tough tryouts. To everyone's surprise, Albert, the superstar player begins acting like a jerk and then does not make the team. Once the truth about Albert is discovered, the community must pull together because he is playing "a different game".

A Walk on the Tundra by Rebecca Hainnu and Anna Ziegler

This charming title tells the story of Inuujaq who is bored and frustrated and with nothing else to do, joins her Grandma for a walk on the tundra. To Inuujaq's increasing amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. A plant glossary at the back gives the scientific information as a companion to the traditional knowledge. There is also a glossary of Inuktitut words and phrases. The illustrations are wonderful, and the modern day story highlights some of the complexity of moving between two worlds.

Aboriginal Cultures in Alberta by Susan Berry and Jack Brink

This is an excellent resource for teachers who need breadth and depth of information about Alberta's FNMI peoples in order to provide connections to different curricular areas.

Adventures of Rabbit and Bear Paws Series by Chad Solomon & Christopher Meyer

This series of graphic tales are the adventures of the mischievous Ojibway brothers, Rabbit and Bear Paws set in 1750's colonized North America. The authors use traditional teachings from The Seven Grandfathers and a whopping dose of humour to create these books that are sure to be a hit.

Ancient Thunder by Leo Yerxa

This wonderfully lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art (collage). A must have for teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

Art of the Old Ways: The Story of Pitseolak Ashoona and the Artists of the Far North by Vanessa York

Cape Dorset is a community of many artistic talents. The story is centered on the life of one Inuit woman's journey from a traditional Inuit life struggling to raise a family by herself, to that of becoming one of Canada's most famous artists: drawing, sculpting and painting the "Old Ways." Just as the story seems to come to an end, the reader can participate in a play script based on the life of Pitseolak Ashoona. The story also offers a description of the printmaking process. The author has been meticulous at ensuring that people in the photographs are identified and their activities described. This is much better than using stock photos.

Belle of Batoche by Jacqueline Guest

This is the story of friendship, honesty and integrity within the context of the historical attack of the Canadian government on the Métis of Batoche, MB in 1885. It would be a great novel study for Division II or part of a text set for an author study on Jacqueline Guest.

Berries by Pam Holloway

This is a simple story for the beginning reader and part of the Cedar Reader Series. It uses the sentence frame "I see the _____" to show all the available berries. While the berries featured are from the west coast, this book was included to demonstrate how one can create books based on community knowledge.

Blackfoot Children and Elders Talk Together by E. Barrie Kavasch

Children and Elders talk about their Aboriginal Blackfoot culture. Topics include Blackfoot ways, celebrations, the land, families, ceremonies, food and prayers.

Buffalo by Beverly Brodsky

This title is a magnificent collage bringing together visual imagery, teachings, historical detail and tribal song poems. By using a multi-layered perspective, Brodsky conveys a depth of understanding. A must have for any collection on art, poetry, or history of the demise of the buffalo.

The Bulrush helps the Pond by Ken Carriere

This dual language book (English and Swampy Cree) provides young readers with an appreciation of the fragility and interdependence of the Prairie wetland system. It is especially rich in the links between traditional and western knowledge. **(Note:** while the book is about the bulrush, most of the pictures portray the cattail. These are not the same plant!)

Camping at the Lake by Dianne Meili

This title is particularly good for our Alberta children as it takes place on the Kootenay plains. Part of the Literacy Place series, it is an excellent tool for guided reading. Wonderful illustrations depict a close and important relationship in First Nations, Métis and Inuit culture: grandparent and grandchild. While the reading level is suited for Division 1, the concepts will be excellent for Grade 4.

Chuck in the City by Jordan Wheeler

A humorous tale of a young Cree boy who travels to the city for the first time and gets lost! The bright detailed illustrations are in anime style.

Code Talkers by Mary Anne Wollison

This title is part of a series of multi-textual graphic tales for readers in older grades. It is the fictional story of two brothers who became Navajo code talkers during World War II. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

The Contest by Caroline Stellings

Spunky Rosy is eager to win the Anne of Green Gables look-alike contest. It doesn't matter that her hair is black, that she has very little money to spend on the costs of the contest, or that her asthma throws a gigantic wrench into her plans. Rosy is determined and her family and friends rally around. This is a wonderful, funny and moving story of a Mohawk girl and her dreams.

Come and Learn with me by Sheyenne Jumbo and Mindy Willet

Come and Learn with Me introduces the reader to Sheyenne Jumbo and her family- "real people" of the Sambaa K'e Dene Band from the Northwest Territories. Through simple narrative and spectacular photographs we are privy to their stories, land, traditions and history. This is part of an excellent series-each one worth purchasing.

Coyote Christmas: A Lakota Story by S.D. Nelson

Coyote Christmas is a story about the cunning coyote that would do anything to get a meal. The story teaches about making choices and that there is good in all that we do. When we make choices that are not good, there are consequences to our actions. This story could be used in a grade 3-5 classroom as an example of a modern trickster tale.

Eagle Boy Retold by Richard Lee Vaughan

Eagle boy begins the story as an orphan in his coastal village. He is laughed at and teased by other children in the village for feeding fish to the eagles in the sky. When winter comes, and food is scarce, it is Eagle boy who has the ability to feed the entire village. Traditional values of generosity, forgiveness and self-sufficiency are presented. Rich illustrations help tell the story of how an outcast becomes a hero.

Falling Star by Robert Cutting

This title is part of a series of multi-textual graphic tales for readers in older grades. *Falling Star* is the story of the adopted son of Standing Bear (band of Chief Sitting Bull) and his experiences watching the demise of the traditional way of life of the Lakota people. It also describes how Chief Sitting Bull came to stay in Canada for a time. This is an excellent resource for a guided reading program as one title contains multiple genres of texts: graphic tale, informational, timeline etc.

Fatty Legs and **A Stranger at home** by Christy Jordan-Fenton & Margaret Pokiak-Fenton

Fatty Legs is an informative, true story about the effects of residential school on a brave young Inuit girl in her quest to learn how to read. Her spirit, dignity and resilience remain intact against all the atrocities that she experiences. Archival photos and striking artwork add to the authenticity of this story. Many young readers will be attracted to this memoir. *A Stranger at Home* continues the story of Olemaun as she reintegrates back into her home community.

Flip Point of Perspectives, FNMI Titles include:

- *First Nations: This Land Was Theirs & Reserve Life* - **Author:** Vanessa York
- *The Fur Trade: Booming Business & The Fur Trade Cause of Conflict* - **Author:** Anthe Crawley
- *New France French Settlers & New France First Nations* - **Author:** Libby Anthe Crawley
- *Western Expansion: The Last, Best West & Western Expansion Aboriginal Homelands* - **Author:** Elizabeth Brereton

The Flip Point of View series is a set of 24 titles for Canadian students that examine a topic from two different perspectives, both equally weighted. Each novel engages the student by providing opportunities for debate, discussion, and critical thinking. Each novel includes a table of contents, timelines, glossaries, quotes, maps, illustrations, historical photographs from across Canada, case studies, biographies, and teacher lesson plans that fit with the Alberta Social Studies curriculum. The kit contains some of these titles as well as some cautionary notes.

Great Women from our First Nations by Kelly Fournel

Each of these female role models have risen above specific circumstances and have either made, or are making, a positive difference to their communities. Regretfully, this book is somewhat dated and contains women from the United States as well as Canada so that many current (Canadian) First Nations women activists are not represented. However it is a great beginning!

Here is the Arctic Winter by Madeline Dunphy

The lyrical repetitive text makes this title a good choice for reading with students. The detailed illustrations are compelling and engaging and create the mood of a long dark time. This cumulative tale is an excellent springboard to a unit on northern communities, ecosystems, drawing and sketching as well as light and shadow!

How Chipmunk Got his Stripes by Joseph Bruchac and James Bruchac

Big Bear brags and brags... He claims that he is so big and strong, he can do anything. Brown Squirrel doesn't believe Big Bear and a contest is proposed. The consequences of losing a bet, causes Big Bear to lash out and give Chipmunk a lasting memory! This tale is told by many Native American story tellers along the East coast.

How Coyote stole the summer by Stephen Krensky

Poor Coyote is freezing and tired of living in winter all year round. He listens to Raven, who spells out exactly how the animals can capture summer from Old Woman. Raven, Wolf, Moose, Elk, Stag and Antelope develop a plan to steal summer from Old Woman and her children. The simple language and illustrations help tell a humorous tale. There is an afterward to explain where the story comes from, as well as a glossary.

Idaa Trail by Wendy Stephenson

John and his cousins spend the summer with their grandparents on a canoe trip that follows a hundred year old trade route of the Dogrib people. The children's grandparents had traveled this trail as youngsters and wanted to show their grandchildren how "the land is like a book". As they travel, the children become physically much stronger as well as learning a great deal of traditional knowledge. The grandparents teach by using story and demonstration. When the

children finish their journey they are full of new abilities, knowledge and a greater appreciation of their ancestors.

I like Who I am by Tara White

What happens when a blond, blue-eyed Mohawk moves to her First Nation reserve and is accused of not being Mohawk? This story is wonderful for exploring bullying and what it means to identify as part of a culture and life on a First Nation reserve. It pushes against the way the media represents life on reserves as mainly violence and abuse. Loving relationships, supportive friends and inner strength help Celina turn life around!

I Loved Her by Shezza Ansloos

This is the recollection of a young Métis girl of her beloved Grandmother. Each two page spread covers different memories including singing and playing together at the piano, dressing up for tea parties, taking walks through the garden, and so forth. Love, laughter and sharing abound through the pages. For students who have experienced the loss of a family member, this title is a must.

Inuksuk Journey by Mary Wallace

A lush and evocative journey through the north, this title provides a rare glimpse of high Arctic living. Photographs, sketches and paintings illuminate the text, which is a series of journal entries over an eight day trip.

Inuit Still by Jeanne Bushey

Naomi, a young Inuk girl, shares her story of living in a modern Inuit community while wearing traditional clothing, playing traditional games and going out on the land. Glimpses of life in the past and how traditions, culture and language have been carried forward are shared. This title is a wonderful demonstration of bi-cultural competency.

The Inuit Thought of It by Alooktook Ipellie with David MacDonald

The Inuit Thought of It explores more than 40 ideas crucial to survival of the Inuit. From items familiar to us today like kayaks and parkas to inventive concepts that shaped their lives including bone games and the iconic Inuksuk this book celebrates the creativity of a remarkably resourceful people. While describing the traditional and contemporary ways of the Inuit, this book gives an opportunity to understand the survival techniques of the Inuit. It also provides a vast amount of cultural information to the reader through photographs of both past and present.

I Shall Wait and Wait by Alooktook Ipelli

Part of a series on graphic poetry, this poem teaches us the importance of patience, dedication and love of family. It is small, but powerful, and can be used for multiple areas of the curriculum.

Jingle Dancer by Cynthia Leitch Smith

Jenna dreams about her grandmother's jingle dancing and would love to do the same. There is one problem, how to get enough jingles in time for the pow-wow. A modern young Muscogee Nation girl solves the problem in a way that illustrates many of the values in her culture: sharing, gratitude, love, kinship and family.

Kookum's Red Shoes by Peter Eyvindson

The legacy of residential school is shared in a respectful and engaging way through this story. The elderly Kookum remembers how her life was changed forever, yet we see how her humour, goodness and loving ways are maintained throughout. This compelling picture book will help teachers introduce a painful and shameful part of our shared Canadian history. Although the reading level is Division 1, the topic and concepts make it more suitable for Grade three and up.

The Lost Island by E. Pauline Johnson

Tillicum (grandfather) shares an inherited vision and reality with his grandson about the many things that the Salish People have lost: lands, forests, beliefs, dress, and stories. The vision is one of despair, struggle and yet hope. *The Lost Island* contains stunningly vivid water color illustrations that bring the story to life. The author is a famous poet.

The Legend of the Caribou Boy by John Blondin

This book could be used in a division II English Language Arts class during a unit covering legends. The read-along CD provides reading support for ESL or lower level readers. There is a strong glossary of Dene language at the back of the book.

Life Cycle of a Salmon by Andrea Royston

Salmon takes the reader through the six year life cycle of a salmon. Each page contains vivid photographs as well as a pictorial time line. A glossary, index and additional books to read section provides guided reading lesson ideas for non-fiction reading.

The Middle of Everywhere by Monique Polak

Noah Thorpe is spending the school term in George River, up in Quebec's far north. He is somewhat disdainful of his Inuit peers at first but through a series of adventures and experiences, begins to understand that he has a lot to learn. A noteworthy title about survival, friendship and bi-cultural competency.

The Moccasins by Earl Einarson

In this story, the author shares his personal life with a foster mother who keeps his culture alive with a pair of lovingly made moccasins. The illustrations follow the boy from childhood through adulthood, when he in turn becomes a parent. The foster mom taught the author well because he becomes a loving and affectionate parent who wants his own child to experience the feel and smell of the moccasins.

Muskrat will be Swimming by Cheryl Savageau

Young Jeannie loves her community but feels sad and frustrated when classmates call her a lake rat. Jeannie confides in her grandfather who, through story, reminds her of the importance of the muskrat. With lyrical text and exquisite illustrations of wetland life, this book puts traditions into the context of modern life. A delightful title filled with many cross-curricular connections.

Inuksuk Journey by Mary Wallace

A lush and evocative journey through the north, this book provides a rare glimpse of high Arctic living. Photographs, sketches and paintings illuminate the text, which is a series of journal entries over an eight day trip.

Mwâkwa Talks to the Loon by Dale Auger

This is the story of Kayâs who uses his gift of knowing where to find animals (four-legged, winged and swimmers) to provide for his people. Soon however, he began to love the admiration of the people, more than he loved hunting and the people grew hungry. To Kayâs' sorrow, he had lost his gift and it remained lost until he listened to the Elders and followed their guidance. This title is written partly in Cree with a pronunciation guide at the back.

The Night Wanderer: A Native Gothic Tale by Drew Hayden Taylor

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

Niwechihaw: I Help by Caitlin Dale Nicholson and Leona Morin-Neilson

This simple story is told simultaneously in Cree and English. It explores a young child's relationship to his Kokhom as they go for a walk in search of rose hips. Beautiful paintings help illustrate many of the cultural traditions.

Nokum is my Teacher by David Bouchard / Illustrated by Allen Sapp

This thoughtful title is written as a dialogue between a young boy and his grandmother or Nokum. The boy asks why he should have to learn to read and wonders if knowledge of the world outside their reserve has value. Nokum knows that reading opens up a world of possibilities, even though she never learned to read. Nokum skillfully guides her grandson to a new understanding of the larger world outside, while still retaining respect for the way of the people. Cree artist, Allen Sapp has provided the illustrations. Some titles come with a CD that has the story in English and Cree, as well as drumming by the group Northern Cree.

Proud to be Inuvialuit by James Pokiak and Mindy Willett

Proud to be Inuvialuit introduces the reader to the Inuvialuit, "real people" of the Western Arctic and community of Tuktoyaktuk, their stories, land, traditions and history. This is part of an excellent series-each one is worth purchasing.

Raven: A Trickster Tale from the Pacific Northwest by Gerald McDermott

Many First Nations peoples have stories about tricksters (Raven, Coyote, Wisahkecahk, to name a few). They are generally humorous, with a strong message regarding how one ought to behave or how to treat others. The beautiful illustrations of this book make it a wonderful teaching tool for art as well as being included in a text set on Tricksters. This would also be an excellent title to help with the learning about a community in another part of Canada.

Rebel Leader by Jan Beaver

This title is part of a series of multi-textual graphic tales for readers in older grades. *Rebel Leader* is the story a young Métis fiddler who is gifted with a fiddle that has been passed down since the days of Louis Riel. Through flashbacks and non-narrative writing, the reader learns about the formation of the Métis Nation and the eventual demise of its leader, Louis Riel. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Red Parka Mary by Peter Eyvindson

A heart-warming story of how a young boy learns to look beyond outward appearances and discover the kindness and love of Mary, his elderly neighbour. As they get to know each other, Mary teaches the boy many things. At Christmas the boy presents Mary with a gift of a warm red parka and Mary gives the boy the biggest and best gift of all- the gift of her love. Colourful, life-like illustrations help tell this gentle yet powerful story.

The Salmon Bears by Ian McAllilster & Nicholas Read

Stunning photographs add to the rich text in this book about the Great Bear Rainforest of British Columbia. This book is included because of the special place bears have in both the life cycle of the salmon, and many First Nations stories.

Secret of the Dance by Andrea Spalding and Alfred Scow

This story is based on a true story that happened to retired Judge Alfred Scow, Elder of the Kwick'wa'sut'eneuk people. He was born in 1927 during a time when traditional ceremonies were outlawed by the Canadian government. In *Secret of the Dance*, Watl'Kina's family defies the Indian Agent, just as many other families did to go far afield in order to practice a potlatch ceremony in secrecy.

Shin-chi's Canoe by Nicola Campbell

This poignant sequel to award winning *Shi-shi-etko* tells the story of two young siblings in residential school. In telling this story, Nicole Campbell draws on interviews with her family and Elders who survived residential school. In spite of the devastation of a long separation, collection in a cattle truck, daily hard work and meager meals, strong family ties prevail. Beautiful illustrations help make this a story of hope and resilience.

Shi-Shi-Etko by Nicola Campbell

This beautifully illustrated story is a moving account of how a young girl spends her last day with family before leaving for residential school. Just before she leaves, mother, father and grandmother share valuable teachings.

Skeleton Man by Joseph Bruchac

Molly wakes up one morning to discover her parents are gone. She is turned over to her great-uncle, a mysterious man totally unknown to her. The uncle rarely speaks to Molly and locks her in her room at night. By remembering what her parents told her about trusting dreams, Molly is able to solve the mystery of her parent's disappearance. The original Skeleton Man is a traditional Mohawk story. Bruchac's novel respectfully incorporates traditional Mohawk lore into this page-turning chiller. A short and easy read; it will attract reluctant readers.

Smiler's Bones by Peter Lerangis

Smiler's Bones, a heartfelt story that tells the plight of Minik, his father and a number of Inuit people who were taken from their home in Greenland to the American Museum of Natural History in New York to be a live "Eskimo" exhibit. It is a compelling, engaging story of loss, deception, exploration and survival that is based on historical facts from the title *Give Me My Father's Body: The Life of Minik, the New York Eskimo* by Kenn Harper.

There Was an Old Lady Who Swallowed a Trout by Teri Sloat

A fast paced, rollicking retelling of there was an old lady who swallowed a fly, this is sure to delight all readers. It is set on the west coast, with many familiar icons. Great for early literacy, for a text set on cumulative stories or just a great read-aloud.

Turtle's Race with Beaver by Joseph Bruchac and James Bruchac

Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage in the face of adversity, creativity and amazing perseverance.

Walking with Aalasi: An introduction to Edible and Medicinal Arctic Plants by Anna Ziegler, Aalasi Joamie and Rebecca Hainnu

Aalasi Joamie shares her traditional knowledge about plants in some of the northern regions of Canada. Spectacular photographs, charts as well as written text (in Inuktitut and English) teach about plants and their uses, but also how the knowledge was learned and passed down. A good resource to show how Indigenous knowledge and western science work together.

War Games by Jacqueline Guest

Ryan Taber's father is on his first tour of duty in Afghanistan. Ryan can't wait for his father to be gone, and then perhaps he can finally do the things he really wants to do; play *Desert Death*. Ryan thinks he can finally be the person he wants to be, not the soldier his father wants him to be. Without his father, Ryan quickly slips into a world of deceit. Deceiving friends and family and most of all himself, he must quickly learn that not all is what it seems.

Which Way Should I Go? by Sylvia Olsen with Ron Martin

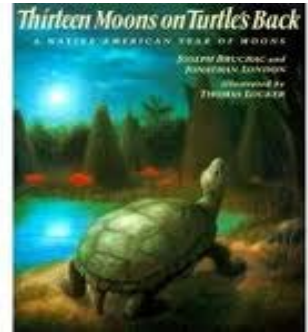
This title is about a happy young Tia-o-qui-aht boy and the loving relationship he has with his grandmother. His grandmother always gives the young boy choices and teaches him her song "Which Way Should I Go?" But when his grandmother dies the young boy grieves and is very unhappy, until he discovers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

Wisahkecahk Flies to the Moon by Freda Ahenakew

Written in English and Cree, this title is another story to add to the collection of the famous trickster tales. In this one Wisahkecahk flies to the moon, and before the tale is up, provides the legend of the creation of muskeg. As a sideline, it explains the origins of the long legs of the crane. A simple, beautifully illustrated short story.

Zoe and the Fawn by Catherine Jameson

A delightful story of a young girl her father and their search for the mother of a visiting fawn. Each time they spot a new animal Zoe wonders if that is the mother they are looking for. After searching over a small hill, in the tall grass, and at a creek they return home to a surprise. The repetitive text and textured, vibrant illustrations make this gentle book a great addition to a young reader's collection. Animal names featured in both English and Okanagan Syilx.



Book Title: Thirteen Moons on Turtle's Back: Native American Year of Moons

Authors: Joseph Bruchac and Jonathan London

Artwork/Illustrations: Thomas Locker

Annotation:

The thirteen scales on Old Turtle's back hold the key to the thirteen cycles of the moon and the changing seasons. These lyrical poems and striking paintings celebrate the wonder of the seasons, from the Northern Cheyenne's Moon of the Popping Trees to the Big Moon of the Abenaki.

Text Set on months and different First Nations groups: Moonstick: The Seasons of the Sioux (Bunting), Alice Yazzie's Year (Maher), Navajo Year (Flood)

Concepts at a Glance:

- ✚ First Nations Legends, Relationship with the Natural World
- ✚ Seasonal Changes

Links to Explore:


- Develop a calendar in either the Cree or Ojibwa language using Paintbrush <http://www.wsd1.org/LessonPlans/Social%20Studies%20Activities/Aboriginal%20Ojibwe%20Cree%20Calendar.htm>
- <http://www.inquiry.net/outdoor/native/sign/moons-months.htm>
- Thirteen Moons and the Turtle: <http://www.anishinaabemdaa.com/moons.htm>

Projects, Ideas and Activities:

1. Read each segment at the start of each corresponding month.
2. Create a circular moon chart to watch the changing shape of each phase of the moon.
3. Reflect on the changing seasons and seasonal activities portrayed in the title and write down words that capture this. Then have students write a sentence or paragraph on the current moon (month) using some of the brainstormed words. Draw a picture to go with the writing.
4. Count the number and types of animals.
5. Count the number of months; work with a calendar.
6. Taste maple syrup. Eat fresh strawberries. Sample wild rice.
7. Listen to a nature CD of croaking frogs.
8. Look at a piece of moose hide and try counting the hairs.
9. Do a counting game with acorns.
10. Gather falling leaves.
11. Invite a guest to come in to the classroom and talk about moose hunting and demonstrate a moose call.

**Thirteen Moons on Turtle's Back:
Native American Year of Moons - Curricular Links**


Science: Grade One

 Topic B: Seasonal Changes

Science Grade Three



 Topic E: Animal Life Cycles

Science Grade 6


 Topic C: Sky Science

Mathematical Strands:

Number

-  (1) Say a number sequence 100 (in a variety of ways).
-  (1) Represent and describe numbers to 20, concretely, pictorially and symbolically.



Patterns and Relations

-  (2) Demonstrate an understanding of repeating patterns using manipulatives, diagrams, sounds and actions.


Mathematical Processes: Problem solving, reasoning, connections.

English Language Arts



1.1 Discover and Explore

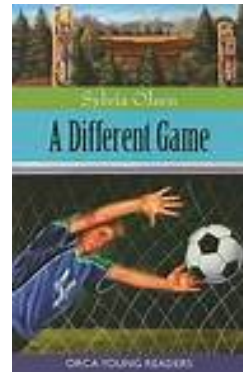
-  (3) Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.
-  (7) Reflect on own observations and experiences to understand and develop oral, print and other media texts.

2.1 Use Strategies and Cues

-  (7) Identify, connect and summarize in own words, the main ideas from two or more sources on the same topic.

2.4 Create Original Text

-  (5) Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes
-  (9) Generalize from own experience to create oral, print and other media texts on a theme



Book Title: A Different Game

Author: Sylvia Olsen

Annotation:

A Different Game continues the story of Murphy who moved from his home in the city to a First Nation reserve. Now comfortable with his new life, Murphy and his soccer playing friends –The formidable Four—are facing tough tryouts. To everyone’s surprise, Albert, the superstar player begins acting like a jerk and then does not make the team. Once the truth about Albert is discovered, the community must pull together because he is playing “a different game”.

Concepts at a Glance:

🌈 Friendship, teams, sports, Family, support

Projects, Ideas and Activities:

1. Use this title as a novel study. Journal entries related to friendship. Jeff tells Albert that friends are the best medicine there is. What does this mean?
2. Explore situations that students have to be supportive and good team members.
3. Use probabilities to describe the likelihood of Murphy making the team, of two of the Formidable Four making the team and so on!
4. At the end of the title the community raises \$2200 for Albert’s family to help with the cost of treatment. Have the students examine the expenses that would incur if one of the students from the school had to travel to the nearest cancer treatment centre. Display the data in different ways.
5. Murphy likes to look up words in the dictionary. Starting at the beginning of the title have students choose words that they are unfamiliar with and look up their definitions. Have them use them in a sentence either separately or together.
6. Have the students work in groups and develop a report surrounding one aspect of leukemia (causes, symptoms, different types, chemo etc.)
7. Read other books by Sylvia Olsen. How does she know so much about living on a First Nations reserve? What do her characters have in common?

A Different Game-Curricular Links

Mathematical Strands

Number

- ✚ (5) Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to create sets of equivalent fractions, compare fractions with like and unlike denominators.

Statistics and Probability

- ✚ (5) Collect, display and analyze data to solve problems
- (5) Describe the likelihood of a single outcome occurring
- (5) Compare the likelihood of two possible events occurring

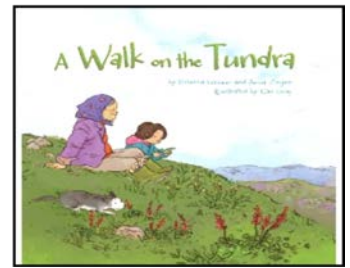
English Language Arts

2.1 Respond to texts

- ✚ (3) Tell or write about favourite parts of oral, print and other media texts
- ✚ (4) Discuss a variety of oral, print or other media texts by the same author.
- ✚ (6) Make connections between own life and characters and ideas in oral, print and other media texts.

2.2 Use strategies and Clues

- ✚ (3) Use picture dictionaries, junior dictionaries and spell-check functions to confirm the spelling or locate the meanings of unfamiliar words in oral, print and other media texts.
- ✚ (5) Use references



Book Title: A Walk on the Tundra




Authors: Rebecca Hainnu and Anna Ziegler

Artwork/Illustrations: Qin Leng

Annotation:

This charming title tells the story of Inuujaq who is bored. Frustrated and with nothing else to do, Inuujaq joins her Grandma for a walk on the tundra. To Inuujaq's increasing amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. A plant glossary at the back gives the scientific information as a companion to the traditional knowledge. There is also a glossary of Inuktitut words and phrases. The illustrations are wonderful, and the modern day story highlights some of the complexity of moving between two worlds.

Concepts at a Glance:

-  Inuit People
-  Traditional and Modern Life
-  Grandparents

Text Set Inuit: Graphic Tales Alasi, Inuit Still, Proud To Be Inuvialuit, Inuksuk, Berry Magic (Sloat), I Shall Wait and Wait

Text Set Grandparents: Which Way Should I Go? I Loved Her, Yetsa's Sweater (Olsen), Two Pair of Shoes (Sanderson), Camping at the Lake, Niwechihaw: I Help

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment. Read again to list all the ways Inuujaq and her grandma used their senses. Represent this visually (graph, web, chart, table).
2. Share stories about grandparents, aunts and uncles that have taught you.
3. Read other books about grandparents sharing knowledge and teaching their grandchildren.
4. Select activities from Camping at the Lake and Walking with Aalasi to do with honoring grandparents.
5. Go for a walk around your community with the students to find plants that are in bloom. Take photographs of the plants in your community. Make a field guide bulletin board modeled on the Plant Glossary at the back of the book.
6. Use the photographs and draw the plants. Teach detail drawing, labeling, etc.

A Walk on the Tundra - Curricular Links

Science:

- ✚ Grade 1: Topic E: Needs of Plants and Animals
- ✚ Grade 4: Topic E: Plant Growth and Changes

Social Studies K.2 I belong

- ✚ K.2.2 Value and respect significant people in their lives.
- ✚ K.2.5 Examine ways in which people create a climate of cooperation by exploring and reflecting upon the questions for inquiry

Social Studies 1.1 My World: Home, School Community

- ✚ 1.1.1 Value self and others as unique individuals in relation to their world
- ✚ 1.1.2 Value the groups and communities to which they belong.

Social Studies 2.1 Canada's Dynamic Communities

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.7 Investigate the physical geography of an Inuit, Acadian and a prairie community.

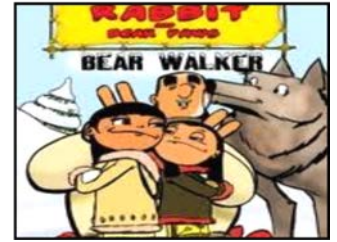
Mathematics: Statistics and Probability

Grade 2:

- ✚ Gather and record data about self and others to answer questions.
- ✚ Construct and interpret concrete graphs and pictographs to solve problems.

Grade 3:

- ✚ Collect first-hand data and organize it.
- ✚ Construct, label and interpret bar graphs to solve problems.



Book Title: Adventures of Rabbit and Bear Paws (Series)

Authors: Chad Solomon & Christopher Meyer

Artwork/Illustrations: Chad Solomon

Annotation:

This series of graphic tales are the adventures of the mischievous Ojibway brothers, Rabbit and Bear Paws set in 1750's colonized North America. The authors use traditional teachings from The Seven Grandfathers and a whopping dose of humour to create these books that are sure to be a hit. In the words of one eleven year-old reviewer - *"They are all really funny. It is almost exactly like Asterix. The illustrations actually look 3-D. Too bad they are so short!"*

Concepts at a Glance:

🌈 Humility, Respect, Traditional Teachings, Community, Graphic Tales

Links to Explore:

- Author website: <http://www.rabbitandbearpaws.com/>

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Examine one of the pictures of the village the boys live in. What stories can you tell, just from one frame?
4. What traditions still are practiced today?
5. Examine the inside front covers of the book. Discuss the lack of border between United States and Canada. Discuss what might have happened to relatives that lived in different spots once the borders were put into effect.
6. Make a diorama based on a frame of the village.
7. Research to learn more about the Anishinabek Nation using historical texts, biography, reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
8. Each of the books highlights one or more of the traditional teaching of the Ojibway people. Take turns sharing a story being taught a similar lesson.
9. Use any of the books as a springboard into topics related to Health and Life Skills.
10. Block out a graphic story that represents a series of events in our shared history (i.e. War of 1812, Louis Riel emerging as a leader of the Métis people, the establishment of Manitoba, etc.).
11. Use a map to trace a journey from one of the books in the series.
12. How does the community represented in the books reflect societal structures of the Ojibway people recorded in a history book?
13. How does this village portray decision making and governance?

Adventures of Rabbit and Bear Paws (Series) – Curricular Links

Social Studies 6. Historical Models of Democracy

- ✚ 6.2.4 Analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon questions and issues.

Social Studies 7. Toward Confederation

- ✚ 7.1.1 Appreciate the influence of diverse Aboriginal, French and British people on events leading to Confederation.
- ✚ 7.1.2 Appreciate the challenges of co-existence among peoples.

English Language Arts

1.1 Discover and Explore

- ✚ (7) Discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding.
- ✚ (9) Extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts.

2.4 Respond to Texts

- ✚ (5-9) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.
- ✚ (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
- ✚ (7) Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.

3.2 Select and Process

- ✚ (4-8) Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs.
- ✚ (3) Review information to determine its usefulness in answering research questions.
- ✚ (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.

Health and Life Skills

Understanding and Expressing Feelings

- ✚ (4) Recognize that individuals can have a positive and negative influence on the feelings of others.
- ✚ (5) Identify and use long-term strategies for managing feelings, etc.

Group Roles and Processes

- ✚ (3) Encourage fair play.
- ✚ (5) Develop strategies to address personal roles and responsibilities in groups.



Book Title: Ancient Thunder

Author and Illustrator: Leo Yerxa

Annotation:

This wonderful lyrical text is inspired by the author's love of horses and the traditional clothing of the Plains People. Each page is a work of art (collage). A must have for teaching the art curriculum, particularly: fabric arts, representing texture, creating foreground and background.

Concepts at a Glance: horses, poetry,

Text Set on poetry: I shall wait and wait, Ocean's child (Ford), For the Children (Joe), Arctic Dreams (Gerber), Buffalo



Links to making paper: <http://www.wikihow.com/Make-Paper>

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Turn this poem into a dance with drum beats.
3. Research why
4. The author/artist uses many different kinds of paper in his illustrations. Follow the link, or Google how to make paper. Make some!
5. Have students choose an animal of their own on which to write a poem. This would be an excellent opportunity to teach description, the use of figurative language etc. You can use this frame for the actual poem:
First line: When (month)
Second line: To _____ (part of animal moving)
Third line: When (time of day)
Fourth line: Description of movement
Fifth line: Where moving—doing what---
Sixth line: simile for movement
Seventh line: different movement
Eighth line: end of the movement
6. Share the poems with the class. Select one or two lines that everyone loves and use them as the basis of a paper collage a la Leo Yerxa.
7. Set the poem to music and perform it.

Ancient Thunder – Curricular Links



Music Skill: Moving

-  (7) Improvise movements to poems, stories and songs. Grades 2-6
-  (9) Through movement show awareness of changes in tempo, dynamics and mood. Gr 2-6



Music Skill: Playing Instruments

-  (7) Accompany songs, stories and poems with appropriate instrumental effects. K-6


Art Level One: Reflection

-  **Component 1- Analysis (C):** Natural forms have different surface qualities in colour, texture and tone.
-  **Component 3-Appreciation (A)** Art takes different forms depending on the materials and techniques used. (C) An artwork tells something about its subject matter and the artist who made it.

Art Level One: Depiction -Component 4-Main forms and Proportions



-  (C) Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
-  (D) Animals and plants can be represented in terms of their proportions.

Art Level Three: Expression




-  **Component 10-Media and Techniques (E):** Decorate fabric with more complex stitching techniques than previous level, including variations of cross-stitch, featherstitch, daisy stitch. Continue to use collage, braiding, and tie-dying techniques from previous grades.

English Language Arts




1.1 Discover and Explore-Experiment with language and form

-  (4) Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.
-  (9) 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: Extend Understanding

-  (2) Find more information about new ideas and topics.
-  (4) Explore ways to find additional ideas and information to extend understanding.
-  (4) Retell events of stories in another form or medium.

2.1 Use Strategies and Cues: Use prior knowledge

-  (K) Connect oral language with print and pictures.
-  (3) Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letter, pictionaries, and junior dictionaries, are organized, and use them to construct and confirm meaning.
-  (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

2.4 Create Original Text: Elaborate on Expression of ideas

-  (2) Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.
-  (3) Use sentence variety to link ideas and create impressions on familiar audiences.
-  (6) use literary devices such as imagery and figurative language to create particular effects.



Book Title: Belle of Batoche

Authors: Jacqueline Guest

Artwork/Illustrations: June Lawrason

Annotation:

This is the story of friendship, honesty and integrity within the context of the historical attack of the Canadian government on the Métis of Batoche, MB in 1885. It is a great novel study for Division II or part of a text set for an author study on Jacqueline Guest.

Concepts at a Glance:

- ✚ Family, Friendship and Honesty
- ✚ Cultural Identity
- ✚ Métis History, Canadian History, Governance

Text Set on Louis Riel: Rebel Leader, The 10 Most Significant Crossroads in Aboriginal History, Louis Riel - A Comic-Strip Biography (Brown), Western Expansion (Flip Perspectives), etc.

Text Set on Author Jacqueline Guest: Outcast of River Falls, Ghost Messages, Triple Threat, etc.

Links to Explore:

- The Virtual Museum of Métis History and Culture, <http://www.metismuseum.ca/>
- Michif Métis Museum, <http://www.michifmetismuseum.org/>
- A Métis Museum: Michif Cultural and Resource Institute, http://www.stalbert.ca/uploads/files/our_government/city_council/City%20Council%20Agenda%202009/May%204/3a_Appointment_MichifInstitute.pdf
- Home page of author <http://www.jacquelineguest.com/>

Projects, Ideas and Activities:

1. Research historical documents and create a map of Batoche.
2. Write a Batoche newspaper report on the aftermath of the battle and the missing bell.
3. Choose a character (i.e. Belle, Sarah, Madame Couteau, Belle's mother, etc.) and write a journal entry from their point of view.
4. Watch a video on Métis history that includes the battle at Batoche and the context within the conflict between the Métis and the Canadian government.
5. Listen to traditional Métis fiddling music (i.e. the Red River Jig). Invite a special Métis guest to teach the class how to do the Red River Jig.

Belle of Batoche - Curricular Links

Social Studies General Outcomes

- 4.2 The Stories, Histories and People of Alberta
- 5.2 Histories and Stories of Ways of Life in Canada
- 5.3 Canada: Shaping an Identity

Social Studies Skills and Processes

- Engage in active inquiry and critical and creative thinking.
- Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision-making.
- Apply historical and geographical skills to bring meaning to issues and events.

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Health and Life Skills: 4.7-9.7 Interactions

- Students will demonstrate effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Music: LISTENING

- To develop the ability to make aesthetic judgments based on critical listening and analysis of music (Red River Jig, fiddling music).

Physical Education

General Outcome A4-8, 5-8, 6-8

- Select, perform and refine basic dance steps and patterns (i.e. creative, folk, line, sequence and novelty, alone and with others).

English Language Arts

2.2 Respond to texts

- (5) Make connections between fictional texts and historical events.
- (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.
- (8) Write and represent narratives from other points of view.

3.2 Select and Process

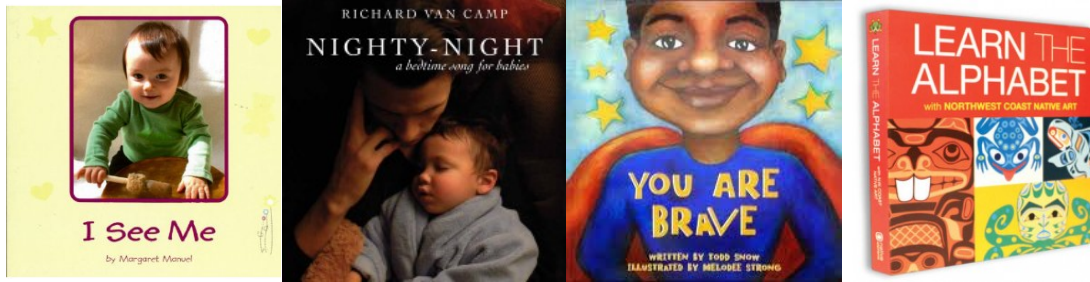
- (5-9) Use a variety of sources to obtain information.

4.3 Present and Share

- (5-9) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class session.

5.1 Appreciate Diversity

- (5-9) Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts.



Board Books

The collection can be used with students of **all** ages. The titles can be used to teach students how to read to their younger relatives and encourage family literacy. It can either be used in class first, or sent home with activity cards modeled on suggestions below. The collection includes the following titles:

1. **I See Me** by Margaret Manuel
2. **Nighty-Night** by Richard Van Kamp
3. **You are Brave** by Todd Snow
4. **Learn the Alphabet with Northwest Coast Native Art**

Projects, Ideas and Activities for All books:

Demonstrate how to read to young children

- a. Let them hold the book and turn the pages.
- b. If they stop sitting, keep reading while they play.
- c. Reread as often as they ask for it.
- d. Get the young children to point at things on the page.

Projects, Ideas and Activities for Book #1

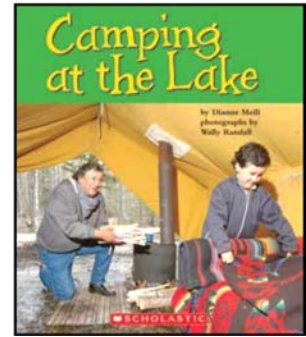
- Write the words in the title in the language of the community.
- Make books for babies using that same format with other sentences. Use digital pictures.

Projects, Ideas and Activities for Book #3

- Design and make posters for your school that celebrate acts of bravery related to school (asking questions, presenting in front of others, stopping bullies).

Projects, Ideas and Activities for Book #4

- Collect a text set of alphabet books. Make your own community alphabet book. Copy and give to everyone to start their own home libraries.



Book Title: Camping at the Lake




Author: Dianne Meili

Photographs: Wally Randall

Annotation:

This title is particularly good for our Alberta children as it takes place on the Kootenay plains. Part of the Literacy Place series it is an excellent tool for guided reading. Wonderful illustrations depict a close and important relationship in First Nations, Métis and Inuit culture: grandparent and grandchild. While the reading level is suited for Division 1, the concepts will be excellent for Grade 4.

Concepts at a Glance:

-  Traditional Knowledge
-  Learning from Grandparents and Elders
-  Respect

Text Set on Place: Niwechihaw- I Help, A Walk on the Tundra, Come and Learn With Me

Projects, Ideas and Activities:

1. What do we learn from our grandparents and Elders? Share stories of when we have been taught by our grandparents and Elders.
2. Have a “Moosom” and “Kookum” day where they come into the classroom. Or have a different person come in every week to share.
3. Use digital devices to create individual or collective photographic stories that document learning from grandparents and Elders.
4. Go on a field trip to a place that is important to the community. Document the importance in some way.
5. Tell and write stories about the experience of learning from a grandparent or Elder. Invite people in to hear the stories. Have an author night.
6. Share connections to the story. Use an appropriate graphic organizer to capture how the experiences are similar or different.

Curricular Links- Camping at the Lake

Social Studies General and Specific Outcomes:

(K) I am Unique – K.1.2

- 🚩 Appreciate the unique characteristics, interests, gifts and talents of others.

(1) My World: Home, School, and Community-1.1.5

- 🚩 Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry: What are some familiar landmarks and places in my community? Why are these significant etc.

(1) Moving Forward with the Past: My Family, My History and My Community. 1.2.1

- 🚩 Appreciate how stories and events of the past connect their families and communities to the present.
- 🚩 Recognize how their families and communities might have been different in the past than they are today, appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging etc.

(2) A Community in the Past- 2.2.1

- 🚩 Appreciate how stories of the past connect individuals and communities to the present.

(4) The Stories, Histories and peoples of Alberta -4.2.1

- 🚩 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

Program Foundations: Citizenship and Identity, Aboriginal perspectives,
Strands: Culture and Community, Time, Continuity and Change

English Language Arts

1.1 Discover and Explore

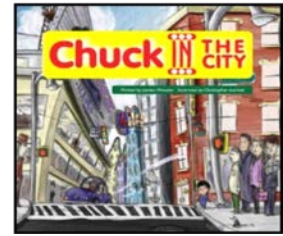
- 🚩 (K) Share personal experiences prompted by oral, print and other media texts.
- 🚩 (1) Talk with others about something recently learned.
- 🚩 (2) Talk about how new ideas and information have changed previous understanding.
- 🚩 (3) Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts.

1.2 Clarify and Extend

- 🚩 (K) (1) Listen to the experiences and feelings shared by others.
- 🚩 (2) Connect own ideas and experiences with those shared by others.
- 🚩 (3) Ask for the ideas and observations of others to explore and clarify personal understanding.

2.4 Create Original Text

- 🚩 (K) Draw, record or tell about ideas and experiences
- 🚩 (1) Write, represent and tell brief narratives about own ideas and experiences
- 🚩 (2) Create narratives that have beginnings, middles and ends.
- 🚩 (3) Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot.
- 🚩 (4) Produce narratives that describe experiences and reflect personal responses.



Book Title: Chuck in the City

Author: Jordan Wheeler





Illustrator: Christopher Auchter

Annotation:

A humorous, rhyming tale of a young Cree boy who comes to the city for the first time - and immediately gets lost. The bright detailed illustrations are in anime style.

Could be used as a text set on Humour, rhyming books

Concepts at a Glance:






-  Rhyming
-  Early Literacy
-  Rural to Urban
-  Visiting

Projects, Ideas and Activities:




1. Read the story for enjoyment.
2. Tell and write about favorite part.
3. Discuss times of being lost and the way the problem was solved.
4. Read again for rhyming fun.
5. List all the rhyming words. Work in pairs to add other words to each rhyming pair.
6. Read again to find all the ways Chuck got himself into possible danger or broke rules he didn't know about (i.e. leaving without telling anyone, feeding animals).
7. Using a graphic organizer, compare living in the city with living in a rural area. Discuss the dangers in each.
8. Identify the problem and the solution in the story.
9. Teach how to turn a photo into a cartoon.

Chuck in the City – Curricular Links

Art Level One: Depiction Component 4 - Main Forms and Proportions




-  (A) All shapes can be reduced to basic shapes.
-  (B) Shapes can be depicted as organic or geometric.
-  (C) Shapes can be made using different procedures.
-  (D) Animals and plants can be represented in terms of their proportions.
-  (E) A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level One: Expression Component 8 - Unity




-  (A) Families of shapes, and shapes inside or beside shapes, create harmony.
-  (B) Overlapping forms help to unify a composition.
-  (D) A composition should develop the setting or supporting forms, as well as the subject matter.

English Language Arts



1.1 Discover and Explore

-  (K) Share personal experiences prompted by oral, print and other media texts.
-  (1) Share personal experiences that are clearly related to oral, print and other media texts.
-  (3) Connect prior knowledge and personal experiences with new ideas.



1.2 Clarify and Extend

-  (K) Connect related ideas and information.
-  (1) Group ideas and information into categories.
-  (2) Record ideas and information in way that make sense.

2.1 Use Strategies and Clues

-  (1) Use language prediction skills to identify unknown words within the context of a sentence.
-  (2) Identify the main idea or topic and supporting details of simple narrative and expository texts.

2.2 Respond to Texts

-  (1) Retell interesting or important aspects of oral, print and other media texts.
-  (3) Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences.



Book Title: Code Talkers (Timeline Series)

Authors: Mary Anne Wollison

Illustrated by: Andrew Barr

Annotation:

This title is part of a series of multi-textual graphic tales for readers in older grades. It is the fictional story of two brothers who became Navajo code talkers during World War II. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Concepts at a Glance: war, courage, resiliency, community, graphic tales

Links:

Code talkers speaking today --<http://www.youtube.com/watch?v=Yq2Cp1DUOWc>

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Research to learn more about the Navajo code talkers using historical texts, biography, reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
4. Explore the ideas of courage and resiliency. In which instances did these two brothers show these traits?
5. Share times when students showed these traits. Write about them. Make graphic stories about them.
6. Discuss the irony of not being able to speak their language at school, and yet helping to win a war with this same language! Research how many Navajo speakers there are today. What are some of our Canadian indigenous languages? How many are at risk?



Book Title: The Contest

Author: Caroline Stellings

Annotation: Spunky Rosy is eager to win the Anne of Green Gables look-alike contest. It doesn't matter that her hair is black, that she has very little money to spend on the costs of the contest, or that her asthma throws a gigantic wrench into her plans. Rosy is determined and her family and friends rally around. This is a wonderful, funny and moving story of a Mohawk girl and her dreams.

Concepts at a Glance: family, strength, asthma, determination, friendship

Text Set on Anne of Green Gables, families, working together and friendship Dark.

Projects, Ideas and Activities:



1. Use as a guided reading novel study. Will need to do some background knowledge building of the story of Anne of Green Gables.
2. Read aloud to the class. As you are reading, determine and chart the character traits that Rosy and other characters have. Make a table such as:

Character	Trait (claim)	Evidence
Jay	Helpful	Got Rosy a small job in exchange for the fabric she needed



3. Use these character traits to write paragraphs about each other in the classroom. Look for the evidence to support their claim that a particular student has this trait.
4. The library is Rosy's sanctuary. Discuss what that means and what provides sanctuary for everyone in the class. Do some writing based on that-descriptive for example.
5. Page 37, Rosy is hurt and then deals with her hurt. Discuss this situation-how did each person handle it, including Robin. Do you agree that Rosy should have to apologize?
6. What makes Lydia a good friend to Rosy? Write how you are a good friend. Have people write about how others are good friends. Use evidence to support your writing. This is a good time to teach paragraph writing.
7. What do you think is Rosy's finest moment?
8. Write a newspaper article on the contest event. Use details from the book as well as quotes from the contestants and Rosy's family.

The Contest-Curricular Links

Health and Life Skills: Safety and Responsibility



-  (5) Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.
-  (8) Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossings.

Health and Life Skills: Understanding and Expressing Feelings



-  (5) Identify and use long-term strategies for managing feelings.
-  (6) Establish personal guidelines for expressing feelings.

English Language Arts




2.2 Respond to Texts

-  (4) Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences.
-  (5) Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts.

2.3 Understand forms and genres

-  (4) Identify and explain connections among events, setting and main characters in oral, print and other media texts.
-  (5) Identify and discuss the main character's point of view and motivation.

2.4 Create original text

-  (4) Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.
-  (5) Use own experiences as a starting point and source of information for fictional oral, print and other media texts.
-  (6) Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose.



Book Title: Coyote Christmas: A Lakota Story

Author and Illustrator: S.D. Nelson

Annotation:

Coyote Christmas is a story about the cunning coyote that would do anything to get a meal. The story teaches about making choices and that there is good in all that we do. When we do make choices that are not good, there are consequences to our actions. This story could be used in a grade 3-5 classroom as an example of a modern trickster tale.

Concepts at a Glance:

🌈 Family, Trickster, Generosity, Christmas

Text Sets on Tricksters: Coyote's New Suit (King) A Coyote Solstice Tale (King), Nanabosho and the Cranberries, Coyote Steals the Blanket, Love and Roast Chicken, Trickster: Native American Tales A graphic collection, Raven: A Trickster Tale from the Pacific Northwest, How Coyote Stole Summer (Krensky), Wisahkecahk Flies to the Moon (Ahenakew)

Text Set on Author/Lakota people: Star people, Gift Horse, Crazy Horse's Vision, Quiet Hero, Dance on a Buffalo Skull, Greet the Dawn the Lakota Way, Buffalo Bird Girl

Links to Explore:

- S.D. Nelson website: <http://www.sdnelson.net/books.htm>
- Utube videos

Projects, Ideas and Activities:

1. Read more than one coyote tale. Discuss the question "Is Coyote good or bad?" The author note provides some information to help with this question.
2. Ask someone from the community to come in and tell a trickster tale (first find out what your community protocol is regarding asking for a story and when it is appropriate to tell trickster stories).
3. Teach oral storytelling. Practice telling this story to a partner, then retell to family.
4. Do a computer search to find where the Lakota people once were, and where they are now located. Show this on a map. What do multiple books on the Lakota people tell us regarding their traditional life?
5. Read more than one trickster tale and chart what they have in common.
6. As a class, turn this story into a graphic story (this will need a series of lessons on cartoon drawing and blocking a storyline).
7. Do an author study of either S.D. Nelson or Thomas King who is Canadian and has published several trickster tales.
8. Make your own UTUBE video based on a trickster tale.

Coyote Christmas - Curricular Links

English Language Arts

1.1 Discover and explore

- ✚ (K) Talk about favorite oral, print and other media texts.
- ✚ (2) Explain why particular oral, print or other media texts are personal favorites.

2.2 Respond to texts

- ✚ (2) Model own oral, print and other media texts on familiar forms.
- ✚ (2) Retell the events portrayed in oral, print and other media events in sequence.
- ✚ (4) Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events.

2.2 Create Original Text

- ✚ (1) Recall and retell or represent favourite stories.
- ✚ (3) Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot.

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic D: Hot and Cold Temperatures

Science: Grade Three

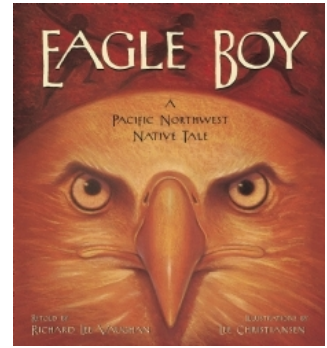
- ✚ Topic E: Animal Life Cycles

Art Level One: Media and Techniques: Painting

- ✚ Learn simple brush strokes.
- ✚ Experiment with the medium to explore its possibilities.
- ✚ Work primarily with tempera paint or tempera paint with additives.
- ✚ Mix primary colours and lighten and darken colours.
- ✚ Paint directly without preliminary sketching.

Art Level One: Depiction Component 6 -Qualities and Details

- ✚ (B) Textures form patterns.
- ✚ (D) Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
- ✚ (F) Details enrich forms.



Book Title: Eagle Boy

Retold by: Richard Lee Vaughan

Artwork/Illustrations: Lee Christiansen

Annotation:

Eagle boy begins the story as an orphan in his coastal village. He is laughed at and teased by other children in the village for feeding fish to the eagles in the sky. When winter comes, and food is scarce, it is Eagle boy who has the ability to feed the entire village. Traditional values of generosity, forgiveness and self sufficiency are presented. Rich illustrations help tell the story.

Concepts at a Glance:

🚩 Courage, Forgiveness, Generosity, Traditional Life

Text Set-Pacific Coastal Peoples: Secret of the Dance, Raven: A Trickster Tale of the Pacific Northwest, Salmon Boy: A Legend from the Sechelt People (Donna Joe), Assorted books from the Turtle Island Voices Collection. Selections from informational texts, text searched using a smart board. Titles and information on Cedar trees.



Links to Explore:

- http://www.bcarchives.gov.bc.ca/exhibits/timemach/galler07/frames/wc_peop.htm

Projects, Ideas and Activities:




1. Read aloud - and examine - a number of texts that present information on the Pacific Coastal peoples. Discuss how they met their basic needs using what was available.
2. Find out the names of some of the First Nations along the Pacific Coast of B.C.
3. Divide into small groups. Compare how the Pacific Coastal First Nations peoples and the Cree People traditionally met their basic needs for food, shelter and clothing. Each group can choose a different area and make a presentation to the whole group to share what they know. Use this as an opportunity to work on presentation skills. Look for examples in the book that illustrate the information that is presented by each group. Did the illustrator portray the traditional life accurately?
4. When Chuh-coo-duh-bee runs back to the tribe huddled on the beach you can see that she is wearing a dress made from cedar bark. Cedar trees were fundamental to the life of the Pacific Coastal Peoples. Investigate how and why.
5. How did Eagle Boy show that he was trying to live a good life?
6. Write journal entries from the point of view of the Eagle or from the point of view of Eagle Boy so that the events of the story are told through their eyes.
7. Turn the story into a graphic story.
8. Discuss what the Great Eagle taught the boy. In a circle, share times when someone has taught an important lesson that was hard to learn.

Social Studies 2.2 A Community in the Past




-  **2.1.1** Appreciate the physical and human geography of the communities studied.
-  **2.1.7** Examine how the community being studied has changed.

English Language Arts






1.1 Discover and Explore

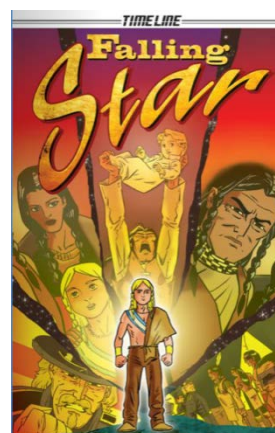
-  (3) Explain understanding of new concepts in own words.
-  (4) Share personal responses to explore and develop understanding of oral, print and other media texts.
-  (5) Use own experiences as a basis for exploring and expressing opinions and understanding.

2.4 Create Original Text

-  (5) Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts.
-  (6) Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media text.
-  (7) Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict.

3.2 Select and Process

-  (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
-  (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
-  (3) Review information to determine its usefulness in answering research questions.
-  (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
-  (7) Distinguish between fact and opinion, and follow the development of argument and opinion.



Book Title: Falling Star (Timeline Series)

Authors: Robert Cutting

Illustrated by: Drew Ng

Annotation:

This title is part of a series of multi-textual graphic tales for readers in older grades. *Falling Star* is the story of the adopted son of Standing Bear (band of Chief Sitting Bull) and his experiences watching the demise of the traditional way of life of the Lakota people. It also describes how Chief Sitting Bull came to stay in Canada for a time. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Concepts at a Glance: traditional life, war, courage, resiliency, community, graphic tales



Text Set on Lakota people: Crazy Horse's Vision (Bruchac), Sitting Bull remembers (Turner), Story of Yellow Leaf (Mortimer), Buffalo, This is my Land (Littlechild).

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Research to learn more about the Lakota Sioux Nation using historical texts, biography, reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
4. Page 41, the people are finding less and less food. Explore the role of the Buffalo in the life of the Plains people including the Lakota Sioux.
5. Explore the ideas of courage and resiliency. In which instances did the Lakota people show these traits?
6. Share times when students showed these traits. Write about them. Make graphic stories about them
7. Google ledger drawings. Use several sources to find out what they were, why and when they began, how they inform us today and other information you find interesting.
8. In what ways are ledger drawings and blogs similar?
9. Make a ledger drawing that shares information about a day in your life.



Falling Star (Timeline Series)-Curricular Links

Social Studies 7. Toward Confederation






-  **7.1.1** Appreciate the influence of diverse Aboriginal, French and British people on events leading to Confederation.
-  **7.1.2** Appreciate the challenges of co-existence among peoples.

English Language Arts



2.2 Respond to Texts

-  (5) compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
-  (7) Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.



3.2 Select and Process

-  (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries and video programs.
-  (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
-  (5-8) Determine usefulness and relevance of information for research purpose and focus.
-  (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
-  (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

3.3 Organize, Record and Evaluate

-  (5-8) Organize ideas and information using a variety of strategies and techniques.
-  (6-8) Make notes on a topic, combining information from more than one source.




Health and Life Skills: Understanding and Expressing Feelings

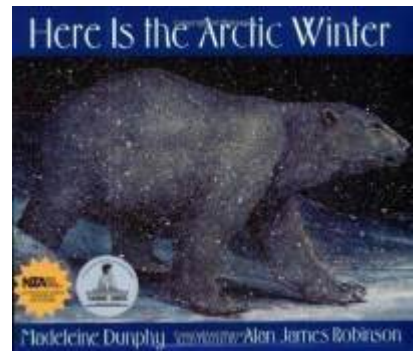
-  **(4)** Recognize that individuals can have a positive and negative influence on the feelings of others.
-  **(5)** Identify and use long-term strategies for managing feelings, etc.

Group Roles and Processes

-  **(3)** Encourage fair play.
-  **(5)** Develop strategies to address personal roles and responsibilities in groups.

Art: Expression Level THREE - Component 10-Media and Techniques –Drawing

-  Continue to explore ways of using drawing materials.
-  Use drawing tools to make a variety of lines extending beyond previous levels into illusion.
-  Use drawing to add details, textures, create pattern or suggest volume.



Book Title: Here is the Arctic Winter

Author: Madeline Dunphy

Illustrator: Alan James Robinson

Annotation:

The lyrical repetitive text makes this title a good choice for reading with students. The detailed illustrations are compelling and engaging and create the mood of a long dark time period. This cumulative tale is an excellent springboard to a unit on northern communities, ecosystems, drawing and sketching, as well as light and shadow.

Could be used as part of a text set on the **north**, on the **Inuit**, on the **seasons** or on **cumulative tales**.

Projects, Ideas and Activities:

1. Write a class cumulative tale on Here is the (Community Name) Winter.
2. Research one of the animals in the book to find out how it keeps itself warm and what adaptations it has to deal with the Arctic cold. How cold is that?
3. Find out how one of the animals provides the Inuit people with necessary supplies and graphically represent that knowledge.
4. Do an art project using shades of grey paint on black construction paper. Can paint a scene in various stages:
 - a. Planning it out
 - b. Background/foreground
 - c. Main shapes
 - d. Details
5. Take photographs of the community scenes in winter and then reproduce them in various media: torn and ripped paper, drawing, painting, mixed media, chalk on black paper.
6. Add snow to a winter scene by using up old plastic sheets (from copiers for example) and adding spattering white paint to the plastic. Lay this on top of a winter scene.
7. How is global warming threatening all the animals in this book? Find out what is happening to polar bears these days.

Here is the Arctic Winter-Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic D: Hot and Cold Temperatures

Science: Grade Three

- ✚ Topic E: Animal Life Cycles

Social Studies 2.1 Canada's Dynamic Communities (Inuit)

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.2 Investigate the physical geography of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting specific questions for inquiry.

Art Level One: Depiction Component 4-Main forms and proportions

- ✚ (A) All shapes can be reduced to basic shapes.
- ✚ (B) Shapes can be depicted as organic or geometric.
- ✚ (C) Shapes can be made using different procedures.
- ✚ (D) Animals and plants can be represented in terms of their proportions.
- ✚ (E) A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level One: Depiction Component 6 -Qualities and Details

- ✚ (B) Textures form patterns.
- ✚ (D) Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
- ✚ (F) Details enrich forms.

Language Arts

2.3 Understand Forms, Elements and Techniques (K-3)

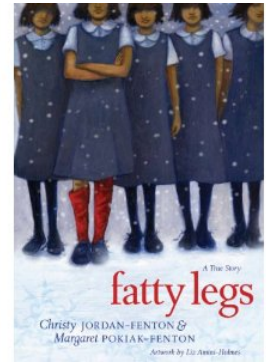
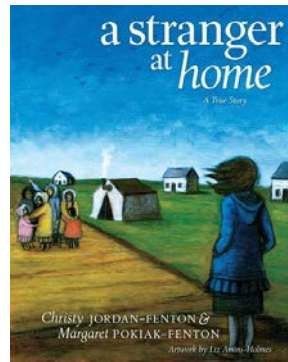
- ✚ Experience a variety of oral, print and other media texts.
- ✚ Experiment with language.

2.4 Create original text

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

3.2 Select and Process

- ✚ (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- ✚ (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
- ✚ (3) Review information to determine its usefulness in answering research questions
- ✚ (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.



Book Titles: Fatty Legs and A Stranger at Home

Authors: Christy Jordan-Fenton and Margaret Pokiak-Fenton

Artwork/Illustrations: Amini-Holmes

Annotation:

Fatty Legs is an informative, true story about the effects of residential school on a brave young Inuit girl in her quest to learn how to read. Her spirit, dignity and resilience remain intact against all the atrocities that she experiences. Archival photos and striking artwork add to the authenticity of this story. Many young readers will be attracted to this memoir. *A Stranger at Home* continues the story of Olemaun as she reintegrates back into her home community.

Concepts at a Glance:

- ✚ Resilience, identity
- ✚ Belonging, confidence, self-esteem
- ✚ Canadian history, public policy, governance

Text Set on Residential School: As Long As The Rivers Flow, Shi-Shi-Etko, Shin-chi's Canoe, A Stranger at Home, Home to Medicine Mountain

Links to Explore:





- Truth and Reconciliation Commission of Canada Interim report at: http://www.attendancemarketing.com/~attmk/TRC_id/Interim%20report%20English%20electronic%20copy.pdf
- Information regarding residential schools and National Day of Healing <http://ndhr.ca/wordpress/>
- Excellent interactive and primary source resources <http://www.wherethechildren.ca/en/>

Projects, Ideas and Activities:



1. Why did Canadian Prime Minister Stephen Harper apologize to former students of Indian residential schools?
2. Use different texts and different genres of text to compare how the residential school experience is portrayed. Which is the most compelling? Why?
3. Write a series of journal entries from the point of view of one of the other students in the school watching the relationship between Olemaun, and "Raven."
4. On a map, locate Olemaun Pokiak's home community. Calculate the distance she travelled to the residential school she attended. Why were residential schools built so far from communities?
5. Plan an event for your school community for June 11th.

Fatty Legs – Curricular Links

Social Studies General Outcomes

-  5.2 Histories and Stories of Ways of Life in Canada.
-  6.1 Citizens participating in Decision Making.
-  7.2 Following Confederation: Canadian Expansion.
-  9.1 Issues for Canadians: Governance and Rights.


Social Studies Skills and Processes

-  Develop skills of critical thinking and creative thinking.
-  Develop skills of historical thinking.

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Mathematical Strands:

Number

-  (5) Represent and describe whole numbers to 1 000 000.



Shape and Space

-  (5) Demonstrate an understanding of measuring length.



Mathematical Processes: Problem Solving, Reasoning.

English Language Arts



1.1 Discover and Explore

-  (6) Engage in exploratory communication to share personal responses and develop own interpretations.
-  (7) Express personal understanding of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.



1.2 Clarify and Extend

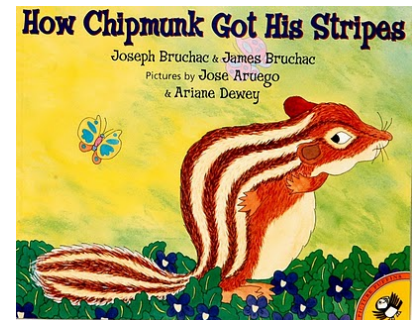
-  (6) Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.
-  (8) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

2.2 Respond to texts

-  (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.
-  (8) Write and represent narratives from other points of view.

2.3 Understand Forms, Elements and techniques

-  (7) Explain how sound and image work together to create effects in media texts.
-  (8) Compare and contrast the different perspectives provided by first and third person narration.



Book Title: How Chipmunk Got his Stripes

Authors: Joseph Bruchac and James Bruchac

Artwork/Illustrations: Joes Aruego & Ariane Dewey

Annotation:

Big Bear brags and brags... He claims that he is so big and strong, he can do anything. Brown Squirrel doesn't believe Big Bear and a contest is proposed. The consequences of losing a bet, causes Big Bear to lash out and give Chipmunk a lasting memory! This tale is told by many Native American story tellers along the East coast.

Concepts at a Glance:

🌈 Trickster, Humility, Oral Tradition

Text Set on Tricksters: Coyote's New Suit (King) A Coyote Solstice Tale (King), Nanabosho and the Cranberries, Coyote Steals the Blanket, Love and Roast Chicken, Trickster: Native American Tales, A graphic collection, Raven: A Trickster Tale from the Pacific Northwest, How Coyote Stole Summer (Krensky), Wisahkecahk Flies to the Moon (Ahenakew)

Projects, Ideas and Activities:

1. Use the page where the sun comes up and all the animals are looking at the reader. Provide each child with paper animals based on Aruego & Dewey's style. Use them to:
 - a. Count by 1 (animals)
 - b. Count by 2 (eyes)
 - c. Count by 4 (legs)
2. Teach oral storytelling. Practice telling this story to a partner, then retell to family.
3. Group animals to:
 - a. Compare sets
 - b. Identify numerals
 - c. Develop problems based on adding and subtracting
4. Read more than one trickster tale and chart what they have in common.
5. Make a scene from the story out of fimo clay.
6. Turn story into reader's Theatre.
7. Write a newspaper article based on events from the story.
8. Recreate the story in a digital form: video, digital story, newscast.
9. Retell the story from the point of view of another character.

How Chipmunk Got His Stripes - Curricular Links

Science: Grade One

- 🚩 Topic B: Seasonal Changes

Science: Grade One

- 🚩 Topic E: Small Crawling and Flying Animals

Mathematical Strands:

Number

- 🚩 (1) Say a number sequence 100 (in a variety of ways).
- 🚩 (1) Represent and describe numbers to 20, concretely, pictorially and symbolically.
- 🚩 (1) Identify the number up to 20 that is: one more, two more etc.
- 🚩 (1, 2) Describe and use mental mathematical strategies.

Shape and Space

- 🚩 (1) Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared, ordering, etc.

Mathematical Processes: Problem Solving, reasoning

Art Level One: Expression Component 10 (iii) Media and Techniques

- 🚩 (D) Sculpture: Learn the handling of clay, and explore the modeling possibilities – use simple clay modeling techniques of rolling, pinching, adding, pressing, making coils, texturing.

Art Level One: Depiction Component 6 -Emphasis

- 🚩 (D) Animals and plants can be represented in terms of their proportions.

Art Level One: Composition Component 7 -Emphasis

- 🚩 (C) Contrast subject matter with the ground for emphasis.

English Language Arts

1.2 Clarify and Extend

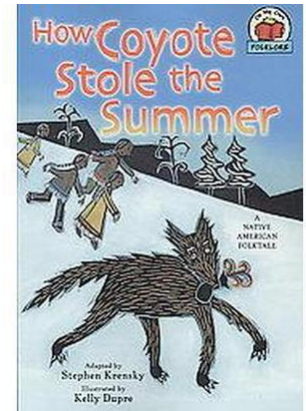
- 🚩 (1) Listen and respond appropriately to experiences and feeling shared by others.
- 🚩 (2) Connect own ideas and experiences with those shared by others.

3.4 Share and Review

- 🚩 (9) Communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles.
- 🚩 (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

4.3 Present and Share

- 🚩 (K) Share ideas and information about own drawings and topics of interest.
- 🚩 (4) Present to peers ideas and information on a topic of interest, in a well-organized form.
- 🚩 (9) Select, organize and present information to appeal to the interests and background knowledge of various readers or audiences.



Book Title: How Coyote Stole the Summer

Story adapted by: Stephen Krensky

Illustrator: Kelly Dupre

Annotation:

Poor Coyote is freezing and tired of living in winter all year round. He listens to Raven who spells out exactly how the animals can capture summer from Old Woman. Raven, Wolf, Moose, Elk, Stag and Antelope develop a plan to steal summer from Old Woman and her children. The simple language and illustrations help tell a humorous tale. There is an afterward to explain where the story comes from as well as a glossary.

Concepts at a Glance:

🧩 Working co-operatively, sharing, seasons

Text Sets on Tricksters: Coyote's New Suit (King), A Coyote Solstice Tale (King), Nanabosho and the cranberries, Coyote steals the blanket, Love and Roast Chicken, Trickster: Native American Tales, A graphic collection, Raven: A trickster tale from the Pacific Northwest, How Coyote stole Summer (Krensky), Wisahkecahk flies to the moon (Ahenakew)

Projects, Ideas and Activities:

1. Read more than one coyote tale. Discuss the question "is Coyote good or bad?"
2. Teach oral storytelling. Practice telling this story to a partner, then retell to family.
3. Read the Afterward section to the class. Do a computer search to find where the Shoshone people once were, and where they are now located. Show this on a map.
4. Read more than one trickster tale and chart what they have in common.
5. As a class, turn this story into a graphic story. (This will need a series of lessons on cartoon drawing and blocking a storyline).
6. Turn this into a Readers theatre, or movie using a green screen.
7. Rewrite or retell the story with a setting and different animals, making sure to make adjustments for different animal attributes. Is it still as funny? What about if you use an insect as the animal? A fish?
8. Study the technique used by the illustrator to show fur. Practice brushstrokes on black construction paper cut outs of different animals. Make animals with winter fur and summer fur using different colour paints.

How Coyote Stole the Summer- Curricular Links

Science:

- ✚ Grade 1 Topic B: Season Changes, Topic E: Needs of Plants and Animals
- ✚ Grade 2 Topic D: Hot and Cold Temperatures
- ✚ Grade 3 Topic E: Animal Life Cycles

Art Level One: Media and Techniques: Painting

- ✚ Learn simple brush strokes.
- ✚ Experiment with the medium to explore its possibilities.
- ✚ Work primarily with tempera paint or tempera paint with additives.
- ✚ Mix primary colours and lighten and darken colours.
- ✚ Paint directly without preliminary sketching.

Art Level One: Depiction Component 6 –Qualities and Details

- ✚ (B) Textures form patterns.
- ✚ (D) Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
- ✚ (F) Details enrich forms.

English Language Arts

1.1 Discover and Explore

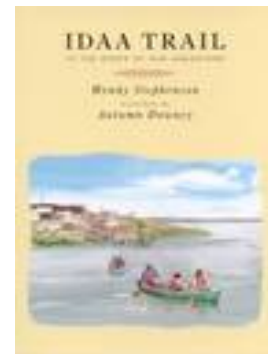
- ✚ (K) Share personal experiences prompted by oral, print and other media texts.
- ✚ (2) Explain why particular oral, print or other media texts are personal favorites.

2.2 Respond to Texts

- ✚ (2) Model own oral, print and other media texts on familiar forms.
- ✚ (2) Retell the events portrayed in oral, print and other media texts.
- ✚ (4) Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events.

2.4 Create Original Text

- ✚ (1) Recall and retell or represent favourite stories.
- ✚ (2) Add sufficient details to oral, print and other media texts to tell about setting and character and to sustain plot.



Book Title: Idaa Trail

Authors: Wendy Stephenson

Illustrator: Autumn Downey

Annotation:

John and his cousins spend the summer with their grandparents on a canoe trip that follows a hundred year old trade route of the Dogrib people. The children's grandparents had traveled this trail as youngsters and wanted to show their grandchildren how "the land is like a book". As they travel, the children become physically much stronger as well as learning a great deal of traditional knowledge. The grandparents teach by using story as well as demonstration. When the children finish their journey they are full of new abilities, knowledge and a greater appreciation of their ancestors.



Links: www.lessonsfromtheland.ca

Projects, Ideas and Activities:

1. Use this title as a read aloud. Pose the question at the start: How is the land like a book?
2. Chart all the ways that the grandparents satisfy their needs with things they obtain on the trail.
3. Google the authors. What is it about their background that adds credibility to their work?
4. This book was written about the trade route used by the Dogrib people. Is there anything written about the trails used by the Cree?
5. Use this book as well as **Come Learn With Me** as part of a text set to study a dynamic community for the grade two social study unit.
6. Use this book as well as **Come Learn With Me** as part of a text set to study the physical geography of Canada for the grade five social study unit.
7. Make a model or diorama of one of the camps that is described in the book. Put in all the tools that were used to satisfy their daily needs.
8. In a large space like a school gym—lay out the models according to the days they travelled. Calculate the distance traveled and separate the models by a scale that represents the distance between the camps.

Idaa Trail-Curricular Links

Social Studies 2.2 A community in the past



-  **2.1.1** Appreciate the physical and human geography of the communities studied.
-  **2.1.7** Examine how the community being studied has changed.

Social Studies 5: Canada: The Land, Histories and Stories



Science: Grade One

-  **Topic C:** Building Things

Science: Grade Three







-  **Topic B:** Building things with a variety of Materials
-  **Topic C:** Testing materials and designs

Science: Grade Seven





-  **Unit A:** Interactions and Ecosystems
-  **Unit B:** Plants for Food and Fiber

English Language Arts



3.1 Plan and Focus

-  (K) Ask questions to satisfy personal curiosity.
-  (1) Follow spoken directions for gathering ideas and information.
-  (3) Contribute ideas for developing a class plan to access and gather ideas and information.
-  (4) Ask relevant questions, and respond to questions related to particular topics.
-  (5) Identify categories of information related to particular topics and ask questions related to each category.
-  (7) Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.




3.2 Select and Process

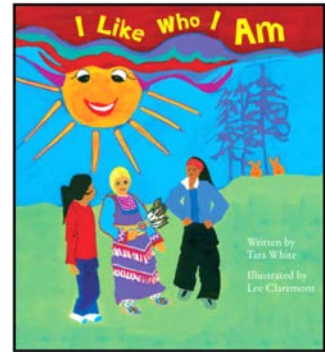
-  (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
-  (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
-  (3) Review information to determine its usefulness in answering research questions
-  (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.

Art: Composition Level ONE

-  **Component 7 (B)** The main part of a composition can be treated thoroughly before adding related parts.
-  **Component 9-Craftmanship (A)** Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful. **(B)** Stepping back from a work helps in judging how it can be improved.

Art: Expression Level TWO: Component 10iii Media and Techniques (Drawing)

-  Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
-  Use drawing tools to make a variety of lines-curved, straight, thick, thin, broken, continuous.
-  Make drawings from direct observations.



Book Title: I Like Who I Am

Authors: Tara White

Artwork/Illustrations: Lee Claremont

Annotation:

What happens when a blond, blue-eyed Mohawk moves to her First Nation reserve and is accused of not being Mohawk? This story is wonderful for exploring bullying, what it means to identify as part of a culture, and for depicting life on a First Nation reserve. It pushes against the way the media represents life on reserves as mainly violence and abuse. Loving relationships, supportive friends and inner strength help Celina turn life around!

Concepts at a Glance:

🌈 Resilience, Identity, Belonging, Confidence, Self-esteem

Text Set on dancing: Eagle Feather, Powwow: Images Along the Red Road, Spirit of Powwow, Jingle Dancer

Links to Explore:

- Google **Bert Crowfoot** for stunning photographs taken at different pow wow celebrations

Projects, Ideas and Activities:

1. What is a First Nation Community (reserve)? Find out how many there are in Canada. Locate the Mohawk community that the author comes from.
2. Draw a map of your community. Is it in a city? Is it on a First Nations reserve? On a Métis Settlement? Is it in a rural area?
3. Find out stories about your community that happened before the class was born. Tell the stories to another class. Make a book of them or act them out on a green screen, record, add background and digitize them.
4. Interview Elders that tell stories about the community from a long time ago.
5. Use different pictures from the story to teach how moving a horizon line make different and varied proportions of sky and ground. Try replicating a picture but change the horizon line.
6. Use different pictures from the story to teach how overlapping forms can be used to show depth or distance.
7. Share stories and experiences about being left out or bullied and how situations were resolved.
8. Paint posters to represent what it means to be what is in your heart. Use the illustration as inspiration and teach the necessary art techniques. This may be a project that takes a few weeks!
9. Add pow wow dancing to the physical education time.
10. Rewrite the story in groups as a graphic story. (You may need to teach story boarding first!).

I Like Who I Am - Curricular Links

Social Studies General Outcomes:

(1) 1.1 My World: Home, School, and Community -1.1.2

- ✚ Value the groups and communities to which they belong.

(2) A Community in the Past- 2.2.1

- ✚ Appreciate how stories of the past connect individuals and communities to the present.

(4) The Stories, Histories and peoples of Alberta - 4.2.1

- ✚ Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

Program Foundations: Citizenship and Identity, Aboriginal perspectives

Strands: Culture and Community, time, Continuity and Change

Art Level One: Reflection

- ✚ **Component 3-Appreciation (F):** All aspects of an artwork contribute to the story it tells.

Art Level One: Depiction

- ✚ **Component 4-Concepts (E):** A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level Two: Composition

- ✚ **Component 7-Composition (C):** Details, accents and outlines will enhance the dominant area or thing.
- ✚ **Component 8-Unity (C):** Every major area of a composition should be interesting in itself.

Art level Two: Expression

- ✚ **Component 10-Media and Techniques (B):** Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures. Mix paints to show intensity of colour. Continue to paint in combination with other media and techniques.

English Language Arts

1.1 Discover and Explore

- ✚ (2) Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.

2.2 Respond to texts

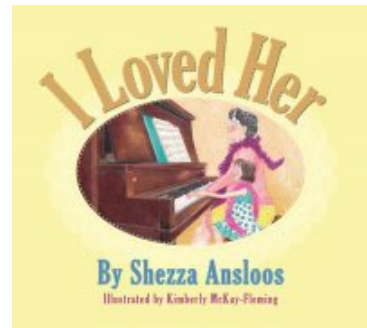
- ✚ (3) Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual resources.
- ✚ (4) Retell events of stories in another form or medium.

2.3 Understand forms, elements and techniques

- ✚ (4) Identify and explain connections among events, setting and main characters in oral, print and other media texts. Identify the narrator.

2.4 Create Original Text

- ✚ (3) Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts.
- ✚ (4) Produce narratives that describe experiences and reflect personal responses.



Book Title: I Loved Her

Author: Shezza Ansloos

Illustrator: Kimberly McKay-Fleming

Annotation:

This is the recollection of a young Métis girl of her beloved Grandmother. Each two page spread covers different memories including singing and playing together at the piano, dressing up for tea parties, taking walks through the garden, and so forth. Love, laughter and sharing abound through the pages. For students who have experienced the loss of a family member, this book is a must.



Text Set on relationships with grandparents: Which way should I go? Two pairs of shoes, Yetsa's Sweater, A walk on the Tundra, Meeshom and the little Ones, and any other books about grandparents sharing their wisdom with young ones.

Projects, Ideas and Activities:


1. Share a story about something you learned from your grandparents-orally or written.
2. Read aloud, and have students chant (and identify) the repetitive parts with you.
3. Read several books about grandparents and what they share with their grandchildren. Compare the books using a chart that helps organize the discussion. Start by comparing two books as a class to model the method, than have children compare two different books on their own.
4. Rewrite the story, from the grandmothers perspective-starting from page 5.
5. Make picture frames students can use for pictures of people they love and decorate them with things that are reminders of activities they do/did together.
6. Take the book home to read to a grandparent or other relative that you spend time with.
7. Write thank you letters to someone who has spent time with you.

I loved Her-Curricular Links

Social Studies K.1 I Belong

-  K.2.1 Value and respect significant people in their lives.
-  K.S.1 Develop skills of critical thinking and creating thinking by comparing and contrasting information provided.

Social Studies 1.1 My World: Home, School, and Community


-  1.1.1 Values self and others as unique individuals in relation to their world.

English Language Arts



1.1 Discover and Explore

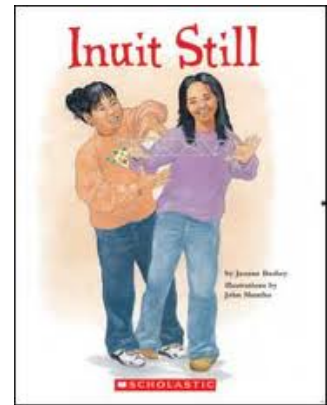
-  (K) Talk about ideas, experiences and familiar events.

2.1 Use Strategies and Clues

-  (K) Read own first name, environmental print and symbols, words that have personal significance and some words in texts.

2.2 Respond to texts

-  (1) Relate aspects of stories and characters to personal feelings and experiences.
-  (3) Make inferences about a characters' actions or feelings.



Book Title: Inuit Still

Author: Jeanne Bushey

Illustrator: John Mantha

Annotation:

Naomi, a young Inuk girl, shares her story of living in a modern Inuit community while wearing traditional clothing, playing traditional games and going out on the land. Glimpses of life in the past and how traditions, culture and language have been carried forward are shared. This title is a wonderful demonstration of bi-cultural competency.

Concepts at a Glance:

- ✚ identity
- ✚ traditional knowledge
- ✚ Modern
- ✚ Bi-cultural competency

Links on string games: <http://www.alysion.org/figures/index.html>

Text Set on the Inuit people: Proud to be Inuvialuit, I live in the North, People of the North, Inuksuk Journey, Art of the old Ways, Walking with Aalasi, I shall wait and wait.




Text set for an author study: Sled Dog for Moshi, Orphans in the Sky, The Polar Bear's Gift

Projects, Ideas and Activities:



1. Use for guided reading instruction.
2. What ties to the past are evident in Naomi's life?
3. Create a Venn diagram of Modern and Traditional Inuit life.
4. On a map, locate Naomi's home community, Iqaluit, Nunavut. What can you learn about this community?
5. How is Naomi's life similar to yours? How is it different?
6. On the front cover you see string games. Follow the link above to learn different string games and play them with a partner.
7. Teach a string game to a younger student.
8. Read other books about Inuit people. What is common to all the stories?

Inuit Still: Curricular Links

Social Studies General Outcomes

-  **K.1 *I am Unique*/K.1.3** Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: How do culture and language contribute to my unique identity.
-  **1.2 *Moving Forward with the Past: My Family, My History, My Community*/1.2.1** Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging.
-  **2.2 *Canada's Dynamic Communities*** Demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.




Social Studies Skills and processes

-  Develop skills of critical thinking and creative thinking.
-  Develop skills of historical thinking.



Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

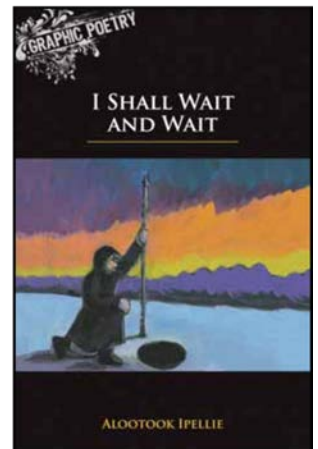
English Language Arts

2.2 Respond to texts

-  (2) connect situations portrayed in oral, print and other media texts to personal and classroom experiences.
-  (3) summarize the main idea of individual oral, print and other media texts.
-  (3) Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references.

3.2 Select and process

-  (2) Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
-  (3) Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.



Book Title: I Shall Wait and Wait

Authors: Alooktook Ipelli

Artist: Anne Marie Bourgeois'

Annotation: Part of a series on graphic poetry, this poem teaches us the importance of patience, dedication and love of family. It is small, but powerful, and can be used for multiple areas of the curriculum:

- Use as part of a poetry unit, for teaching description in TMWriting Traits, for Social Studies and even to stimulate dance.

Concepts at a Glance: Inuit people, traditional and modern life, patience



Text Set Inuit: Walk with Aalasi, Inuit Still, Proud to be Inuvialuit, Inuksuk, Berry Magic (Sloat)

Projects, Ideas and Activities:



1. Read poem once for sheer enjoyment.
2. Read again to list all the ways the hunter might be uncomfortable.
3. List all the choices he is making to support his family.
4. Discuss the information gleaned from this book that is implicit and that which is explicit.
5. Do the activities listed at the back of the book.
6. Trace one food you eat each day. Where does it come from?
7. What traditional foods are eaten in Canada?
8. Invite someone in to make a dish based on local wild meat.
9. Teach how to use an index.
10. Discuss why patience is an important quality. Document all the times we exercise patience by keeping a one day "patience log."

I Shall Wait and Wait -Curricular Links

Social Studies 2.1 Canada's Dynamic Communities



-  **2.1.1** Appreciate the physical and human geography of the communities studied.
-  **2.1.2** Investigate the physical geography of an Inuit.

Social Studies 2.2 A community in the past



-  **2.2.1** Appreciate how stories of the past connect individuals and communities to the present.
-  **2.2.7** Examine how the community being studied has changed.

English Language Arts




1.1 Discover and Explore

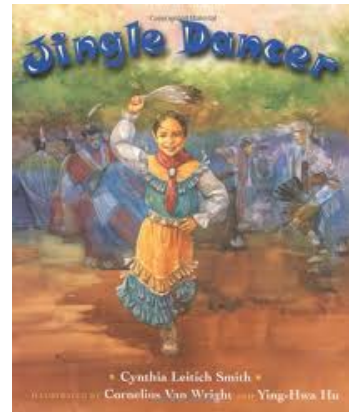
-  (2) Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information.
-  (6) Assess a variety of oral, print and other media texts and discuss preferences for particular forms.

2.1 Use Strategies and Clues

-  (9) Identify explicit and implicit ideas and information in texts: listen and respond to various interpretations of the same text.
-  (5,6) Use text features such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information.

2.2 Respond to Texts

-  (1-2) Discuss, represent or write about interesting or important aspects of oral, print and other media texts.
-  (3) Make inferences about a character's actions or feelings.
-  (4) Explain how language and visuals work together to communicate meaning and enhance effect.



Book Title: Jingle Dancer

Authors: Cynthia Leitich Smith

Illustrators: Cornelius Van Wright & Ying-Hwa Hu

Annotation:

Jenna dreams about her grandmother's jingle dancing and would love to do the same. There is one problem, how to get enough jingles in time for the powwow. A modern young Muscogee Nation girl solves the problem in a way that illustrates many of the values in her culture: sharing, gratitude, love, kinship and family.

Concepts at a Glance:

- ✚ Family, relatives, dance
- ✚ Generosity, self-reliance
- ✚ Gifts, talents, abilities

Text Set on Pow wow: Images along the Red Road, Spirit of Powwow, Two pairs of shoes (Esther Sanderson)

Links to explore:

- Google **Bert Crowfoot** for stunning photographs taken at powwow
- Google jingle dancer




Projects, Ideas and Activities:

1. What gifts or talents has each person in your school community been given?
2. Bring in different community members to showcase their gifts and interview them.
3. Find someone to come in to teach the class different powwow dances.
4. Bring someone in to show and talk about their regalia.
5. Ask if someone can bring in beaded moccasins, lanyards etc. Google pictures of beaded items or regalia from Bert Crowfoot's pictures. Use these patterns as examples to teach repeated patterns. Have students use items to create coloured patterns, and next duplicate the pattern with coloured paper, then large pony beads.
6. Make jingle dresses or other regalia to depict the other dancers in the story. Can be done on people shapes cut from thick paper.

Jingle Dancer - Curricular Links

Mathematical Strands:



Patterns and Relations

-  (K) Demonstrate an understanding of repeating patterns.
-  (1) Translate repeating patterns from one representation to another.
-  (2) Demonstrate an understanding of increasing patterns.


Mathematical Processes: Problem Solving, Reasoning

Social Studies General and Specific Outcomes:

(K) I am Unique - K.1.2

-  Appreciate the unique characteristics, interests, gifts and talents of others.
-  Examine what makes them unique individuals




(1) Moving Forward with the Past: My Family, My History and My Community - 1.2.1

-  Recognize how their families and communities might have been different in the past than they are today; appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging etc.

Program Foundations: Citizenship and Identity, Aboriginal perspectives

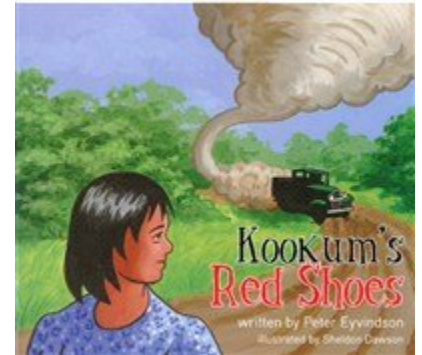
English Language Arts

2.2 Respond to texts

-  (K) Relate aspects of oral, print and other media texts to personal feelings and experiences.
-  (2) Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.
-  (3) Summarize main idea of individual oral, print and other media texts.

Physical Education General and Specific Outcomes

Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics.



Book Title: Kookum's Red Shoes

Author: Peter Eyvindson

Illustrator: Sheldon Dawson

Annotation: The legacy of residential school is shared in a respectful and engaging way through this story. The elderly Kookum remembers how her life was changed forever, yet we see how her humour, goodness and loving ways are maintained throughout. This compelling picture book will help teachers introduce a painful and shameful part of our shared Canadian history. Although the reading level is Division 1, the topic and concepts make it more suitable for Grade three and up.

Concepts at a Glance:

🌈 Resilience, hope, Legacy of residential school, identity, family

Text set on shoes: Two Pairs of Shoes, Cinderella, The Moccasins, The wizard of Oz

Residential School Text Set: As long as the Rivers Flow, Shi-Shi-Etko, Shin-chi's canoe, Fatty Legs, A Stranger at Home, Home to Medicine Mountain, My Name is Seepeetza, No time to Say Good bye

Links to explore:





- Truth and Reconciliation Commission of Canada Interim report at: http://www.attendancemarketing.com/~attmk/TRC_id/Interim%20report%20English%20electronic%20copy.pdf
 - Information regarding residential schools and National Day of Healing <http://ndhr.ca/wordpress/>
 - Excellent interactive and primary source resources <http://www.wherearethechildren.ca/en/>

Projects, Ideas and Activities:



1. Red shoes were a symbol of hope for Kookum. What are other symbols of hope?
2. In pairs (pardon the pun) make charts to show all the changes in Kookum before and after being in school. What stayed the same?
3. Imagine your community without any school age children. Draw a web or mind map to show all the people in Kookum's community that might have been impacted when the children were forced to go to residential school.
4. Collect titles or stories about shoes. What role do the shoes have in these stories?
5. See if anyone can come in to share a story about a special pair of shoes.
6. Invite someone in to make bannock with the class. Eat and share stories of overcoming difficulty.
7. Use the Residential school text set when examining such documents as the Indian Act, Treaty No. 8, Statement of Apology, and Canadian Charter of Rights and Freedoms.

Kookum's Red Shoes-Curricular Links

Social Studies General and Specific Outcomes

-  **4.2. The Stories, Histories and Peoples of Alberta-4.2.1:** Recognize how stories of people and events provide multiple perspectives on past and present events. Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.(5.2.1)
-  **4.3. Alberta Celebrations and Challenges-4.3.3** Examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues: In what ways have Aboriginal peoples and communities changed over time? How does living in a particular community, region or province help shape individual and collective identity?
-  **5.2. Histories and Stories of Ways of Life in Canada -5.2.1** Appreciate the complexity of identity in the Canadian context.
-  **9.1. Issues for Canadians -9.1.6-** Assess, critically, how the increased demand for recognition of collective rights has impacted on the legislative process in Canada by exploring and reflecting upon the following questions and issues: How does the *Indian Act* recognize the status and identity of Aboriginal peoples? How does legislation such as Treaty 6, Treaty 7, and Treaty 8 recognize the status and identity of Aboriginal peoples?



Social Studies Skills and processes

-  Develop skills of critical thinking and creative thinking.
-  Develop skills of historical thinking.



Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

English Language Arts



2.3. Understand Forms, Elements and Techniques

-  (6) Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts.
-  (7) Identify the narrator's perspective and explain how it affects the overall meaning of a text.



3.2. Select and Process

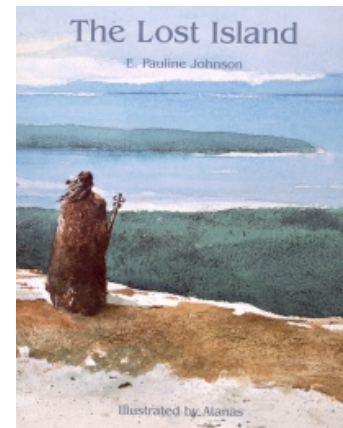
-  (4) Locate information to answer research questions, using a variety of sources such as maps, atlases, charts, Elders in the community and field trips.
-  (9) Obtain information reflecting multiple perspectives from a variety of sources.

3.4. Share and Review

-  (5) Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays.
-  (1) Make observations about activities, experiences, oral, print and other media texts.

2.1 Use Strategies and Cues

-  (K) Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed.
-  (1) Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media text.



Book Title: The Lost Island

Author: E. Pauline Johnson

Illustrator: Atanas Matsoureff

Annotation:

Tillicum (grandfather) shares an inherited vision and reality with his grandson about the many things that the Salish People have lost: lands, forests, beliefs, dress, and stories. The vision is one of despair, struggle and yet hope. The Lost Island contains stunningly vivid water color illustrations that bring the story to life. The author is a famed poet.

Concepts at a Glance:

- ✚ Loss of identity, resiliency
- ✚ Symbolism, Visions, Oral Tradition
- ✚ Colonization, urbanization

Links to explore:

- Explore the talents and watercolor painting of Atanas Matsoureff,
- Canadian Writers: <http://canadian-writers.athabascau.ca/english/writers/epjohnson/epjohnson.php>
- Aboriginal Legends: http://www.cbc.ca/aboriginal/legends_project.html

Projects, Ideas and Activities:

1. Who are the Salish people? Where do they live? How did they view their relationship with the land and animals? Compare the traditional lives of the Coast Salish to that of a FNMI community in your area.
2. In groups, find and collect images of the Coast Salish People to create a storyboard of the past and present. Be prepared to present this to your classmates.
3. Use different pictures from the story to teach how moving a horizon line make different and varied proportions of sky and ground. Try replicating a picture but change the horizon line.
4. Choose two pictures from the story that contain one or more of the following:
 - Images show varying degrees of realism
 - Landscapes show middle ground, background and foreground
 - Size variation among objects create depth
5. Interview Elders in your area that tell stories about the community from a long time ago. Using watercolors create a story book based on their story to gift back to them.

The Lost Island-Curricular Links

Social Studies 4.2. The Stories, Histories and peoples of Alberta

- ✚ 4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

Social Studies 4.3 Alberta: Celebrations and Challenges

- ✚ Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Social Studies 5.1 The Physical Geography of Canada

- ✚ Appreciate how the land sustains communities and the diverse ways that people have of living with the land.

Social Studies 5.2 Histories & Stories of Ways of Life in Canada-5.2

- ✚ Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Program Foundations: Citizenship and Identity, Aboriginal perspectives.

Strands: Culture and Community, time, Continuity and Change.

Art Level Two: Reflection Component 3-Appreciation

- ✚ (A): Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.

Art Level Two: Depiction Component 4 – Main forms and Proportions

- ✚ (C) Images can be portrayed in varying degrees of realism.
- ✚ (E) Landscapes can show middle ground, background and foreground.
- ✚ (F) Size variations among objects give the illusion of depth.

Art Level Three: Component 4 – Main forms and Proportions

- ✚ (H) Receding planes and foreshortened forms create depth in a picture plane.

English Language Arts

2.2 Respond to Texts: Experience various texts

- ✚ (4) 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.
- ✚ (5) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers.
- ✚ (9) Consider historical context when developing own points of view or interpretations of oral, print and other media texts.

2.2 Appreciate the artistry of texts

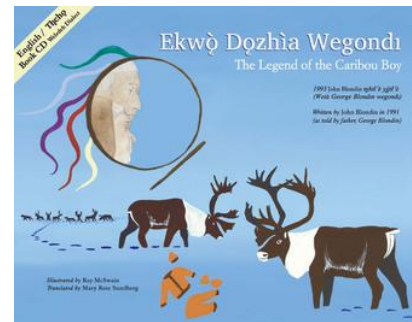
- ✚ (4) Explain how language and visuals work together to communicate meaning and enhance effect.
- ✚ (7) Discuss how techniques such as colour, shape, composition, suspense, foreshadowing and flashback are used to communicate meaning and enhance effects.

Construct meaning from texts

- ✚ (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.

5.1 Respect Others and Strengthen Community

- ✚ (5) Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media.
- ✚ (7) Discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts.



Book Title: The Legend of Caribou Boy

Authors: John Blondin

Illustrator: Ray McSwain

Annotation:

This title could be used in a division II English Language Arts class during a unit covering legends. The read-along CD provides reading support for ESL or lower level readers. There is a strong glossary of Dene language at the back of the book.

Concepts at a Glance: Dene storytelling, First Nations (Dogrib) legends, Indigenous (Dogrib) language

Text Set Connections: Other dual language books, Other First Nation, Métis and Inuit legends, Stories about families supporting one another

Projects, Ideas and Activities:

1. Listen to the story on the CD first in the Dogrib language while looking at the pictures. Ask the students to guess what is happening in the story. Then read the story in English.
2. Talk about legends. What is a legend? Compare this story to other legends that class has read. Talk about families and how they protect one another.
3. Read other books about families protecting one another.
4. Have students act out the story.
5. Look for the natural elements in the story and create a collage. For example, northern lights (painting), sleeping bag, drum, fire, stars, backpacks, walking sticks footprints, lake ice caribou,
6. Talk about the importance of caribou to the Dene people. Research this and report back to the class.
7. Learn a few words in Dogrib using the glossary at the end of the book.
8. Do a footprint craft using potato stamps and paint. Make both boy and caribou footprints side by side. Compare the actual size of a caribou to the actual size of a boy in the class. Use this for basic counting (count the footprints) or more complex equations (How many footprints in a kilometer? How many kilometers across the lake?) Cut out each footprint and measure various lengths, i.e. the rug is "X" caribou prints long and "X" boy footprints long.





Curricular Links- The Legend of the Caribou Boy

Science: Grade One


 Topic B: Seasonal Changes

Mathematical Strands:


Number

-  (1) Say a number sequence to 100 (in a variety of ways).
-  (1) Represent and describe numbers to 20, concretely, pictorially and symbolically.
-  (1) Identify the number up to 20 that is: one more, two more etc.
-  (1, 2) describe and use mental mathematical strategies.

Patterns and Relations


-  (2) Demonstrate an understanding of repeating patterns using manipulatives, diagrams, sounds and actions.

Shape and Space


-  (2) Measure length to nearest nonstandard unit by: using copies of a unit and using a single copy of a unit.

Mathematical Processes: Problem Solving, reasoning

Art Level One: Expression - Component 7



-  (C) Printmaking: Explore the use of printmaking materials and the application of paint, using brushes and rollers. Use print making images in making pictures or compositions.

Art Level Three: Component 7


-  (D) Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.

English Language Arts



1.2 Clarify and Extend

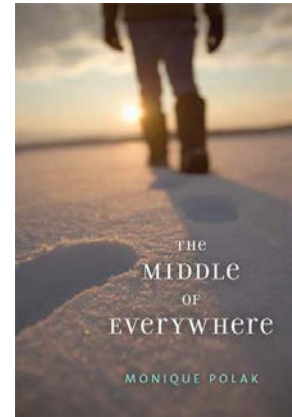
-  (1) Listen and respond appropriately to experiences and feeling shared by others.
-  (2) Connect own ideas and experiences with those shared by others.

2.2 Respond to Texts

-  Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays.

5.1 Respect others and Strengthen Community

-  (1) Relate texts to culture: Talk about other times, places and people after exploring oral, print and other media texts from various communities.
-  (8) Compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history.



Book Title: The Middle of Everywhere

Authors: Monique Polak

Annotation:

Noah Thorpe is spending the school term in George River, up in Quebec's far north. He is somewhat disdainful of his Inuit peers at first but through a series of adventures and experiences, begins to understand that he has a lot to learn. The Middle of Everywhere tells of survival, friendship and bi-cultural competency.

Concepts at a Glance: family, courage, suspense, climate change, survival

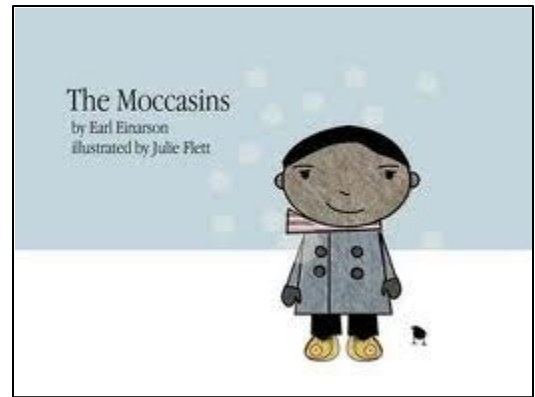
Text Set on Adventure or survival

Links to explore

http://moniquepolak.com/index.php?option=com_content&view=article&id=514:the-middle-of-everywhere&catid=16&Itemid=73

Author: Project, Ideas and Activities

1. Read aloud using lots of expression. Give an additional copy out for students to follow along if they choose.
2. Use as a novel study – purchase a few more copies and use it as guided reading.
3. Explore Monique Polak's website. Read another book by her. What are the similarities and differences between the titles?
4. Explore the web site of Monique Polak. Write a comment to her.
5. Discuss foreshadowing and find examples in the story.
6. Chart all the ways that the boys had to be resourceful and solve problems – with their solutions.
7. Share times when students have had to be courageous and solve a difficult problem.
8. Write a series of diary entries from the perspective of Noah and of Lenny.



Book Title: The Moccasins

Author: Earl Einarson

Illustrator: Julie Flett

Annotation:

In this story, the author shares his personal life with a foster mother who keeps his culture alive with a pair of lovingly made moccasins. The illustrations follow the boy from childhood through adulthood, when he in turn becomes a parent. The foster mom taught the author well because he becomes a loving and affectionate parent who wants his own child to experience the feel and smell of the moccasins.

Concepts at a Glance:

















- ✚ Acceptance, self-esteem, love
- ✚ Belonging-differing family groups
- ✚ Identity

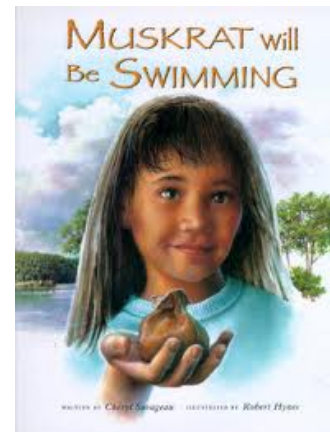
Text Set on Shoes: Two Pairs of Shoes, Kokum's red shoes, Cinderella

Projects, Ideas and Activities:

1. What does it mean to walk in someone one else's shoes?
2. Teach vocabulary related to shoes and the materials of which shoes are made: sole, heel, tongue, lace, arch, leather, plastic, vinyl, mesh, cork, wood.
3. Estimate various distances, than measure using shoes.
4. Look for the story told by the illustrations, rather than the print.
5. Have students take off their shoes. Use them to teach counting by twos. Sort shoes on the basis of their materials and characteristics.
6. Note the patterns throughout the book. Use them to develop art lessons on patterns and on creating images based on 3 main shapes: circle, rectangle, and triangle.
7. Walk and map the school yard.

The Moccasin-Curricular Links

Science Grade 1: Topic C: Building Things
Social Studies <ul style="list-style-type: none">  K.1 <i>I am Unique</i>/K.1.3 Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: How do culture and language contribute to my unique identity?  1.2 <i>Moving Forward with the Past: My Family, My History, My Community</i>/ 1.2.1 Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging.
Mathematical Strands: Patterns and relations <ul style="list-style-type: none">  (1) Demonstrate an understanding of repeating patterns (2-4 elements) by: describing, reproducing, extending, creating.  (1) Sort objects using one attribute and explain the sorting rule. Shape and space <ul style="list-style-type: none">  (1) Demonstrate an understanding of measurement as a process by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering or matching.  (2) Describe, compare and construct 2-D shapes including: triangles, squares, rectangles, circles. Mathematical Processes: Problem Solving, Reasoning
English Language Arts <ul style="list-style-type: none"> 1.1 Discover and Explore <ul style="list-style-type: none">  (K) Talk about ideas, experiences and familiar events.  (1) Make observations about activities, experiences, oral, print and other media texts. 2.1 Use Strategies and Cues <ul style="list-style-type: none">  (K) Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed.  (1) Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media text. 2.2 Respond to texts <ul style="list-style-type: none">  (K)(1) Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tale, rhymes, photographs, illustrations and video programs.
Art: Level One: Depiction <ul style="list-style-type: none">  Component -4A: All shapes can be reduced to basic shapes; i.e. circular, triangular, rectangular  Component -4C: Shapes can be made using different procedures; e.g. cutting, tearing stitching  Component -6B: Textures form patterns Art: Level One: Expression <ul style="list-style-type: none">  Component - 10A: Everyday activities can be documents visually.  Component -10C Family groups and people relationships can be recorded visually.



Book Title: Muskrat will be Swimming

Written by: Cheryl Savageau

Illustrator: Robert Hynes

Annotation:

Young Jeannie loves her community but feels sad and frustrated when classmates call her a lake rat. Jeannie confides in her grandfather who, through story, reminds her of the importance of the muskrat. With lyrical text and exquisite illustrations of wetland life, this book places traditions into the context of modern life. A wonderful title with many cross curricular connections.

Concepts at a Glance: Courage, creation story, relationship to grandfather, storytelling, place



Text set on Wetlands: Here is the Wetland (Madeline Dunphy); The Bulrush helps the Pond

Projects, Ideas and Activities:

1. Go for a walk in your community to find all the living things mentioned in the story. What is special about your community? How has it changed in 10 years? 50? 100?
2. Invite hunters and trappers from your community to share their knowledge about the living things mentioned in the book (and others!).
3. Extract lists of living and nonliving things from the book. Sort and classify them in various ways.
4. Pick a pond, lake or wetland area to watch over time. List and identify all the living and non-living things that you find.
5. Create a giant mural that portrays your wetland area and use string to web out how everything is interconnected.
6. Collect a bunch of cat tails and bulrushes. Arrange them in a still life,--two vases with the plants with a large rock or two at the base. Have students sit in a circle around the still life and draw what they see. This may take a series of lessons:
 - a. How to quick sketch-do this with different drawing items such as crayon, pens, chalk and different pens
 - b. Shapes and Proportions
 - c. Narrowing the focus
 - d. Drawing details
7. Use magnifying glasses to examine and identify some of the smaller animals that live in the pond water.
8. Any of the activities found at: <http://www.tilburyhouse.com/childrens/muskrat-will-be-swimming-teachers-take-note.htm>

Muskrat will be Swimming-Curricular Links

Social Studies 2.2 A community in the past

-  **2.1.1** Appreciate the physical and human geography of the communities studied.
-  **2.1.7** Examine how the community being studied has changed.

Science: Grade One

-  **Topic B:** Seasonal Changes and **Topic E:** Needs of Plants and Animals

Science: Grade Two

-  **Topic A:** Exploring Liquids and **Topic E:** Small Crawling and Flying Animals

Science: Grade Three

-  **Topic E:** Animal Life Cycles

Science: Grade Five







-  **Topic E:** Wetland Ecosystems

Science: Grade Seven





-  **Unit A:** Interactions and Ecosystems and Unit B: Plants for Food and Fibre

English Language Arts



3.1 Plan and Focus

-  (K) Ask questions to satisfy personal curiosity.
-  (1) Follow spoken directions for gathering ideas and information.
-  (3) Contribute ideas for developing a class plan to access and gather ideas and information.
-  (4) Ask relevant questions, and respond to questions related to particular topics.
-  (5) Identify categories of information related to particular topics and ask questions related to each category.
-  (7) Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.




3.2 Select and Process

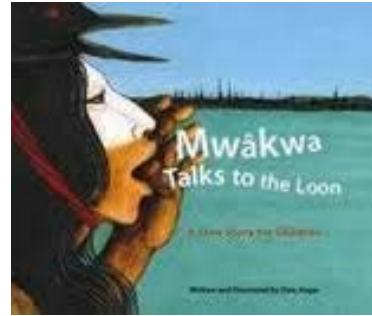
-  (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
-  (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
-  (3) Review information to determine its usefulness in answering research questions.
-  (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.

Art: Level One- Composition

-  **Component 7 (B)** The main part of a composition can be treated thoroughly before adding related parts.
-  **Component 9-Craftmanship (A)** Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful. **(B)** Stepping back from a work helps in judging how it can be improved.

Art: Level Two-Expression -Component 10iii Media and Techniques (Drawing)

-  Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
-  Use drawing tools to make a variety of lines-curved, straight, thick, thin, broken, continuous.
-  Make drawings from direct observations.



Book Title: Mwâkwa Talks to the Loon


Written and Illustrated by: Dale Auger

Annotation:

This is the story of Kayâs who uses his gift of knowing where to find animals (four-legged, winged and swimmers) to provide for his people. Soon however, he began to love the admiration of the people, more than he loved hunting and the people grew hungry. To Kayâs' sorrow, he had lost his gift and it remained lost until he listened to the Elders and followed their guidance. This book is written partly in Cree with a pronunciation guide at the back.

Text Set on the Cree people: My Kokum Called Today (Loewen), Watishka Warriors (Auger), Camping at the Lake, Nokum is my Teacher, Niwechihaw: I Help,

Links:

 Link to Dale Auger's studio: www.daleauger.com

Projects, Ideas and Activities:

1. Read the book for enjoyment. Read again and use as a basis for discussion and diagramming activity of the following;
 - a. Main events in the story
 - b. Plot, characters, problem solution
 - c. Setting, beginning/middle/end
2. Use the story to stimulate a sorting activity of animals based on characteristics (two-legged, four legged, winged, swimmers etc.). This can be done by cutting and gluing pictures from out dated magazines.
3. Make a mural that represents the village of Kayâs. Label all the characters of the story in the mural.
4. Explore the use of Cree language and its significance throughout the story.
5. Discuss commonalities between Kayâs (the hunter) and Mwâkwa (the loon). Although they are distinctly different in real life, they are "same-spirits" in the story.
6. Act the story, do it as puppetry or convert to Readers Theatre. It would also be a good story to do as a shadow play.
7. Research a Cree word, pronounce it to the class, and provide its meaning.
8. Write the story from the point of view of one of Kayâs' brothers or sisters.

Mwâkwa Talks to the Loon- Curricular Links

Science: Grade One

- ✚ **Topic E:** Needs of Plants and Animals –Classify some common local plants and animals into groups on the basis of visible characteristics

Science: Grade Two

- ✚ **Topic E:** Small Crawling and Flying Animals

Science: Grade Three

- ✚ **Topic E:** Animal Life Cycles

Science: Grade Five

- ✚ **Topic E:** Wetland Ecosystems

Social Studies General and Specific Outcomes:

(K) I am Unique –K.1.2

- ✚ Appreciate the unique characteristics, interests, gifts and talents of others.

(1) Moving Forward with the Past: My Family, My History and My Community. 1.2.1

- ✚ Appreciate how stories and events of the past connect their families and communities to the present.
- ✚ Recognize how their families and communities might have been different in the past than they are today, appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging etc.

(2) A Community in the Past- 2.2.1

- ✚ Appreciate how stories of the past connect individuals and communities to the present.

(4) The Stories, Histories and peoples of Alberta -4.2.1

- ✚ Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

Program Foundations: Citizenship and Identity, Aboriginal perspectives

Strands: Culture and Community, Time, Continuity and Change

English Language Arts

1.1 Discover and Explore

- ✚ (3) Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts.
- ✚ (5) Read, write, represent and talk to explore personal understandings of new ideas and information.
- ✚ (6) Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts.
- ✚ (7) Express personal understanding of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts.

1.2 Clarify and Extend

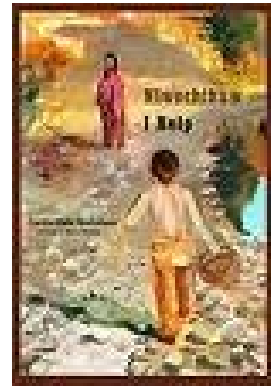
- ✚ (3) Ask questions to clarify information and ensure understanding.
- ✚ (8) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.

2.1 Strategies and Cues

- ✚ (K) Connect oral language with print and pictures.
- ✚ (4) Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information.

2.2 Respond to texts

- ✚ (3) Express preferences for one character over another.
- ✚ (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.



Book Title: Niwechihaw: I Help

Author: Caitlin Dale Nicholson with Leona Morin-Neilson

Annotation:

This simple story is told simultaneously in Cree and English. It explores a young child's relationship to his Kokhom as they go for a walk in search of rose hips. Beautiful paintings help illustrate many of the cultural traditions.

Concepts at a Glance:

🌈 Dual language, Cree, Early Literacy, learning from grandparents, traditional knowledge

Text Set on Grandparents: Which way should I go? A walk on the Tundra
Could be part of text sets on seasons, plants, family, and on helpfulness.

Projects, Ideas and Activities:

1. Read the story for enjoyment.
2. Tell and write about favorite part.
3. Discuss times of learning from grandparents or spending time alone with them.
4. Read again but have someone in to read the Cree as well.
5. Read a Walk on the Tundra. Compare the two books by listing all the similarities and differences. Teach how to chart information this way as well.
6. Invite someone one in who could share what they know about rose hips. Make some rose hip tea from the recipe at the back.
7. Write books based on this one. If you have a good relationship with the families of your students, invite in the Kokums to do a shared activity with their grandchildren. If literacy is not an issue, have them write a similar story with their grandchild—then illustrate together.

Niwechihaw - Curricular Links

Science:

- ✚ Grade 1: Topic E: Needs of Plants and Animals
- ✚ Grade 4: Topic E: Plant Growth and Changes

Social Studies K.2 I belong

- ✚ K.2.2 Value and respect significant people in their lives.
- ✚ K.2.5 Examine ways in which people create a climate of cooperation by exploring and reflecting upon the questions for inquiry.

Social Studies 1.1 My World: Home, School Community

- ✚ 1.1.1 Value self and others as unique individuals in relation to their world.
- ✚ 1.1.2 Value the groups and communities to which they belong.

Social Studies 2.1 Canada's Dynamic Communities

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.7 Investigate the physical geography of an Inuit, Acadian and a prairie community.

English Language Arts

2.3 Understand Forms, Elements and Techniques (K-3)

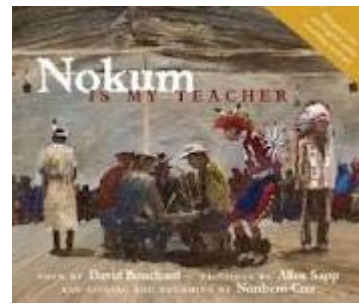
- ✚ Experience a variety of oral, print and other media texts.
- ✚ Experiment with language.

2.4 Create original text

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

3.2 Select and Process

- ✚ (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- ✚ (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.



Book Title: Nokum is My Teacher

Written by David Bouchard

Illustrated by Allen Sapp

Annotation

This thoughtful title is written as a dialogue between a young boy and his grandmother or Nokum. The boy asks why he should have to learn to read and wonders if knowledge of the world outside their reserve has value. Nokum knows that reading opens up a world of possibilities, even though she never learned to read. Nokum skillfully guides her grandson to a new understanding of the larger world outside, while still retaining respect for the way of the people. Cree artist, Allen Sapp has provided the illustrations. Some books come with a CD that has the story in English and Cree, as well as drumming by the group Northern Cree.

Text Set on Alan Sapp

Links:

- ✚ Link to David Bouchard's webpage: <http://www.davidbouchard.com/>
- ✚ Utube to listen to the author read: <http://www.youtube.com/watch?v=17QYnw5xzWE>

Projects, Ideas and Activities:

1. Read the story in English.
2. Invite a Cree speaker in to read the Cree version as the class reads the English version or listen to the story on the CD in English and Cree.
3. Discuss why a boy would ask his Nokum about differences between what his teachers teach him, and what he learns from his experiences on the reserve.
4. Invite an Elder into the classroom to talk about their culture and teach some Cree.
5. Play the CD to the class. Collect samples of other Cree music/drum groups/ and talk about the importance of music in all cultures. What music is common in your community?
6. The author, illustrator and drum group all have connections to Cree culture. Find out how they are connected. Which is the Cree First Nation nearest to you?
7. Develop this book as a reader's theatre performance.
8. Learn about Allen Sapp. Invite an art gallery to come in to show his work.
9. Examine the pictures to find things from Cree culture in the past, present and both.
10. In pairs or groups, rewrite the book in prose rather than poetry using the dialogue approach.

Nokum is My Teacher: -Curricular Links

Social Studies General Outcomes

K.1 I am unique

- ✚ Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

4.2 The Stories, Histories and People of Alberta

- ✚ Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

5.2 Histories and Stories of Ways of Life in Canada

Skills and processes

- ✚ Develop skills of critical thinking and creative thinking.
- ✚ Develop skills of historical thinking.

Learners and Learning

- ✚ Asking questions, sharing ideas and understanding, empathizing with the viewpoints and positions of others.

Knowledge and Understanding

- ✚ Understand the diversity of Aboriginal traditions, values and attitudes.

Program Foundations: Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion.

Music General Learner Expectations

- ✚ Develop enjoyment of music.
- ✚ Awareness and appreciation of a variety of music, including music of the many cultures represented in Canada.
- ✚ Self-expression and creativity.

Concepts: rhythm, form

Skills: singing, listening, moving, creating

English Language Arts

1.2 Clarify and Extend

- ✚ (8) Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives.

2.2 Respond to texts

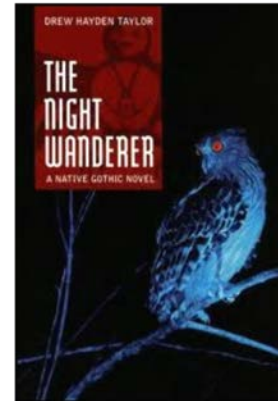
- ✚ (1) Experiment with repetition, rhyme, and rhythm to create effect in own oral, print and other media texts.
- ✚ (7) Reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities.

4.3 Present and Share

- ✚ (8) Identify and use explicit techniques to arouse and maintain interest and to convince the audience.
- ✚ (5) Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention.

5.1 Respect Others and Strengthen Community

- ✚ (7) Explain how differing perspectives and unique reactions expand understanding.
- ✚ (8) Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts.



Book Title: The Night Wanderer: A Native Gothic Tale

Authors: Drew Hayden Taylor

Annotation:

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

Concepts at a Glance:

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

Links to explore:



- ✚ Google the author

Projects, Ideas and Activities:



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

The Night Wanderer- Curricular Links

Social Studies 7.1 Toward Confederation

-  7.1.2 Appreciate the challenges of co-existence among peoples.
-  7.1. 3 Compare and contrast diverse social and economic structures.





Social Studies 7.2 Following Confederation: Canadian Expansion

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

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




Art Level Three: Depiction

Component 4 Main Forms and Proportions



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

English Language Arts 7.




1.1 Discover and Explore

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

1.2 Clarify and Extend

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

2.2 Respond to texts

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



Book Title: Raven: A Trickster Tale from the Pacific Northwest

Written and Illustrated by Gerald McDermott

Annotation: Many First Nations peoples have stories about tricksters (Raven, Coyote, Wisahkecahk to name a few). They are generally humorous, with a strong message regarding how one ought to behave or how to treat others. The beautiful illustrations of this book make it a wonderful teaching tool for art as well as being included in a text set on Tricksters. This would also be an excellent book to help with the learning about a community in another part of Canada.

Text Set on tricksters: Coyote Christmas: A Lakota Story, Raven Tales, Coyote's Trick, Nanabosho and the Cranberries, Love and Roast Chicken: A Trickster Tale from the Andes Mountains, Raven Goes Berry Picking (Cameron), The Navajo Year, Trickster: Native American Tales, A graphic collection.

Text Set on Artists: Emily Carr at the Edge of the world (Jo Ellen Bogart), Four pictures by Emily Carr (Nicolas Debon), Discovering Emily (Jacqueline Pearce)

Links




- Haida artist Bill Reid <http://theravenscall.ca/en/art>
- Another version of this story told by Bill Reid
<http://www.civilization.ca/cmhc/exhibitions/aborig/reid/reid14e.shtml>

Projects, Ideas and Activities:

1. Follow the link to Haida artist Bill Reid. There are lesson plans provided if you are interested in learning more.
2. Use a map to locate the Haida Gwaii (formerly Queen Charlotte Islands). Why was the name changed? If studying the Haida Gwaii as a community, document the changes over time.
3. Research and learn about Emily Carr who documented traditional Haida life through her art. Compare to what we learn by googling today.
4. Compare this story to another trickster tale. Use categories such as: main characters, problem, trick and resolution.
5. Discuss how Raven the Bird, Raven the pine needle and Raven the child still look the same.
6. Google Haida art and find out more about that particular style. Is Gerald McDermott using the traditional colours? Is copying a style a form of appreciation, imitation, or appropriation? Do we know if he had permission to use this style or if someone from the culture gave him the teachings he needed?
7. Read aloud the same story told by Bill Reid. What is the same? What is different? Why?
8. Do any of the art activities following the links at the Bill Reid home page.
9. Turn this into a radio play, Readers theatre, a slide show, or a play. Share with an audience.



Raven: A Trickster Tale-Curricular Links

Social Studies 2.2 A community in the past

-  **2.2.6** Analyze how the community being studied emerged, by exploring and reflecting upon questions for inquiry.
-  **2.1.1** Appreciate the physical and human geography of the communities studied.
-  **2.1.7** Examine how the community being studied has changed.



Art Level Two: Reflection

Component 3-Appreciation

-  (A) Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
-  (E) Art is valued for different reasons; e.g. aesthetic, economic, symbolic, associative.




Art Level Two: Depiction

Component 4-Main forms and proportions




-  (C) Images can be portrayed in varying degrees of realism.
-  (F) Size variations among objects give the illusion of depth.

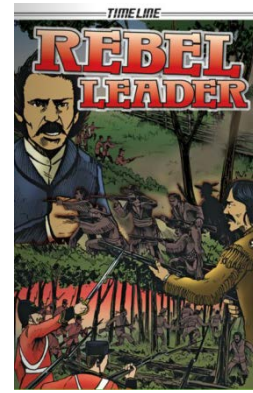
English Language Arts

3.2 Select and Process

-  (K) Use illustrations, photographs, video programs, objects and auditory cues, to access information.
-  (1-2) Use questions to find specific information in oral, print and other media texts.
-  (4) Identify information sources that inform, persuade or entertain, and use such sources appropriately.

3.3 Organize, Record and Evaluate

-  (K) Represent and talk about ideas and information; dictate to a scribe.
-  (3) Record facts and ideas using a variety of strategies, list titles and authors of sources.
-  (4) Paraphrase information from oral, print and other media sources.



Book Title: Rebel Leader (Timeline Series)

Authors: Jan Beaver

Illustrated by: Mike Rooth

Annotation:

This title is part of a series of multi-textual graphic tales for readers in older grades. Rebel Leader is the story a young Métis fiddler who is gifted with a fiddle that has been passed down since the days of Louis Riel. Through flashbacks and non-narrative writing, the reader learns about the formation of the Métis Nation and the eventual demise of its leader, Louis Riel. This is an excellent resource for a guided reading program as one book contains multiple genres of texts: graphic tale, informational, timeline etc.

Concepts at a Glance: Métis, war, courage, resiliency, music.



Text set on Métis people: A Name for a Métis (Flamand), Belle of Batoche, Dancing in my Bones (Burton) Flour Sack Friends (Delaronde) I loved her etc.

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Teach how to read pictures for additional information.
3. Research to learn more about Louis Riel, Gabriel Dumont and the formation of the Métis Nation using historical texts, biography and reference material. Represent visually the information gleaned from the series versus information gleaned through research. What does it tell you about the work that goes into writing a graphic story?
4. Examine the book for symbols of Métis heritage. Find someone who can teach you finger weaving!
5. Explore the ideas of courage and resiliency. In which instances did the Métis people show these traits?
6. Share times when students showed these traits. Write about them. Make graphic stories about them.
7. Page 10 shares that the initial Métis people were First Nation and French. Is that true of the Métis people today? Invite someone in from the Métis Nation, or from the Métis Settlement General Council to talk about what it means to be Métis today.



Rebel Leader (Timeline Series)-Curricular Links

Social Studies 7. Toward Confederation






-  **7.1.1** Appreciate the influence of diverse Aboriginal, French and British people on events leading to Confederation.
-  **7.1.2** Appreciate the challenges of co-existence among peoples.

English Language Arts



2.2 Respond to Texts

-  (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community.
-  (7) Compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others.



3.2 Select and Process

-  (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries and video programs.
-  (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words to access information.
-  (5-8) Determine usefulness and relevance of information for research purpose and focus.
-  (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
-  (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

3.3 Organize, Record and Evaluate

-  (5-8) Organize ideas and information using a variety of strategies and techniques.
-  (6-8) Make notes on a topic, combining information from more than one source.


Health and Life Skills: Understanding and Expressing Feelings

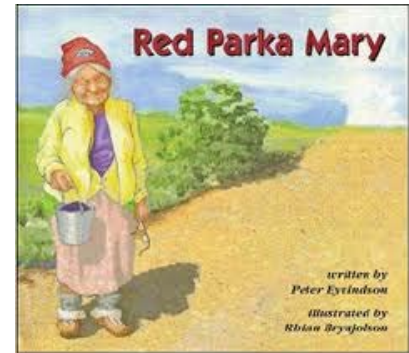
-  (4) Recognize that individuals can have a positive and negative influence on the feelings of others.
-  (5) Identify and use long-term strategies for managing feelings, etc.

Group Roles and Processes

-  (3) Encourage fair play.
-  (5) Develop strategies to address personal roles and responsibilities in groups.

Art: Expression Level Three- Component 10-Media and Techniques –Fabric Arts

-  Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.



Book Title: Red Parka Mary

Author: Peter Eyvindson

Artwork: Rhian Brynjolson

Annotation:

A heart-warming story of how a young boy learns to look beyond outward appearances and discover the kindness and love of Mary, his elderly neighbour. As they get to know each other, Mary teaches the boy many things. At Christmas the boy presents Mary with a gift of a warm red parka and Mary gives the boy the biggest and best gift of all- the gift of her love. Colourful, life-like illustrations help tell this gentle yet powerful story.

Concepts at a Glance:

🚩 Generosity, family, respect, Elders

Text Set on Berries: *Niwechihaw: I Help, Walking with Aalasi, Helping Grandma* (Mildred Milliea), *Berry Magic* (Huffman and Sloat), *Nana Band the Cranberries* (Joe and Matrine McLellan), *When the Shadbush Blooms* (Messinger and Katz)

Links to Explore:

Activities related to the story - http://www.nwt.literacy.ca/resources/famlit/little_chefs/redparka-mary.pdf

Activities related to berries -




<http://aboriginaleducation.epsb.ca/documents/Chokecherry.pdf>

Projects, Ideas and Activities:

1. Read for enjoyment.
2. Retell, as a class, the story from Mary's point of view (or the mom's). Write the story individually or as a class title.
3. Use a story diagram to map out features of the book: beginning, middle, end, setting, characters, problem solution etc.
4. Write a reflection on how "Mister" changes, and why.
5. Bring different berries into class to use for activities such as: making jam, making fruit leather, eating with bannock or cake.
6. Bring in different berries to compare for size, shape, colour, weight (how many blueberries in a litre, how many blueberries etc.)
7. Share stories of berry picking. Read about how berry picking has been part of First Nation cultural traditions for centuries. Which berries grow in your community?
8. Discuss the season that berry picking is done and how berries are preserved so we can eat them in other seasons. Invite someone one in to take the class berry picking.
9. Google Red parka Mary and do some of the activities found on line.
10. Make a gift to bring to an elderly person in your community. It can be snow shoveling!




Red Parka Mary-Curricular Links

Science

-  **Grade 1-Topic A:** Creating Colour
-  **Grade 1-Topic E:** Needs of Plants and Animals
-  **Grade 4-Topic E:** Plant Growth and Changes



Mathematics Strands

Shape and Space



-  **(1)** Demonstrate an understanding of measurement as a process of comparing.
-  **(2)** Use direct and indirect measurement to solve problems.
-  **(3)** Use direct and indirect measurement to solve problems.

English Language Arts



1.1. Discover and Explore

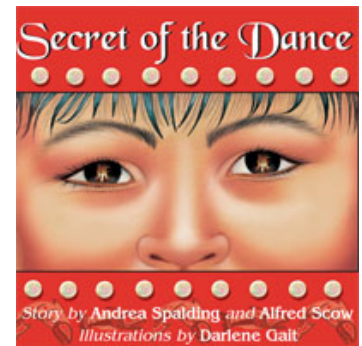
-  (K) Talk and represent to explore, express and share stories, ideas and experiences.
-  **(2)** Contribute relevant ideas and information from personal experiences to group language activities

2.2. Respond to texts

-  **(2)** Engage in a variety of shared and independent listening, reading and viewing.
-  **(3)** Tell or write about favourite parts of oral, print and other media texts.

2.3 Share and Review

-  **(1)** Know that stories have beginnings, middles and endings.
-  **(3)** Include events, setting and characters when summarizing or retelling oral, print or other media texts.



Book Title: Secret of the Dance




Authors: Andrea Spalding and Alfred Scow

Illustrator: Darlene Gait

Annotation:

Based on the true story of retired Judge Alfred Scow, Elder of the Kwick'wa'sut'eneuk people. He was born in 1927 during a time when traditional ceremonies were outlawed by the Canadian government. In *Secret of the Dance*, Watl'Kina's family defies the Indian Agent, just as many other families did to go far afield in order to practice a potlatch ceremony in secrecy.

Concepts at a Glance:

-  Resilience, hope
-  Governmental policy
-  Identity, family

Text Set Links: Kookum's red shoes, Solomon's tree,

Projects, Ideas and Activities:

1. Look closely at all the facial expressions created by the illustrator. How would you describe them all? Use different words to describe each emotion. Keep the word bank of feeling words as reference for writing projects. Make a quick emotion alphabet book if you have enough words to cover most of the letters!
2. Research button blankets. Gather some images for the students to study. Find out how buttons came to be used. Learn about what was used before buttons.
3. Masks are an important part of the story. Find out more about masks used by the Pacific Coastal peoples. Some masks are used only for ceremonies and therefore are sacred. Others are made for different reasons. Make masks that you can use to act out a trickster tale. You can use: paper, clay, found objects, fabric.
4. Collect buttons to use as the basis of 2 art projects. First make a 2-D picture. Teach students how to sew on buttons so that they can turn the 2-D pictures into 3-D using buttons.
5. Examine how colour is used. Try making a picture using only shades of black and white with one spot of vivid colour to highlight what you think is important.

Secret of the Dance-Curricular Links

Art Level One: Reflection

- ✚ **Component 3-Appreciation (A)** Art takes different forms depending on the materials and techniques used. (E) Tints and shades of colours or hues affect the contrast of a composition.

Art Level One and Two: Depiction

- ✚ **Component 6-Qualities and Details (D)** Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value. (E) Images are stronger when contrasts of light and dark are used.

Art Level One and Two: Composition

- ✚ **Component 7 (A)** The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.

Art Level One: Expression

- ✚ **Component 10i (A)** Feelings and moods can be interpreted visually (B) Specific messages; beliefs and interests can be interpreted visually, or symbolized.
- ✚ **Component 10iii-Media and Techniques (E):** Learn the basics of thread and needle manipulation.

Art Level Three: Composition

- ✚ **Component 7 (A)** Viewfinders are useful devices to determine the best format for what will be portrayed and the centre of interest.

English Language Arts

1.1 Discover and Explore-Experiment with language and form

- ✚ (4) Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts.
- ✚ (9) 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: Extend Understanding

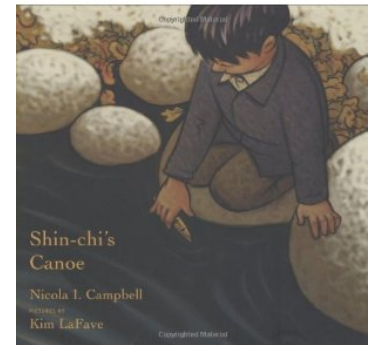
- ✚ (2) Find more information about new ideas and topics.
- ✚ (4) Explore ways to find additional ideas and information to extend understanding.
- ✚ (4) Retell events of stories in another form or medium.

2.1 Use Strategies and Cues: Use prior knowledge

- ✚ (K) Connect oral language with print and pictures.
- ✚ (3) Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letter, pictionaries, and junior dictionaries, are organized, and use them to construct and confirm meaning.
- ✚ (8) Use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences.

2.4 Create Original Text: Elaborate on Expression of ideas

- ✚ (2) Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts.
- ✚ (3) Use sentence variety to link ideas and create impressions on familiar audiences.
- ✚ (6) Use literary devices such as imagery and figurative language to create particular effects.



Book Title: Shin-chi's Canoe

Author: Nicola Campbell **Artwork:** Kim LaFave

Annotation:

This poignant sequel to award winning Shi-shi-etko tells the story of two young siblings in residential school. In telling this story, Nicole Campbell draws on interviews with her family and Elders who survived residential school. In spite of the devastation of a long separation, collection in a cattle truck, daily hard work and meager meals, strong family ties prevail. Beautiful illustrations help make this a story of hope and resilience.

Concepts at a Glance:

- ✚ Resilience, identity, family ties
- ✚ Canadian history, public policy, governance

Text Set on Residential School: As long as the Rivers Flow, Shi-Shi-Etko, Fatty Legs, A Stranger at Home, Home to Medicine Mountain (Santiago)

Links to explore:

- Excellent interactive and primary source resources <http://www.wherearethekids.ca/en/>
- Comments from the author http://www.lookingforwardlookingback.com/index.php?option=com_content&view=article&id=101&Itemid=107

Projects, Ideas and Activities:

1. Read *Shi-Shi-Etko* and discuss what it means to be a sequel.
2. Explore how the art in the book helps convey emotions, and information not told by the print (size of people, shadows, no faces, colour emphasis or lack of colour).
3. Discuss how family members support one another. Tell stories about how family members have helped you. Write these stories.
4. Make a bulletin board together that celebrates the ways in which families support each other.
5. Use common shapes of people, make one side colourful and bright to convey hope, make the other side in dull shades to convey sadness and discouragement.
6. Shin-Chi's canoe was a symbol of hope. Make symbols of hope.
7. Talk about how school is different today and how everyone in the class contributes to make school like home rather than a place no one wants to go.

Shin-Chi's Canoe-Curricular links

Social Studies 1.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 1.2.2 Analyze how families and communities in the present are influenced by events or people of the past.

Social Studies 2.2: A community in the past

- ✚ 2.2.7 Examine how a community being studied has changed.

Social Studies 4.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 4.2.2 Assess critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time.

Social Studies 5.2: Histories and Stories of ways of life in Canada

- ✚ 5.2.2 Examine critically, the ways of life of Aboriginal peoples in Canada.

Social Studies Skills and processes

- ✚ Develop skills of critical thinking and creative thinking.
- ✚ Develop skills of historical thinking.

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Art Level One: Expression

Component 10-Purpose 1

- ✚ (C) Family groups and people relationships can be recorded visually.
- ✚ (D) Knowledge gained from study or experimentation can be recorded visually.

Component 10-Purpose 4

- ✚ (A) Feelings and moods can be interpreted visually.
- ✚ (B) Specific messages, beliefs and interests can be interpreted visually or symbolized.

Art Level Two: Depiction

Component 6-Qualities and Details

- ✚ (B) Colour can be made to appear dull or bright.
- ✚ (C) Graduations of tone are useful to show depth or the effect of light on objects.

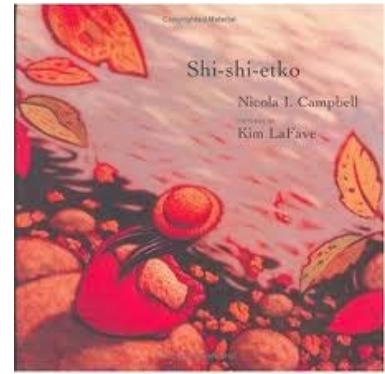
English Language Arts

1.1 Discover and Explore

- ✚ (1) Share personal experiences that are clearly related to oral, print and other media texts.
- ✚ (2) Contribute relevant ideas and information from personal experiences to group language activities.

2.4 Create Original Text

- ✚ (1) Generate and contribute ideas for individual or group, oral, print and other media text.
- ✚ (2) Use own and respond to others' ideas to create oral, print and other media texts.



Book Title: Shi-shi-Etko



Author: Nicola Campbell

Artwork/Illustrations: Kim LaFave

Annotation:

This beautifully illustrated story is a moving account of how a young girl spends her last day with family before leaving for residential school. Just before she leaves, mother, father and grandmother share valuable teachings.

Concepts at a Glance:

-  Resilience, Identity
-  Canadian History, Public Policy, Governance

Text Set on Residential School: As long as the Rivers Flow, Shin-chi's Canoe, Fatty Legs, A Stranger at Home, Home to Medicine Mountain (Santiago), Kookum's Red Shoes

Links to Explore:

- Excellent interactive and primary source resources <http://www.wherearethechildren.ca/en/>
- Wordle site- <http://www.wordle.net/>

Projects, Ideas and Activities:

1. Read Shin-Chi's Canoe and discuss what it means to be a sequel.
2. Explore how the art in the book helps convey emotions, and information not told by the print (size of people, shadows, no faces, colour emphasis or lack of colour).
3. Discuss how family members support one another. Tell stories about how family members have helped you.
4. Make a bulletin board celebrating the ways family members support each other.
5. Use common shapes of people, make one side colourful and bright to convey hope, make the other side in dull shades to convey sadness and discouragement.
6. Talk about how school is different today and how everyone in the class contributes to make school like home rather than a place no one wants to go.
7. Who is your favorite character? In pairs, find words to describe them. Do a Wordle project.

Shin-Chi's Canoe-Curricular links

Social Studies 1.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 1.2.2 Analyze how families and communities in the present are influenced by events or people of the past.

Social Studies 2.2: A community in the past

- ✚ 2.2.7 Examine how a community being studied has changed.

Social Studies 4.2: Moving Forward with the Past: My Family, My History and My community

- ✚ 4.2.2 Assess critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time.

Social Studies 5.2: Histories and Stories of ways of life in Canada

- ✚ 5.2.2 Examine critically, the ways of life of Aboriginal peoples in Canada.

Social Studies Skills and processes

- ✚ Develop skills of critical thinking and creative thinking.
- ✚ Develop skills of historical thinking.

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching

Art Level One: Expression

Component 10-Purpose 1

- ✚ (C) Family groups and people relationships can be recorded visually.
- ✚ (D) Knowledge gained from study or experimentation can be recorded visually.

Component 10-Purpose 4

- ✚ (A) Feelings and moods can be interpreted visually.
- ✚ (B) Specific messages, beliefs and interests can be interpreted visually or symbolized.

Art Level Two: Depiction

Component 6-Qualities and Details

- ✚ (B) Colour can be made to appear dull or bright.
- ✚ (C) Graduations of tone are useful to show depth or the effect of light on objects.

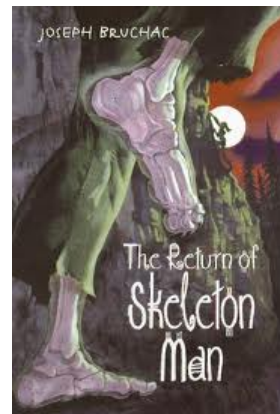
English Language Arts

1.1 Discover and Explore

- ✚ (1) Share personal experiences that are clearly related to oral, print and other media texts.
- ✚ (2) Contribute relevant ideas and information from personal experiences to group language activities.

2.4 Create Original Text

- ✚ (1) Generate and contribute ideas for individual or group, oral, print and other media texts.
- ✚ (2) Use own and respond to others' ideas to create oral, print and other media texts.



Book Title: Skeleton Man

Authors: Joseph Bruchac

Annotation: Molly wakes up one morning to discover her parents are gone. She is turned over to her great-uncle, a mysterious man totally unknown to her. The uncle rarely speaks to Molly and locks her in her room at night. By remembering what her parents told her about trusting dreams, Molly is able to solve the mystery of her parent's disappearance. The original Skeleton Man is a traditional Mohawk story. Bruchac's novel respectfully incorporates traditional Mohawk lore into this page-turning chiller. A short and easy read, it will attract reluctant readers.

Concepts at a Glance: family, courage, suspense, dreams

Text Set on Author Joseph Bruchac: The Arrow over the door, Heart of a Chief, The Way, Children of the Long house, Whisper in the Dark.

Links to explore:

Author: <http://www.josephbruchac.com/>

Projects, Ideas and Activities:

1. Read aloud using lots of expression. Give an additional copy out for students to follow along if they choose.
2. Use as a novel study—purchase a few more copies and use it as guided reading.
3. Read other books by Joseph Bruchac. Explore similarities and differences in specific characters, genres of writing, etc.
4. Explore the web site of Joseph Bruchac. Listen to him read some of his poetry aloud.
5. Page 22 is a description of the bedroom. Have students write descriptions of rooms they like, and rooms they do not like! Explore the difference in the **process** of writing these two pieces (were they reluctant, was it harder etc) and in **what** they write about these rooms. In order to do this you may need to teach:
 - a. Descriptive writing
 - b. Simile
 - c. Paragraph writing
6. Discuss foreshadowing and find examples in the story.
7. Chart all the ways that Molly had to be resourceful and solve problems—with her solutions.
8. Share times when students have had to be courageous and solve a difficult problem.
9. Write a series of diary entries from the perspective of Molly, and of her uncle.
10. Discuss boundaries and how Molly protected herself!

Skeleton Man-Curricular Links

Health and Life Skills: Safety and Responsibility

- ✚ (5) Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.
- ✚ (8) Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g. dark parking lots, lack of railway crossings.

Health and Life Skills: Understanding and Expressing Feelings

- ✚ (5) Identify and use long-term strategies for managing feelings
- ✚ (6) Establish personal guidelines for expressing feelings.

English Language Arts

2.3 Understand forms and genres

- ✚ (5) Identify and discuss the main character's point of view and motivation.
- ✚ (5) Identify examples of apt word choice and imagery that create particular effects.
- ✚ (5) Identify and discuss similarities and differences among a variety of forms of oral, print and other media texts.
- ✚ (6) Alter words, forms and sentence patterns to create new versions of texts for a variety of purposes.

2.4 Create original text

- ✚ (5) Use own experiences as a starting point and source of information for fictional oral, print and other media texts.
- ✚ (6) Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose.
- ✚ (8) Write and represent narratives from other points of view.



Book Title: Smiler's Bones

Authors: Peter Lerangis

Annotation:

Smiler's Bones, a heartfelt story that tells the plight of Minik, his father and a number of Inuit people who were taken from their home in Greenland to the American Museum of Natural History in New York to be a live "Eskimo" exhibit. It is a compelling, engaging story of loss, deception, exploration and survival that is based on historical facts from the title *Give Me My Father's Body: The Life of Minik, the New York Eskimo* by Kenn Harper.

Concepts at a Glance:

- ✚ Community, identity, place
- ✚ Culture, tradition, history
- ✚ Resilience, humility, courage, loss



Could be part of text sets on survival, identity, explorers

Projects, Ideas and Activities:


1. Math – determine distance from Greenland to New York and convert distance
2. Science – ecological systems of the Arctic and northwest passage
3. Social – freedom, democracy, human rights
4. English language Arts: Interview Minik

Smiler's Bones: Curricular Links



Social Studies General Outcomes

-  6.1 Citizens participating in Decision Making.
-  8.3.1 Appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies.

Social Studies Values and Attitudes

-  Value the diversity, respect the dignity and support the equality of all human beings.

Social Studies Skills and Processes

-  Develop skills of critical thinking and creative thinking.
-  Develop skills of historical thinking.


Mathematical Strands:

Shape and Space

-  (5) Demonstrate an understanding of measuring length.


Mathematical Processes: Problem Solving, Reasoning

Science Grade 7:


-  Unit A: Interactions and Ecosystems (Social and Environmental)

English Language Arts


4.2 Clarify and Extend

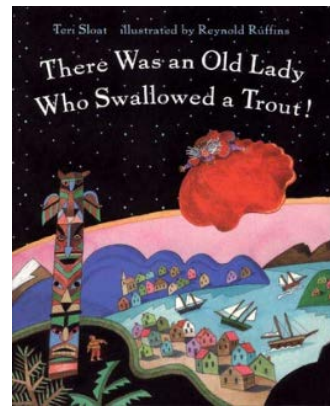
-  (7) Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.

2.2 Respond to Texts

-  (7) 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.

2.3 Understand Forms, Elements and Techniques

-  (6) Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts.



Book Title: There Was an Old Lady Who Swallowed a Trout

Author: Teri Sloat

Illustrator: Reynold Ruffins

Annotation:

A fast paced, rollicking retelling of there was an old lady who swallowed a fly, this is sure to delight all readers. It is set on the west coast, with many familiar icons. Great for early literacy, for a text set on cumulative tales, or just a great read-aloud.

Text Sets: Here is an Arctic Winter, This is the house that Jack built, There was a Cold lady who Swallowed some Snow! (Lucille Colandro), I know an Old Lady who Swallowed a Pie (Alison Jackson), Animal food chains

Concepts at a glance: Cumulative tales, Early literacy, BC coastal landscape

Links:

- The music and lyrics to the song: <http://kids.niehs.nih.gov/games/songs/childrens/swallflymp3.htm>
- U tube -I know an old lady who swallowed a Bat <http://www.youtube.com/watch?v=XX0gTejB-zg>

Projects, Ideas and Activities:

1. Read the story for enjoyment.
2. Count the number and types of animals.
3. Make cut outs of animals and sort for comparisons.
4. Provide students with house shapes similar to those in the book. Experiment with moving them around. Teach:
 - a. How to overlap
 - b. Moving the horizon line to different spots
 - c. Running objects over the edge of the page
5. Have students make two compositions, using the same number of houses but demonstrating the art concepts listed above.
6. Make a hanging mobile with the lady and all of the animals – in order.
7. Make a diorama with each animal in order from front to back.
8. Write a class title, using local animals.
9. Write group titles, using different settings, and therefore different animals in that setting. Share these titles with a Division 1 class and donate them to that class library.

There was an old lady –Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic D: Hot and Cold Temperatures

Science: Grade Three

- ✚ Topic E: Animal Life Cycles

Social Studies 2.1 Canada's Dynamic Communities (Inuit)

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.2 Investigate the physical geography of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting specific questions for inquiry.

Art Level One: Depiction Component 4-Main forms and proportions

- ✚ (A) All shapes can be reduced to basic shapes.
- ✚ (B) Shapes can be depicted as organic or geometric.
- ✚ (C) Shapes can be made using different procedures.
- ✚ (D) Animals and plants can be represented in terms of their proportions.
- ✚ (E) A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level One: Depiction Component 6 -Qualities and Details

- ✚ (B) Textures form patterns.
- ✚ (D) Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
- ✚ (F) Details enrich forms.

English Language Arts

2.3 Understand Forms, Elements and Techniques (K-3)

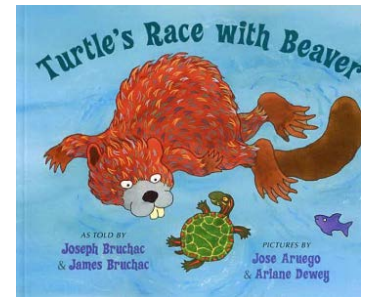
- ✚ Experience a variety of oral, print and other media texts.
- ✚ Experiment with language.

2.4 Create original text

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

3.2 Select and Process

- ✚ (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- ✚ (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
- ✚ (3) Review information to determine its usefulness in answering research questions.
- ✚ (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.



Book Title: Turtle's Race with Beaver

Authors: Joseph Bruchac and James Bruchac

Illustrators: Jose Aruego and Ariane Dewey

Annotation:

Upon awakening, after her long winter nap, Turtle sees that her pond has been taken over by Beaver. Beaver challenges Turtle to a race: whoever wins can stay while the other must find a new home. The one who wins the race demonstrates courage in the face of adversity, creativity and amazing perseverance.

Concepts at a Glance: problem-solving, creativity, determination

Text Sets: Trickster tales, funny stories

Projects, Ideas and Activities:

1. Read for enjoyment first.
2. Read again, this time to pick out the characters and setting.
3. Read a third time (or have someone in the class read it) to pull out the plot.
4. Write individual stories about animals that challenge each other and trick each other in a similar way e.g. Crocodile and a monkey on the back, elephant and a mouse that run up the trunk and so on.
5. Can be linked with science study of animal adaptations so that they write the story about the animal adaptation they are researching.
6. Used mixed media to illustrate one scene from the story. Draw in pencil. Teach water colour technique for water and sky. Add detail with thin marker or sharpie. Add colour with crayon.
7. Invite the community in for an author night in which the students read their stories to small groups of people.

Turtle's Race with Beaver- Curricular Links

Science: Grade Two

- 🎨 Topic E: Needs of Plants and Animals

Science: Grade Three

- 🎨 Topic E: Animal Life Cycles

Art Level One –Expression

Component 10 iii- Media and Techniques

- 🎨 **(A) Drawing:** Use drawing tools to make a variety of lines. Use drawing tools to make a variety of shapes. Use drawing media in combinations with other media. Use drawing to add details and textures or to create pattern.
- 🎨 **(B) Painting** - Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush. Experiment with the medium to explore its possibilities.

Art Level Two –Expression

Component 10 iii- Media and Techniques

- 🎨 **(A) Drawing:** Continue to explore ways of using drawing materials. Use drawing tools to make variety of lines extending beyond level one into character and direction.
- 🎨 **(B) Painting** – Be introduced to water colour. Apply washes using tempera or water colour. Use preliminary sketches as the basis for a painting, as well as painting directly.

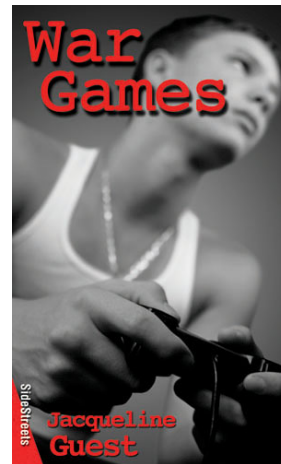
English Language Arts

2.4 Create original text

- 🎨 (1) Recall and retell or represent favorite stories.
- 🎨 (2) Create narratives that have beginning middles and ends; setting; and main characters that perform actions.
- 🎨 (3) Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts.

3.2 Select and Process

- 🎨 (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- 🎨 (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
- 🎨 (3) Review information to determine its usefulness in answering research questions.
- 🎨 (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- 🎨 (7) Distinguish between fact and opinion, and follow the development of argument and opinion.



Book Title: War Games

Author: Jacqueline Guest

Annotation:

Ryan Taber's father is on his first tour of duty in Afghanistan. Ryan can't wait for his father to be gone, and then perhaps he can finally do the things he really wants to do; play *Desert Death*. Ryan finally thinks he can be the person he wants to be not the soldier his father wants him to be. Without his father, Ryan quickly slips into a world of deceit. Deceiving friends and family and most of all himself, he must quickly learn that not all is what it seems.

Concepts at a Glance:

- ✚ Taliban, Insurgents,
- ✚ Post Traumatic Stress Disorder
- ✚ Ethics, Democracy

Links to explore:


- Learn more about Canada's role in the war in Afghanistan by exploring: http://en.wikipedia.org/wiki/Canada's_role_in_the_Afghanistan_War
- Learn more about author Jacqueline Guest at <http://www.jacquelineguest.com/>

Projects, Ideas and Activities:




1. Develop a research plan that will increase your understanding and awareness of Canada's role in the war in Afghanistan. Include information that explains why Canada is involved and what it hopes to achieve. Ensure that your sources are reliable and credible.
2. Re-read chapter 17 where Ryan and Chantel have opposing views on the Afghan war and Canadian soldier's involvement. Prepare an introductory speech that supports bringing Canadian troops home from Afghanistan using reliable and creditable sources. Also prepare an introductory speech that supports keeping our troops in Afghanistan. Be sure to use appropriate language that is respectful to all races, cultures, genders, and abilities.
3. Create a flip perspective booklet on the effects of war on soldiers and their families. You may choose a conflict of your choice to base your book on. Remember, one side will contain the perspective from a soldier and the other will contain the effects it has had on the family.
4. Read another title by author Jacqueline Guest. Compare plot lines, ways she represents First Nations and Métis people, and the setting she chooses.

War Games-Curricular Links


Social Studies Grade 7-9 General Outcomes:

-  Social Participation as a Democratic Practice


9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

-  Demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably.
-  Demonstrate a positive attitude regarding the needs and perspectives of others.
-  Access, retrieve and share information from electronic sources, such as common files use networks to brainstorm, plan and share ideas with group members.

9.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

-  Develop leadership skills by assuming specific roles and responsibilities in organization. Research for Deliberative Inquiry

9.S.7 Apply the research process:



-  Projects and events within their community.

Communication



9.S.8 Demonstrate skills of oral, written and visual literacy...

English Language Arts


1.2 Clarify and Extend

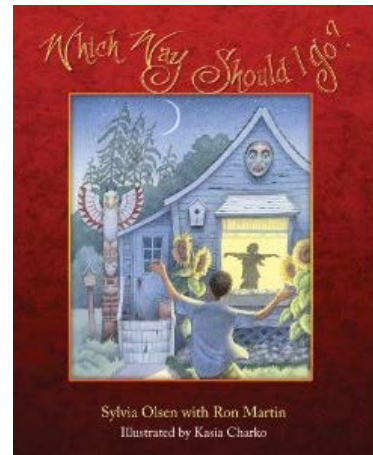
-  (8) Exchange ideas and opinions to clarify understanding and to broaden personal perspectives.
-  (9) Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.

2.2 Respond to texts

-  (7) Organize interpretations of oral, print and other media texts around two or three key ideas.
-  (8) Make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts.

5.1 Respect Others and Strengthen Community

-  (8) Use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities.



Book Title: Which Way Should I Go?

Author: Sylvia Olsen with Ron Martin

Artwork/Illustrations: Kasia Charko

Annotation:

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

Concepts at a Glance:

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





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

Projects, Ideas and Activities:

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





Which Way Should I Go? - Curricular Links

Health: Understanding and Expressing Feelings






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

English Language Arts



3.3 Organize information

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

5.2 Work Within a Group

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

2.4 Create Original Text

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



Book Title: Wisahkecahk Flies to the Moon



Author: Freda Ahenakew

Artwork/Illustrations: Sherry Farrell Racette

Annotation:

Written in English and Cree, this title is another story to add to the collection of the famous trickster tales. In this one Wisahkecahk flies to the moon, and before the tale is up, provides the legend of the creation of muskeg. As a sideline, it explains the origins of the long legs of the crane. A simple and beautifully illustrated short story.

Concepts at a Glance:

-  Trickster
-  Humor

Text Set on Tricksters: Coyote Christmas: A Lakota Story, Raven Tales, Coyote's Trick, Nanabosho and the Cranberries, Love and Roast Chicken: A Trickster Tale from the Andes Mountains, Raven Goes Berry-picking (Cameron), The Navajo Year, Trickster: Native American Tales, A graphic collection.


Can also be used as part of a text Set on Stars and Constellations

Projects, Ideas and Activities:

1. Read out loud for enjoyment.
2. Invite a Cree speaker/reader who will read the story in Cree.
3. Ask students to go outside each night for a month. Have them draw the shape of the moon each night. At school each day, have them cut out the shape on white paper, gluing it on a large sheet of black paper (keep the white paper the same size throughout so you get consistency in the size of the moon cut outs.) As time goes past you will see the way the moon waxes and wanes during the course of a month.
4. Identify major constellations and research the stories and legends attached to the constellations.
5. Write class or individual stories about individual constellations or about the moon (how the moon got holes, why there is a dark side to the moon, why the moon shrinks and grows).
6. Teach print making in order to illustrate one of the scenes from the story.
7. Have a star gazing evening with parents and community. Pick out some of the constellations. Come back in for a warm tea or hot chocolate.
8. Share stories about the constellations after the stargazing.
9. Using white paint, Q-tips and black construction paper, depict the sky you see on a specific night! Include one or two constellations.



Wisahkecahk Flies to the Moon - Curricular Links

Science: Grade Six

 Topic C: Sky Science





Art Level Three: Craftsmanship

Component 10-Media and techniques




-  (B) Continue to paint using experimental methods including without a brush.
-  (C) Make prints.

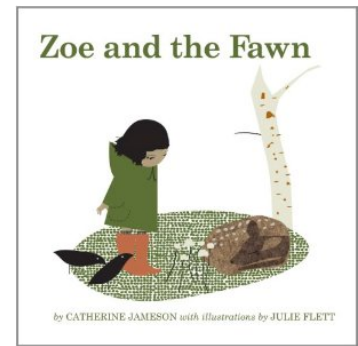
English Language Arts.

2.4 Create original text

-  (6) Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media text.
-  (6) Use literacy devices, such as imagery and figurative language, to create particular effects.
-  (7) Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict.
-  (7) Create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events.

4.3 Present and Share

-  (6) Emphasize key ideas and information to enhance audience understanding and enjoyment.
-  (6) Demonstrate control of voice, pacing, gestures, and facial expressions; arrange props and presentation space to enhance communication.
-  (7) Identify and use explicit techniques to arouse and maintain interest and to convince audience.



Book Title: Zoe and the Fawn

Author: Catherine Jameson

Artwork/Illustrations: Julie Flett

Zoe and the fawn is a delightful story of a young girl, her father and their search for the mother of a visiting fawn. Each time they spot a new animal Zoe wonders if that is the mother they are looking for. After searching over a small hill, in the tall grass and at a creek they return home to a surprise. The repetitive text and textured, vibrant illustrations make this gentle book a great addition to a young reader's collection. Animal names featured in both English and Okanagan Syilx.

Language Arts at a Glance: Demonstrating use of descriptive words, demonstrating how to punctuate questions.

Could be used as part of text sets on animal babies, animals and their needs, seasons, learning from family members

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment.
2. Read again to list all the animals seen in the illustrations (note: all the insects, birds, amphibians, etc. that should be on the list but are not mentioned in the story)
3. Read again to list all the questions, teach how to punctuate questions.
4. As a class re- write the story changing the:
 - a. Setting-by the wetland, on the prairie, by the sea, in the arctic.
 - b. Season-summer, winter, spring, or at night.
 - c. Characters-mom and son, grandmother and child, two friends.

Note that changing the setting will require some research into what plants and animals live in that setting and could realistically be part of the story.
5. Read again with a focus on illustrations. Note how the illustrator:
 - a. Creates the forest floor (repeated dots).
 - b. Creates leaves (leaf shapes with details drawn in using simple black lines).
 - c. Creates distance (layer shapes or images, lightening the colours to make depth)
 - d. Creates movement (dotted lines).
6. Do a series of art lessons on the concepts of #5 with the end result being one project each—an illustration for each page of the class created story.
7. Have each student create their own book.

Zoe and the Fawn - Curricular Links

Science: Grade One

- 🚧 Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- 🚧 Topic E: Small Crawling and Flying Animals

Science: Grade Three

- 🚧 Topic E: Animal Life Cycles

Art Level One: Depiction Component 4 - Main Forms and Proportions

- 🚧 (A) All shapes can be reduced to basic shapes.
- 🚧 (B) Shapes can be depicted as organic or geometric.
- 🚧 (C) Shapes can be made using different procedures.
- 🚧 (D) Animals and plants can be represented in terms of their proportions

Art Level One: Expression Component 10i - Purpose 2 and 3

- 🚧 (A) A narrative can be retold or interpreted visually. Details, patterns or textures can be added to two-dimensional works.
- 🚧 (B) An original story can be created visually.

English Language Arts

3.1 Plan and Focus

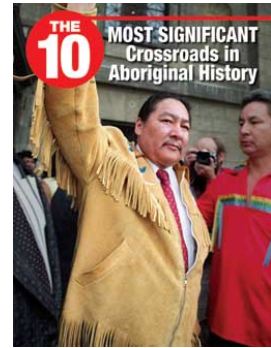
- 🚧 (K) Suggest ways to gather ideas and information.
- 🚧 (1) Ask and answer questions to satisfy information needs on a specific topic.
- 🚧 (2) Relate personal knowledge to ideas and information in oral, print and other media texts.
- 🚧 (3) Use self-questioning to identify information needed to supplement personal knowledge on a topic.

3.2 Select and Process

- 🚧 (K) Use illustration, photographs, video programs, objects and auditory cues to access information.
- 🚧 (1) Match information to research needs.
- 🚧 (2) Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.

4.2 Attend to Conventions

- 🚧 (1) Write simple statements, demonstrating awareness of capital letters and periods.
- 🚧 (2) Write complete sentences, using capital letters and periods.
- 🚧 (3) Identify a variety of sentence types, and use in own writing.



Book Title: 10 Most Significant Crossroads in Aboriginal History

Author and Illustrator: Jan Beaver

Annotation:

This title is one of the 10 series, geared towards grades 6-12. It uses multiple textual forms and visual images to present various viewpoints related to each of the cross roads highlighted in the titles. The cross roads include:

- Meech Lake Accord
- Northwest rebellion
- Confederacy of Five Nations and the Peacemaker
- Creation of Nunavut
- Mi'kmaq war
- Iroquois war
- The numbered treaties
- Indian Act
- Residential schools
- Arrival of the Europeans



Multiple Text Sets could be made, using each of the crossroads listed above.

Uses in the classroom

1. Guided reading lessons on:
 - a. Reading non-fiction material.
 - b. Using archival material-how to read archival photographs.
 - c. Using key words, glossaries, headlines for decoding materials.
 - d. Decoding unfamiliar words.
 - e. Dictionary skills.
 - f. Map reading.
2. Writing lessons on:
 - a. Using quotations (embedded in writing of b and c).
 - b. Newspaper articles (one event=multiple articles, different times, people etc.).
 - c. Point of view (rewrite one of the events from a different point of view).
 - d. Timelines (plot the events mentioned in the book on a timeline).
3. Oral skills focused on:
 - a. **Presenting** on one of the topics.
 - b. **Debating** which order the crossroads should be listed.
 - c. **Listening** and **asking questions** of a presenter.

10 most Significant Crossroads-Curricular Links

Social Studies 7. Canada: Origins, Histories and Movement of Peoples






-  **7.1** Toward Confederation.
-  **7.2** Following Confederation: Canadian Expansions.

Social Studies 9. Canada: Opportunities and Challenges



-  **9.1** Issues for Canadians: Governance and Rights.

English Language Arts



2.1 Use strategies and Cues

-  (6) Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning.
-  (7) Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content.
-  (8) Take notes, make outlines and use strategies as read, recite, review to comprehend and remember ideas and information.
-  (6-9) Use text features, visual and textual cues.
-  (7) Skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words.


2.4 Create Original Text

-  (7) Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.
-  (8) Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes.




3.3 Organize, Record and Evaluate

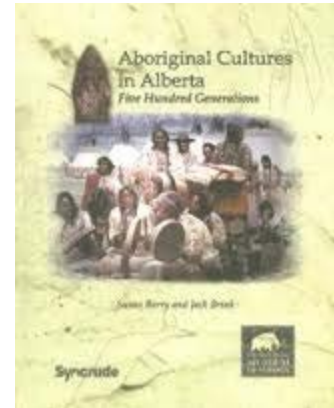
-  (7-9) Make notes, using headings and subheadings or graphic organizers appropriate.
-  (6-8) Reflect on ideas and information to form own opinions with evidence to support them.

3.3 Share and Review

-  (6-9) Communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs.

4.3 Present and Share

-  (7) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.
-  (8) plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications.
-  (9) provide feedback that encourages the presenter and audience to consider other ideas and additional information.



Book Title: Aboriginal Cultures in Alberta

Authors: Susan Berry and Jack Brink

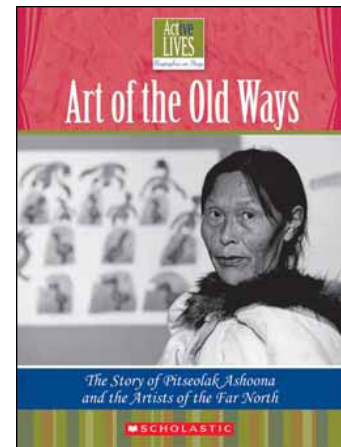
Annotation:

This is an excellent resource for teachers who need breadth and depth of information about Alberta's FNMI peoples in order to provide connections to different curricular areas. The resource includes information about, but NOT limited to:

- ✚ How archaeological information about our First peoples is gathered
- ✚ Tools
- ✚ Buffalo-hunts, jumps, uses, food processing
- ✚ Seasonal living
- ✚ Different historical art forms such as rock paintings, carvings (bone, stone and antler)
- ✚ Traditional ways of living in the north, south, plains
- ✚ Dene, Blackfoot, Cree, Métis peoples
- ✚ The fur trade: alliances, role of women, impacts, disease, decline
- ✚ Living from the land
- ✚ Spirituality and Sacred sites
- ✚ Dress and designs
- ✚ Governmental Policy: Expansion, Suppression, Assimilation
- ✚ Treaties, Indian Act, Residential schooling
- ✚ Rights, Struggle and Healing

Uses in the classroom

1. Archival photographs as well as the variety of artifacts, tools and cultural items make this a great resource in **all** subject areas.
2. Guided reading lesson on how to find information. Pose questions that can be answered in specific sections. Give each student a copy of the contents page. Have them determine which section might help answer the question. Then have them take turns looking it up.



Book Title: Art of the Old Ways: The Story of Pitseolak Ashoona and the Artists of the Far North

Authors: Vanessa York

Artwork/Illustrations: Samuel Sakaria

Annotation:

Cape Dorset is a community of many artistic talents. The story is centered on the life of one Inuit women's journey from a traditional Inuit life, struggling to raise a family by herself, to that of becoming one of Canada's most famous artists: drawing, sculpting and painting the "Old Ways." Just as the story seems to come to an end, the reader can participate in a play script based on the life of Pitseolak Ashoona. The story also offers a description of the printmaking process. The authors have been meticulous at ensuring that people in the photographs are identified and their activities described. This is much better than using stock photos.

Concepts at a Glance:

🌈 Resilience, Identity, Culture, Traditional Environmental Knowledge, Trade Relations

Can be used as part of text sets on First Nations, Métis and Inuit artists, Inuit people, sculpture,

Links to Explore:

- Google **Pitseolak Ashoona** to examine her art and representation of the "Old Ways."

Projects, Ideas and Activities:

1. Who are the Inuit? Find out where they live in Canada and information on their way of life; compare it to your own.
2. Search internet websites to find more information on the setting of the story.
3. Find out more about a First Nation, Métis or Inuit community nearby. Compare their way of life to that of Pitseolak Ashoona.
4. Discuss and explore why *Eskimo* and other terms used to describe First Nations, Métis and Inuit Peoples are not acceptable today.
5. Discuss and present to classmates the appropriateness of various materials to the construction of traditional First Nation, Métis and Inuit boats, kayaks, and canoes, in particular:
 - a. the degree to which the material is waterproof (not porous).
 - b. the ability to form waterproof joints between parts.
 - c. the stiffness or rigidity of the material.
6. Create an illustration that represents a childhood story. Replicate the illustration using a variety of print making methods.
7. Use the play at the back for a Readers Theatre performance.

Art of the Old Ways- Curricular Links

Social Studies General Outcomes:

(1) 1.1 My World: Home, School, and Community -1.1.2-

- ✚ Value the groups and communities to which they belong.

(2) A Community in the Past- 2.2.1

- ✚ Appreciate how stories of the past connect individuals and communities to the present.

(4) The Stories, Histories and peoples of Alberta -4.2.1

- ✚ Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

(5) The Geography of Canada- 5.1

- ✚ Appreciate how the land sustains communities and the diverse ways that people have of living with the land.

Program Foundations: Citizenship and Identity, Aboriginal perspectives,

Strands: Culture and Community, time, Continuity and Change

Art Level Two: Composition

Component 3-Appreciation

- ✚ (A) Contextual information (geographical, historical, biographical, and cultural) may be needed to understand works of art.

Art Level Two: Expression

Component 10-Media and Techniques

- ✚ (C): Further explore print-making materials and their uses and effects.

English Language Arts

1.2 Clarify and Explore

- ✚ (5) Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

2.2 Respond to Texts

Experience various texts

- ✚ (5) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers

Construct meaning from texts

- ✚ (5) Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
- ✚ (5) Describe and discuss the influence of setting on the characters and events

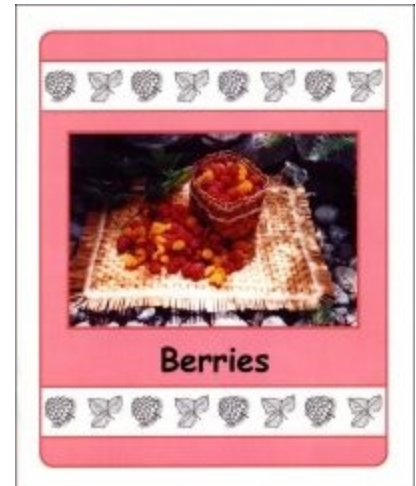
Respect Others and Strengthen Community

- ✚ (5) Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media
- ✚ (7) Discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts

Science

Grade 2: Topic B:

- ✚ Buoyancy and Boats



Book Title: Berries

Author and Illustrator: Pam Holloway

Annotation

This is a simple story for the beginning reader and part of the Cedar Reader Series. It uses the sentence frame “I see the _____” to show all the available berries. While the berries featured are from the west coast, this book was included to demonstrate how one can create books based on community knowledge.

Could be used as part of text sets on plants, forests, healthy eating, traditional foods and so on.

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment.
2. Discuss the berries that you pick in your community.
3. Invite someone in to share berries with.
4. Make muffins with berries or bannock with berries on the top.
5. Create your own books about the berries in your community.
6. Have each student create their own book about what they like made out of a particular berry:
 - a. I like strawberry jam.
 - b. I like strawberry pancakes.
 - c. I like strawberry ice cream.
7. Make other books about different animals or plants in your community using different frames:
 - a. I see
 - b. I hear
 - c. I like
8. Make a still life using berries, a basket and something else. Teach still life drawing using different drawing items: pencil, crayon, chalk pencils. This may take several lessons!
9. Read other books on berries.

Berries - Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic E: Small Crawling and Flying Animals

Art Level One: Depiction Component 4 - Main Forms and Proportions

- ✚ (A) All shapes can be reduced to basic shapes.
- ✚ (B) Shapes can be depicted as organic or geometric.
- ✚ (C) Shapes can be made using different procedures.
- ✚ (D) Animals and plants can be represented in terms of their proportions.

Art Level One: Expression Component 10i - Purpose 2 and 3

- ✚ (A) A narrative can be retold or interpreted visually. Details, patterns or textures can be added to two-dimensional works.
- ✚ (B) An original story can be created visually.

English Language Arts

3.1 Plan and Focus

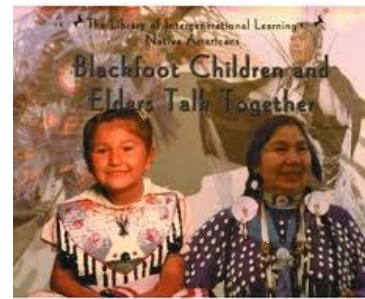
- ✚ (K) Suggest ways to gather ideas and information.
- ✚ (1) Ask and answer questions to satisfy information needs on a specific topic.
- ✚ (2) Relate personal knowledge to ideas and information in oral, print and other media texts.
- ✚ (3) Use self-questioning to identify information needed to supplement personal knowledge on a topic.

3.2 Select and Process

- ✚ (K) Use illustration, photographs, video programs, objects and auditory cues to access information.
- ✚ (1) Match information to research needs.
- ✚ (2) Locate answers to questions and extract appropriate and significant information from oral, print and other media texts.

4.2 Attend to Conventions

- ✚ (1) Write simple statements, demonstrating awareness of capital letters and periods.
- ✚ (2) Write complete sentences, using capital letters and periods.
- ✚ (3) Identify a variety of sentence types, and use in own writing.



Book Title: Blackfoot Children and Elders Talk Together

Author: E. Barrie Kavasch

Photographer: John Bacolo, A.J./Group

Annotation: Children and Elders talk about their Aboriginal Blackfoot culture. Topics include Blackfoot ways, celebrations, the land, families, ceremonies, food and prayers and thoughts about the future. Other titles in this series that focus on children and Elders of the following cultures: Apache, Crow, Lakota, Seminole, Zuni.

Concepts at a Glance: Family relationships, Blackfoot culture and language, Elder storytelling,

Links to Explore:

- Blackfoot Culture and History: http://www.glenbow.org/blackfoot/teacher_toolkit/english/culture/index.htm
- Blackfoot Canadian Cultural Society: <http://www.blackfoot.ca/bccsindex.htm>
- Niisitapiisini- Our Way of Life: http://www.glenbow.org/blackfoot/teacher_toolkit/english/culture/theBlackfootWorld.html


Projects, Ideas and Activities:

1. Listen to the stories.
2. Talk about Elders and our relationships with our grandparents.
3. Find out more about the jingle dress. Invite a community member in to demonstrate the dress and jingle dance or visit the Royal Alberta Museum to view the jingle dress that is on display. Find a video that features jingle dresses and dancing.
4. Read other books about healthy family relationships.
5. Have students research Sundance, powwow and Buffalo Jump celebrations and share their findings with their peers.
6. Discuss the clothing and regalia worn by the people in the book. Compare these to students' own family cultural clothing. Look carefully at Blackfoot regalia and identify the materials used in making them (i.e. beads, hide, cloth, feathers, bone, etc.).
7. Discuss the Blackfoot people's sacred relationship with the land.
8. Learn more about Buffalo Jump National Park.
9. Make pemmican.


Blackfoot Children and Elders Talk Together – Curricular Links

Social Studies:


4.1 Alberta: A Sense of the Land

-  Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

4.2 The Stories, Histories and People of Alberta


-  Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to a sense of belonging.

5.2 Histories and Stories of Ways of Life in Canada


-  Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

English Language Arts:


1.1 Discover and Explore

-  (7) Extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes.


1.2 Clarify and Extend

-  (1) Listen to the experiences and feelings shared by others.


2.2 Respond the Texts

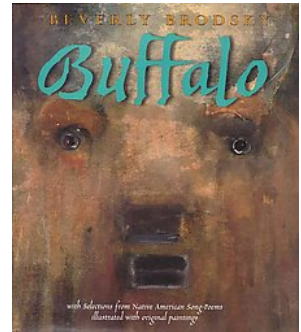
-  (5) Describe and discuss the influence of setting on the characters and events.

2.4 Create Original Text

-  (6) Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

3.2 Select and Process

-  (3) Find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment.



Book Title: Buffalo

Author and Illustrator: Beverly Brodsky

Annotation:

This title is a magnificent collage bringing together visual imagery, teachings, historical detail and tribal song poems. By using a multi-layered perspective, Brodsky conveys a depth of understanding. A must have for any collection on art, poetry, or history of the demise of the buffalo.

Concepts at a Glance:

🌈 Resilience, identity, culture,

Text Set: any collection of poetry, art, or books on the buffalo

Projects, Ideas and Activities:

1. Share one page a day-discussing the images and the poetry or description related to the images.
2. Try doing a painting with twigs, reeds, feathers (page 8).
3. Find out more about the buffalo that once roamed the plains in numbers too great to count.
4. Turn any of the poems (p. 18 is excellent for this) into a creative movement or dance using a drum or flute.
5. Use *Countless Millions* (page 16 and 17) as inspiration for a water colour composition. It will require several art classes and specific lessons on:
 - a. Brush technique
 - b. Horizon lines
 - c. Sky layering
 - d. Dry brush to make clouds etc.
6. Use the poem on page 18 as a frame for writing other poetry. This will require lessons on pronouns, commas, verbs, similes, metaphors etc. For example:

I flutter, I flutter, (pronoun +action)

I, whose movements barely stir the air (pronoun + impact),

I flutter, I flutter (repeat)



I, whose wings are patterned with beauty (pronoun + description of body part),

I flutter, I flutter

I, who moves like a gentle breeze (pronoun + simile).



Buffalo- Curricular Links

Art Level Three–Expression- Component 10 - Media and Techniques – Painting


-  Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.
-  Continue to paint using experimental methods including working without a brush.

English Language Arts


2.3 Understand Forms, Elements and Techniques

-  (6-9) Identify key characteristics of a variety of forms or genres of oral, print and other media texts.
-  (7-9) Explore surprising and playful uses of language and visuals.



4.1 Enhance and Improve

-  (7-9) Experiment with figurative language, voice, sentence patterns.



4.2 Attend to conventions

-  (7-9) Use commas to separate phrases and clauses in own writing.


5.1 Respect Others and Strengthen Community

-  (6-9) Discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts.
-  (6-9) Demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts.

Music Skill: Moving

-  (7) Improvise movements to poems, stories and songs (gr 6).
-  (9) Through movement show awareness of changes in tempo, dynamics and mood (gr 6).

Music Skill: Playing Instruments

-  (7) Accompany songs, stories and poems with appropriate instrumental effects. (gr 6).



Book Title: The Bulrush Helps the Pond

Author: Ken Carriere **Photographer:** Dennis Chamberlain

Annotation:

This dual language title (English and Swampy Cree) provides young readers with an appreciation of the fragility and interdependence of the Prairie wetland system. It is especially rich in the links between traditional and western knowledge.

(Note: while the book is about the bulrush, most of the pictures portray the cattail. These are not the same plant!)

Text Set: Wetlands: Here is the Wetland (Madeleine Dunphy),

Text Set Calendar or Seasons: Thirteen Moons on a Turtle's back (J. Bruchac), Moonstick: The Seasons of the Sioux (Eve Bunting), The Navajo Year (Nancy Bo Floyd), Being Caribou: Five Months on Foot with a Caribou Herd.

Projects, Ideas and Activities:

1. Go for a walk in your community to find all the living things mentioned in the story.
2. Invite hunters and trappers from your community to share their knowledge about the living things mentioned in the book (and others!).
3. Extract list of living and nonliving things from the book. Sort and classify them in various ways.
4. Do small research projects on the different animals that live in a pond. Share what you have found out with another class.
5. Create a giant mural that depicts a pond and use string to web out how everything is interconnected.
6. Collect a bunch of cattails and bulrushes. Arrange them in a still life (two vases with the plants with a large rock or two at the base). Have students sit in a circle around the still life and draw what they see. This may take a series of lessons:
 - a. How to quick sketch-do this with different drawing items such as crayon, pens, chalk and different pens
 - b. Shapes and Proportions
 - c. Narrowing the focus
 - d. Drawing details
7. Use magnifying glasses to examine and identify some of the smaller animals that live in the pond water.
8. Put up your community Cree names for the months of the year. Why are they called that?
9. In a hallway, put a big chart paper with the Cree and English names of the months of the year. Have the school contribute in Cree and English, activities that they do during each month.

The Bulrush Helps the Pond-Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ Topic A: Exploring Liquids and Topic E: Small Crawling and Flying Animals

Science: Grade Three

- ✚ Topic E: Animal Life Cycles

Science: Grade Five

- ✚ Topic E: Wetland Ecosystems

Science: Grade Seven

- ✚ Unit A: Interactions and Ecosystems and Unit B: Plants for Food and Fibre

Art Level One: Composition

Component 7

- ✚ (B) The main part of a composition can be treated thoroughly before adding related parts.

Component 9-Craftmanship

- ✚ (A) Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
- ✚ (B) Stepping back from a work helps in judging how it can be improved.

Art Level Two: Expression Component 10iii Media and Techniques (Drawing)

- ✚ Use a variety of drawing media in an exploratory way to see how each one has its own characteristics
- ✚ Use drawing tools to make a variety of lines-curved, straight, thick, thin, broken, continuous
- ✚ Make drawings from direct observations

English Language Arts

3.1 Plan and Focus

- ✚ (K) Ask questions to satisfy personal curiosity.
- ✚ (1) Follow spoken directions for gathering ideas and information.
- ✚ (3) Contribute ideas for developing a class plan to access and gather ideas and information.
- ✚ (4) Ask relevant questions, and respond to questions related to particular topics.
- ✚ (5) Identify categories of information related to particular topics and ask questions related to each category.
- ✚ (7) Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.

3.2 Select and Process

- ✚ (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
- ✚ (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
- ✚ (3) Review information to determine its usefulness in answering research questions.
- ✚ (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.





Book Title: Come and Learn with Me

Authors: Sheyenne Jumbo and Mindy Willett **Photographs:** Tessa Macintosh

Annotation:

Come and Learn With Me introduces the reader to Sheyenne Jumbo and her family “real people” of the Smbaa K’e Dene Band from the Northwest Territories. Through simple narrative and spectacular photographs we are privy to their stories, land, traditions and history. This is part of an excellent series-each one worth purchasing.

Concepts at a Glance:

-  Community, identity, place
-  Language, culture, tradition, history

Text set on Place: Walk on the tundra, Walk with Alasi, Niwechihaw: I help, Chuck in the city, Raven: A trickster tale, Secret of the Dance, Come and Learn with Me, etc.



Projects, Ideas and Activities:

1. Read aloud over a period of days, discussing how information is organized.
2. Compare the similarities and differences between a day in your life, and a day in the author’s.
3. Write your own day story, and take photographs of your community just as Sheyenne did in this story.
4. Make a class book about your community to share with another class in another part of Canada.
5. Make paper Berry Basket and decorate it with a coloured pattern (directions at the back of the book).
6. What are the stories about your community?




Come and Learn With Me-Curricular Links

Social Studies Grade 2: Communities in Canada

2.1 Canada's Dynamic Communities



-  2.1.1. Appreciate the physical and human geography of the communities studied
-  2.1.2 Investigate the physical geography....

2.2 A Community in the Past



-  2.2.3 Appreciate the importance of collaboration and living in harmony
-  2.2.4 appreciate how connections to a community contribute to one's identity
-  2.2.5 Appreciate how cultural and linguistic exchanges connect one community to another

Social Studies Grade 5: Canada, The Land, Histories and Stories

5.1 Physical Geography of Canada


-  5.1.1. value Canada's physical and natural environment
-  5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting.

5.2 Histories and stories of ways of life in Canada

-  5.2.1 Appreciate the complexity of identity in the Canadian context
-  5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada.




Mathematical Strands:

Patterns and Relations




-  (2) Demonstrate an understanding of repeating patterns (three to five elements) by: describing, extending, comparing, creating.

English Language Arts



1.1 Discover and Explore

-  (3) Chose and share a variety of oral, print and other media texts in areas of particular interest
-  (5) Select and explain preferences for particular forms of oral, print and other media texts
-  (7) Explore and assess oral, print and other media text recommended by others

1.2 Clarify and Extend

-  (2) find new information about news ideas and topics
-  (3) Ask questions to clarify information and ensure understanding
-  (4) use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences

2.2 Respond to Texts

-  (6) Observe and discuss aspects of human nature revealed in oral, print and other media texts and relate them to shoe encountered in the community
-  (7) Express interpretations of oral, print and other media texts in another form or genre.



Flip Point of Perspectives, FNMI Titles include:

- **First Nations: This Land Was Theirs & Reserve Life* - **Author:** Vanessa York
- *The Fur Trade: Booming Business & The Fur Trade Cause of Conflict* - **Author:** Anthe Crawley
- *New France French Settlers & New France First Nations* - **Author:** Libby Anthe Crawley
- *Western Expansion: The Last, Best West & Western Expansion Aboriginal Homelands* - **Author:** Elizabeth Brereton

Annotation: The Flip Point of View series is a set of 24 books for Canadian students that examine a topic from two different perspectives, both equally weighted. Each book engages the student by providing opportunities for debate, discussion, and critical thinking. Each book includes a table of contents, timelines, glossaries, quotes, maps, illustrations, historical photographs from across Canada, case studies, biographies, and teacher lesson plans that fit with the Alberta Social Studies curriculum.

***The kit contains some of these titles as well as some cautionary notes.**

Concepts at a Glance:

- ✚ Fur Trade, Monopoly, Settlements, Alliances, Numbered Treaties
- ✚ Missionaries, Assimilation, Eurocentric, Residential School, Stereotypes,

Links to explore:

- Explore CBC's historical docudrama "A People's history," by visiting the following link: <http://www.cbc.ca/history/index.html>
- Explore the graphic stories of the Fur Trade based on the archived journals of Hudson Bay employees: "Tales of The Bay," <http://www2.hbc.com/hbcheritage/learning/ebooks/>

Projects, Ideas and Activities:

1. After reading the Flip Perspectives text set, write a paragraph explaining why the author(s) provided two different perspectives on the same topic. Why is it important to examine topics under more than one perspective?
2. Examine and discuss in groups who the target audience is for the "free land" posters on pages 7 and 13 of Western Expansion The Last, Best West. Discuss in groups the message these posters portray about people of non-European background or of female gender. What would be the reaction today to this poster?
3. Examine and research further how the impacts of the Indian Act on First Nation, Métis and Inuit Peoples. Discuss the pros and cons of having such an act. How does the Indian Act relate to the numbered treaties? Discuss if Government should have the ability to define who a person is or the terms of their identity. What terms today are used to describe Aboriginal peoples?

***Some content needs to be explained further. For example, in some potlatch ceremonies a family may give all they had but this family would not become "bankrupt." The act of giving what they had demonstrates humility as well as generosity and families who give all that they have will benefit from collective efforts of their community.**

Flip Perspectives - Curricular Links

Social Studies General Outcomes:

7.1: Toward Confederation

- ✚ Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation

7.2: Following Confederation: Canadian Expansions

- ✚ Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities

9.1.7: Assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada

- ✚ How does the *Indian Act* recognize the status and identity of Aboriginal peoples?
How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?

English Language Arts

1.2 Clarify and Extend

- ✚ (9) Examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships.
- ✚ (7) Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others.
- ✚ (9) Assess whether new information extends understanding by considering diverse opinions and exploring ambiguities.

2.2 Respond to Texts

- ✚ (8) Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view.
- ✚ (8) Explain connections between own interpretation and information in texts, and infer how texts will influence others.

2.4 Create Original Text

Elaborate on the expression of ideas

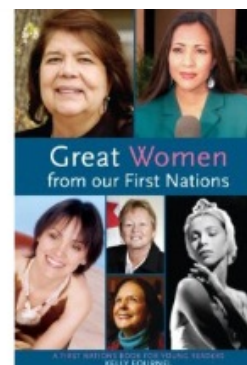
- ✚ (8) Retell oral, print and other media texts from different points of view.

5.1 Respect Others and Strengthen Community

Use language to show respect

- ✚ (8) Use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities.

***Some content needs to be explained further. For example, in some potlatch ceremonies a family may give all they had but this family would not become “bankrupt.” The act of giving what they had demonstrates humility as well as generosity and families who give all that they have will benefit from collective efforts of their community.**



Book Title: Great Women from our First Nations

Author: Kelly Fournel

Annotation:

This book profiles the following ten outstanding women leaders:

- Suzanne Rochon-Burnett
- Pauline Johnson-Tekahionwake
- Thocemtony (Sarah) Winnemucca
- Maria Tallchief
- Wilma Mankiller
- Mary Kim Titla
- Lorna B. Williams
- Susan Aglukark
- Winona LaDuke
- Sandra Lovelace Nicholas



Each of these women role models have risen above specific circumstances and have either made, or are making, a positive difference to their communities. Regrettably, this book is somewhat dated and contains women from the United States as well as Canada so that many current (Canadian) First Nations women activists are not represented. However it is a great beginning!

Projects, Ideas and Activities:

1. Read aloud 1-2 of the biographies.
2. Brainstorm other great First Nations women (or men) that the class knows.
3. List ways that people give back to their families, or communities.
4. Discuss the idea of role models. Share who students feel are their role models.
5. Write about your role model from a personal perspective.
6. Write your own biography of a First Nations woman that you respect for her contributions to her community. Present to another class. Present at a community night.
7. Discuss the difference between being a celebrity and being a role model.
8. Design a project together that helps everyone give back to their community.

Great Women from our First Nations - Curricular Links

Social Studies 7. Canada: Origins, Histories and Movement of Peoples




-  **7.1** Toward Confederation
-  **7.2** Following Confederation: Canadian Expansions

Social Studies 9. Canada: Opportunities and Challenges


-  **9.1** Issues for Canadians: Governance and Rights

English Language Arts



2.1 Use strategies and Cues

-  (7) Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content.
-  (8) Take notes, make outlines and use strategies as read, recite, review to comprehend and remember ideas and information.
-  (7) Skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words.


2.2 Respond to texts

-  (7-9) Experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters.



2.4 Create Original Text

-  (7) Chose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.
-  (8) Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes.


3.1 Plan and Focus

-  Consider audience, purpose, point of view and form when focusing topics for investigation.




3.3 Organize, Record and Evaluate

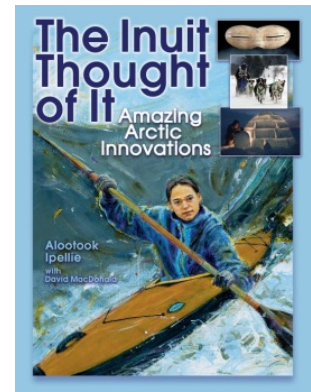
-  (7-9) Make notes, using headings and subheadings or graphic organizers appropriate.
-  (6-8) Reflect on ideas and information to form own opinions with evidence to support them.

3.3 Share and Review

-  (6-9) Communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs.

4.3 Present and Share

-  (7) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.
-  (8) Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications.
-  (9) Provide feedback that encourages the presenter and audience to consider other ideas and additional information.






Book Title: The Inuit Thought of It: Amazing Arctic Innovations

Authors: Alooook Ipellie with David MacDonald

Annotation:

The Inuit Thought of It explores more than 40 ideas crucial to survival of the Inuit. From items familiar to us today like kayaks and parkas to inventive concepts that shaped their lives including bone games and the iconic Inuksuk, this book celebrates the creativity of a remarkably resourceful people. While describing the traditional and contemporary ways of the Inuit, this book gives an opportunity to understand the survival techniques of the Inuit. It also provides a vast amount of cultural information to the reader through photographs of both past and present.

Concepts at a Glance:

-  Culture, traditional knowledge
-  Physical geography of Canada
-  Innovation and invention

Text Set on Inuksuk: Tukiliit: The Stone People Who Lived in the Wind, The Inuksuk: Guide to the North, Inuksuit, The Inuksuk Book, Inuksuk Journey

Text set on the Arctic: The North, Arctic, Northern Industries, Sun at Midnight: Amazing Arctic Climate, The Northern Environment, and Plants and Animals of the North , Walking with Aalasi, I wait and wait.

Projects, Ideas and Activities:

1. Over multiple days read portions of this book out loud so students become used to how non-fiction sounds and is organized. Questions to keep asking during this process:
 - a. How have Inuit inventions and innovations influenced others?
 - b. Why did the Inuit need to be innovative?
2. Have every student choose one innovation described. Provide categories for the students to become “experts” in. e.g. origins, problem it solved, materials used, who used it, examples of it are used today and so forth.
3. Construct a model of your innovation.
4. Teach how to organize information onto posters. This would include skills such as:
 - a. Using text features such as titles, pictures, headings, labels, diagrams
 - b. Assessing to see if the amount of gathered information is appropriate to purpose.
5. Read *I wait and wait* by the same author and discuss:
 - a. What is the difference in the language and information shared?
 - b. Why would an author choose to use poetry? What messages do they convey through poetry that they do not in informational writing?
 - c. Which do you prefer and why?
 - d. What is the advantage and disadvantage of each genre?

Inuit Thought of It - Curricular Links

Social Studies General Outcomes:

1.2 Moving Forward with the Past: My Family, My History, My Community

- ✚ 1.2.1 Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging

2.2 Canada's Dynamic Communities

- ✚ Demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

5.2 Histories and Stories of the Ways of Life in Canada

- ✚ Demonstrate an understanding of the people and the stories of Canada and their ways of life over time.

Social Studies Skills and processes

- ✚ Develop skills of critical thinking and creative thinking
- ✚ Develop skills of historical thinking

Program Foundations: Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

Science:

Topic 2.B Boats and Buoyancy

- ✚ 2.7 Construct objects that will float on and move through the water, and evaluate various designs for watercraft.

Topic 4.B Wheels and Levers

- ✚ 4.6 Demonstrate a practical understanding of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

Topic 8.D Mechanical Systems

- ✚ 8.1 Illustrate the development of science and technology by describing, comparing and interpreting mechanical devices that have been improved over time.
- ✚ 8.4 Analyze the social and environmental contexts of science and technology, as they apply to the development of mechanical devices.

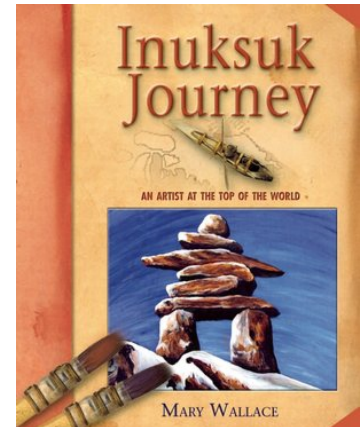
Fine Arts – Art (based on the model they created):

Level One - Reflection

- ✚ 1B. Natural forms are related to the environment from which they originate.
- ✚ 2A. Designed objects serve specific purposes.
- ✚ 3C. An artwork tells something about its subject matter and the artist who made it.

Level Two - Expression : Component 10 iii: Sculpture

- ✚ Continue to make 2 and 3 dimensional objects.
- ✚ Continue to explore the modeling possibilities.
- ✚ Explore wood relief using fastening techniques such as nailing and gluing.
- ✚ Explore the possibilities of simple wire sculpture.



Book Title: Inuksuk Journey

Author: Mary Wallace

Annotation:

A lush and evocative journey through the north, this book provides a rare glimpse of high Arctic living. Photographs, sketches and paintings illuminate the text, which is a series of journal entries over an eight day trip.

Concepts at a Glance:

- ✚ Community, identity, place
- ✚ Language, culture, tradition, history

Text set on Place: Walk on the tundra, Walk with Alasi, Niwechihaw: I help, Chuck in the city, Raven: A trickster tale, Secret of the Dance, Come and Learn with Me, etc.

Projects, Ideas and Activities:

1. Read aloud over a period of days, discussing how information is organized.
2. Compare the similarities and differences between a day in your life, and a day in the author's.
3. Write your set of journal entries, and illustrate them with the things you think might be interesting or different to someone who lives way, way up north, or on the equator!
4. Make a class book about your community to share with another class in another part of Canada.
5. What are the stories about your community?
6. Have the students create a digital travel poster or brochure about their community. This is an excellent opportunity to teach:
 - a. Graphic layout
 - b. Digital skills

Inuksuk Journey-Curricular Links

Social Studies Grade 2: Communities in Canada

2.1 Canada's Dynamic Communities

✚ 2.1.1. Appreciate the physical and human geography of the communities studied

✚ 2.1.2 Investigate the physical geography....

2.2 A Community in the Past

✚ 2.2.3 Appreciate the importance of collaboration and living in harmony

✚ 2.2.4 appreciate how connections to a community contribute to one's identity

✚ 2.2.5 Appreciate how cultural and linguistic exchanges connect one community to another

Social Studies Grade 5: Canada, The Land, Histories and Stories

5.1 Physical Geography of Canada

✚ 5.1.1. value Canada's physical and natural environment

✚ 5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting ...

5.2 Histories and stories of ways of life in Canada

✚ 5.2.1 Appreciate the complexity of identity in the Canadian context

✚ 5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada....

Mathematical Strands:

Patterns and Relations

✚ (2) Demonstrate an understanding of repeating patterns (three to five elements) by: describing, extending, comparing, creating

Language Arts

1.1 Discover and Explore

✚ (3) Chose and share a variety of oral, print and other media texts in areas of particular interest

✚ (5) Select and explain preferences for particular forms of oral, print and other media texts

✚ (7) Explore and assess oral, print and other media text recommended by others

1.2 Clarify and Extend

✚ (2) find new information about news ideas and topics

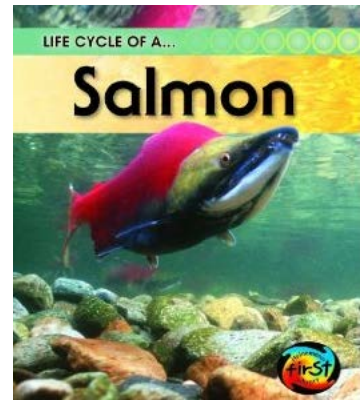
✚ (3) Ask questions to clarify information and ensure understanding

✚ (4) use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences

2.2 Respond to Texts

✚ (6) Observe and discuss aspects of human nature revealed in oral, print and other media texts and relate them to shoe encountered in the community

✚ (7) Express interpretations of oral, print and other media texts in another form or genre



Book Title: Life Cycle of a Salmon

Authors: Angela Royston

Annotation:

Salmon takes the reader through the six year life cycle of a salmon. Each page contains vivid photographs as well as a pictorial time line. A glossary, index and additional books to read section provides guided reading lesson ideas for non- fiction reading.

Could be part of a Text Set on animal life cycles

Could be part of a text set on Salmon

Projects, Ideas and Activities:

1. Read once for enjoyment.
2. Read again, pointing out the different ways the reader can get information from the page (text boxes, text section, photograph, timeline etc)
3. Do different writing projects based on these ways of sharing information. Examples include:
 - a. Take photographs of a class pet or other animal. Have each student take a different picture, and write below it—as well as highlighting something specific in a text box.
 - b. Have 2 students work together to make a life cycle time pictorial time line for their favorite animal
 - c. Write a class book on why animals might be considered “unusual”
 - d. Make the same book on the fish that your community catches.
 - e. Write a class book on the life cycle of an animal that lives close to your community.
4. Salmon are special to the Haida People of the Pacific West coast. Find out if there are any stories told about the salmon.
5. Read other books, or information downloaded from the internet about salmon.
6. Compare the information provided on salmon in multiple texts. Identify the content features that make each effective.
7. Eat some salmon! Compare it to fish from your community.

Life Cycle of a Salmon - Curricular Links

Science:

- ✚ Grade 1: Topic E: Needs of Plants and Animals
- ✚ Grade 3: Topic E: Animal Life Cycles

Social Studies 1.1 My World: Home, School Community

- ✚ 1.1.1 Value self and others as unique individuals in relation to their world.
- ✚ 1.1.2 Value the groups and communities to which they belong.

Social Studies 2.1 Canada's Dynamic Communities

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.7 Investigate the physical geography of an Inuit, Acadian and a prairie community.

English Language Arts

3.1 Plan and Focus

- ✚ (K) Make statements about topics under discussion.
- ✚ (2) Relate personal knowledge to ideas and information in oral, print and other media texts.
- ✚ (4) Use organizational pattern of expository texts to understand ideas and information.

3.4 Organize, Record and Evaluate

- ✚ (1) List related ideas and information on a topic, and make statements to accompany pictures.
- ✚ (3) Draft ideas and information into short paragraphs with topic and supporting sentences.

3.4 Share and Review

- ✚ (1) Talk about information-gathering experiences by describing what was interesting, valuable or helpful.
- ✚ (3) Organize and share ideas and information on topics to engage familiar audiences.

3.4 Respect others and Strengthen Community

- ✚ (1) Share personal experience and family traditions related to oral, print and other media texts.
- ✚ (3) Retell, paraphrase or explain ideas in oral, print and other media texts.



Book Title: Proud To Be Inuvialuit

Authors: James Pokiak and Mindy Willett

Photographs: Tessa Macintosh

Annotation:

Proud to be Inuvialuit introduces the reader to the Inuvialuit “real people” of the Western Arctic and the community of Tuktoyaktuk, their stories, land, traditions and history. This is part of an excellent series and each one is worth purchasing.

Concepts at a Glance:

- ✚ Community, Identity, Place
- ✚ Language, Culture, Tradition, History

Text Set on Living in the North: Walk on the Tundra, Walk with Aalasi, Here is the Arctic Winter, Inuksuk, Berry Magic (Sloat), On Mother’s lap (Scott), I shall wait and Wait, Inuit Still, etc.

Text Set on Place: Walk on the Tundra, Walk with Alasi, Niwechihaw: I Help, Chuck in the City, Raven: A Trickster Tale, Secret of the Dance, Come and Learn with Me, etc.



Projects, Ideas and Activities:

1. Read aloud over a period of days, discussing how information is organized.
2. Math – Create a repeating pattern for use on a Delta trim parka
3. Science – Investigate characteristics of liquids
4. Science – Compare and contrast temperatures in an Arctic community to your community over a year, or over a month
5. Science – Use titles, media and oral information in a text set on animals to gather research information on one animal and how it lives in the water. Use the process as a springboard to assess the strengths and weaknesses of particular ways of gathering information
6. Science – Compare how people and animals prepare for seasonal changes
7. Science – Construction/materials of boats - traditional seal skin and drift wood versus modern use of aluminum.
8. Social – Physical geography of arctic including the landform pingo’s including their structure and use.
9. L.A. – Observe what people in the book are doing in their daily lives and compare to a day in your community. Develop a travel poster for a community in the north.




Proud To Be Inuvialuit – Curricular Links

Social Studies Grade 2: Communities in Canada

2.1 Canada's Dynamic Communities



-  2.1.1. Appreciate the physical and human geography of the communities studied
-  2.1.2 Investigate the physical geography....

2.2 A Community in the Past



-  2.2.3 Appreciate the importance of collaboration and living in harmony
-  2.2.4 appreciate how connections to a community contribute to one's identity
-  2.2.5 Appreciate how cultural and linguistic exchanges connect one community to another

Social Studies Grade 5: Canada, The Land, Histories and Stories




5.1 Physical Geography of Canada

-  5.1.1. value Canada's physical and natural environment
-  5.1.3 Analyze how people in Canada interact with the environment by exploring and reflecting.



5.2 Histories and Stories of Ways of Life in Canada

-  5.2.1 Appreciate the complexity of identity in the Canadian context
-  5.2.2 Examine, critically, the ways of life of Aboriginal peoples in Canada.

Science Grade 1

-  Topic B: Seasonal Changes
-  Topic C: Building Things
-  Topic E: Needs of Animals and Plants

Science Grade 1


-  Topic A: Exploring Liquids
-  Topic D: Hot and Cold Temperature

Science Grade 3

-  Topic E: Animal Life Cycles




Mathematical Strands:

Patterns and Relations




-  (2) Demonstrate an understanding of repeating patterns (three to five elements) by: describing, extending, comparing, creating.

English Language Arts



1.1 Discover and Explore

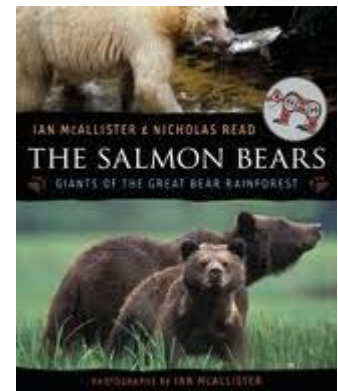
-  (3) Chose and share a variety of oral, print and other media texts in areas of particular interest.
-  (5) Select and explain preferences for particular forms of oral, print and other media texts.
-  (7) Explore and assess oral, print and other media text recommended by others.

1.2 Clarify and Extend

-  (2) Find new information about news ideas and topics.
-  (3) Ask questions to clarify information and ensure understanding.
-  (4) Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences.

2.2 Respond to Texts

-  (6) Observe and discuss aspects of human nature revealed in oral, print and other media texts and relate them to shoe encountered in the community.
-  (7) Express interpretations of oral, print and other media texts in another form or genre.



Book Title: The Salmon Bears

Authors: Ian McAllister & Nicholas Read **Photographer:** Ian McAllister

Annotation:

Stunning photographs add to the rich text in this title about the Great Bear Rainforest of British Columbia. This book is included because of the special place bears have in both the life cycle of the salmon, and many First Nations stories. **Text sets** could be made on the topics of: bears, salmon and to accompany the grade six science unit on trees and forests.

Projects, Ideas and Activities:

1. Read chapters of the title out loud so that the students become used to nonfiction text. Discuss how it is different from fiction. Select sentences that paint pictures in our minds.
2. Google the authors. What is it about their background that adds credibility to their work?
3. Invite hunters and trappers from your community to share their knowledge about the living things mentioned in the book (and others!)
4. Unpack how the book is organized. Do a class research project on an animal from your community, with different students taking different chapters of the research. You will need to do a series of lessons on;
 - a. Descriptive writing (see p 55—"swift and merciless river")
 - b. Layout of a page
 - c. Textual features for nonfiction: photographs, side bars, captions etc.
 - d. Self -evaluation of research process
5. Turn the writing project into a digital project.
6. Examine how bears have been represented in literature (Goldilocks and the Three bears, Gentle Ben, Berenstein bears, Paddington Bear, Winnie the Pooh, Yogi Bear etc)
7. Rewrite a bear story to be more realistic!
8. Page 33, talks about the way certain trees are like a "hotel registry." What does this mean? What other animals mark their territory?
9. Surprisingly, bears stay away from wolves. Find out why!
10. Read other books on Bears and develop a class tool on the usefulness of print and other media texts.

The Salmon Bears-Curricular Links

Science: Grade One

- ✚ **Topic B:** Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Two

- ✚ **Topic A:** Exploring Liquids and Topic E: Small Crawling and Flying Animals

Science: Grade Three

- ✚ **Topic E:** Animal Life Cycles

Science: Grade Four

- ✚ **Topic E:** Plant Growth and Changes

Science: Grade Six

- ✚ **Topic E:** Trees and Forests

Science: Grade Seven

- ✚ **Unit A:** Interactions and Ecosystems and Unit B: Plants for Food and Fibre

Science: Grade Eight

- ✚ **Unit :** Freshwater and Saltwater Systems

English Language Arts

3.2 Select and Process

- ✚ (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs,.
- ✚ (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (5-8) Determine usefulness and relevance of information for research purpose and focus.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
- ✚ (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

3.3 Organize, Record and Evaluate

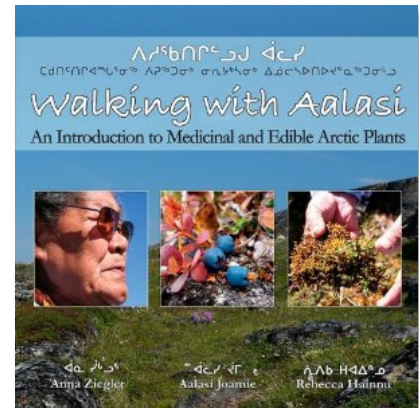
- ✚ (5-8) Organize ideas and information using a variety of strategies and techniques...
- ✚ (6-8) Make notes on a topic, combining information from more than one source...

3.4 Share and Review

- ✚ (6) Establish goals for enhancing research skills.
- ✚ (8) Assess the research process and consider alternative ways of achieving research goals.

4.1 Enhance and Improve

- ✚ (5) Develop criteria for evaluating the effectiveness of oral, print and other media texts.
- ✚ (6) Revise to provide focus, expand relevant ideas and eliminate unnecessary information.
- ✚ (8) Share draft oral, print and other media texts in a way that will elicit useful feedback.
- ✚ (8) Revise to enhance sentence variety, word choice and appropriate tone.
- ✚ (8) Use paragraph structures to demonstrate unity and coherence.



Book Title: Walking with Aalasi: An introduction to Edible and Medicinal Arctic Plants

Authors: Anna Ziegler, Aalasi Joamie and Rebecca Hainnu

Annotation:

"How can we know who we are" asks Aalasi Joamie, author of this book, "If we don't know about where we live?"

The place is Nunavut and in this book Aalasi Joamie shares her traditional knowledge about plants in some of the northern regions of Canada. Spectacular photographs, charts as well as written text (in Inuktitut and English) teach about the plants and their uses, but also how the knowledge was learned and passed down. A good resource to show how Indigenous knowledge and western science work together.

Text Set: A walk on the Tundra, Proud to be Inuvialuit, assorted field guides on plants such as Plants of the Western Boreal Forest (Kershaw), The Naturalist's Guide to the Arctic (Pielou)

Links: <http://www.icogitate.com/~tree/forestType/boreal.forest.taiga.htm>

Projects, Ideas and Activities:

1. Teach how to use a field guide as a guided reading lesson.
2. Make a collage of all the plants we eat using photographs, drawings, seed catalogues, magazines ..
3. Teach how to draw a magnification of something small (like a plant). Focus on line and detail rather than colour. Teach how to label parts.
4. Go for a walk around your bush area with someone who knows about the plants that grow there.
5. Collect wild mint to make mint tea and share some. Write about it in three different ways-as a field guide with labeled drawing, as a journal entry, as a description of what you did and how the knowledge was given.
6. Using the field guides for different areas, find plants that are from the same family or with similar uses. What is similar about the lettuce we buy in the store and Siuraup Uqaujangit? What is different? Why doesn't everyone just go outside and collect plants anymore?
7. Compare the information provided on plants in Nunavut with information in multiple texts. Identify the content features that make each effective.
8. Make a documentary on plants in your community.
9. If it is culturally appropriate organize a community project to share some of the knowledge of local plants and create a book for your community that is modeled on Walking with Aalasi.

Walking with Aalasi-Curricular Links

Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

Science: Grade Four

- ✚ Topic E: Plant Growth and Changes

Science: Grade Seven

- ✚ Unit A: Interactions and Ecosystems and Unit B: Plants for Food and Fibre

Social Studies 2.1 Canada's Dynamic Communities (Inuit)

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied
- ✚ 2.1.2 Investigate the physical geography of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting specific questions for inquiry.

English Language Arts

3.1 Plan and Focus

- ✚ (K) Make statements about topics under discussion
- ✚ (2) Relate personal knowledge to ideas and information in oral, print and other media texts
- ✚ (4) Use organizational pattern of expository texts to understand ideas and information.
- ✚ (8) Experiment with several ways to focus a topic, and select a form appropriate to audience and purpose.

3.3 Organize, Record and Evaluate

- ✚ (6) use outlines, thought webs and summaries to show relationships among ideas and information and to clarify meaning
- ✚ (7) Compare, contrast and combine ideas and information from several sources.

3.4 Share and Review

- ✚ (1) Talk about information-gathering experiences by describing what was interesting, valuable or helpful.
- ✚ (3) Organize and share ideas and information on topics to engage familiar audiences
- ✚ (8) Communicate ideas and information in a variety of oral, print and other media texts, such as interviews, mini lessons and documentaries

3.4 Respect others and Strengthen Community

- ✚ (1) Share personal experience and family traditions related to oral, print and other media texts
- ✚ (3) Retell, paraphrase or explain ideas in oral, print and other media texts
- ✚ (8) Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts.

Art Level One: Expression

- ✚ **Component 10i-(D)** Knowledge gained from study or experimentation can be recorded visually.
- ✚ **Component 10iii-(E)** Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies including –simple camera for documentation.