First Nations Picture Book Unit

By Leslie Blyth

Goals:

1. Reinforce Before, During and After Reading Strategies
2. Creating a Positive Environment for Future Treaty Education

Resources:

Shin-chi’s Canoe by Kim LaFave
The Thirteen Moons on the Turtle’s Back by Native Reflections
The Aboriginal Alphabet for Children by Evelyn Ballantyne
Little Water and the Gift of the Animals
How Two-Feather was Saved From Loneliness by C.J. Taylor
Grandmother’s Dreamcatcher by Becky Ray McCain
Hidden Buffalo by Randy Wiebe
The Drum Calls Softly by David Bouchard
Little Chief and Mighty Gopher by Victor Lethbridge
This Land is My Land by George Littlechild

Students will work in small groups. For each picture book there will be an instruction card and worksheets for them to complete before, during and after reading activities. All of the strategies have been previously taught in the classroom, and the activities will be familiar to the students.
This Land is My Land
By George Littlechild

Name: ____________________________ Date: ______________________

Before Reading:
1. Activate prior knowledge by discussion what members of the group know about Canada a long time ago.
2. Record student information on the RAN Chart.
3. Discuss the title of the book and the purpose for reading this book.
4. Review the reading strategy—questioning. Remind members of the group that they will record their questions as they read.

During reading:
1. Read “This Land is My Land” as a read aloud frequently stopping to talk to each other and share your thinking as a group. Write down the new learnings from the picture book in the RAN chart.
2. You might want to reread the book and talk about the questions that each group member had. Were the questions answered? Check the ideas everyone listed on the RAN chart and note the misconceptions you had before you read Littlechild’s book.

After Reading:

Questioning: During reading, effective readers ask questions of themselves, (Does this make sense?), the text (I wonder what’s going to happen now?), and the author (Is the author trying to make me think in a certain way?) Asking questions helps us set purposes for reading, connect to background knowledge and monitor comprehension.
1. Use the graphic organizer “What did you learn?”. Read over the information recorded during reading. Look for evidence in the text to confirm the learning.
What did you learn?
Use the web to write fact you learned from the book.

What was the most interesting thing you learned? Explain your choice.

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<table>
<thead>
<tr>
<th>What we think we know</th>
<th>Yes we were right!</th>
<th>Misconceptions</th>
<th>New Information</th>
<th>Wonderings and Questions</th>
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Little Chief and Mighty Gopher

By Victor Lethbridge
Before Reading: Activating Prior Knowledge/Making Prediction

1. Activate prior knowledge by discussing what students know about the life of First Nations people who lived on the plains of Saskatchewan. If students are confident in the accuracy of their knowledge, or if they think they know, they record the knowledge on the DRTA chart.

2. Using a skim and scan technique, students make predictions about the information they will gain when they read the text. Predictions should be recorded.

During Reading:

1. Listen to the story on CD while looking carefully at the illustrations. The purpose for reading this picture book is to confirm the information recorded on the DRTA chart and identify new information.

After Reading:

1. Record at least two new pieces of information learned. Remember that effective readers are able to provide proof to support their ideas.
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<th>What I Know I Know</th>
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<th>What I Think I Know</th>
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<th>What I Think I’ll Learn</th>
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<th>What I Know I've Learned</th>
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Grandmother’s Dreamcatcher

By Becky Ray McCain

Before Reading: Setting the Purpose

1. Students complete the anticipation guide. This guide will set the purpose for their reading. It is understandable for members of the group to answer questions differently given their personal experiences.

During Reading:

1. Students will read the text aloud.
2. Students will stop when necessary to confirm responses on the anticipation guide.

**Dream catchers were invented by the Ojibwa tribe. They have become popular throughout Native North America. The dream catcher has a net to let good dreams through and keep bad ones out.**

After Reading:

1. Close your eyes and think about the dreams that have occupied your nights. Imagine which dreams the dreamcatcher would have let through and which dreams would have been caught. Retell two dreams that you
vividly recall. Take the reader on a trip with you as you describe the dreams. Each dream should end with the dreamcatcher making a decision.
Anticipation Guide

Read each statement carefully. Decide whether it is TRUE or FALSE based on your prior knowledge. If the statement is false, explain your reasoning.

1. A dreamcatcher is an Inuit legend. TRUE FALSE
2. The web inside the dreamcatcher was first made by a spider. TRUE FALSE
3. Sweet dreams, or dreams that are helpful are held in the dreamcatcher. TRUE FALSE
4. Dreamcatchers will only work for children. TRUE FALSE
5. You can use anything to decorate a dreamcatcher and it will still catch dreams. TRUE FALSE
6. Some consider the dreamcatcher to be a symbol of unity for First Nations. TRUE FALSE
7. Dreamcatchers were once made from sinew tied around willow branches. TRUE FALSE

READER’S RESPONSE : Good readers use information from the text to support their ideas. Take time to reread Grandmother’s Dreamcatcher, and use some of the ideas in your response.

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The Aboriginal Alphabet for Children

By Evelyn Ballantyne

Before Reading: Activating Prior Knowledge

1. To activate prior knowledge about First Nations beliefs, customs, traditions and treaties, create a word wall as a group. Use the handout to identify at least one word related to First Nations for each letter of the alphabet.

During Reading:

1. Read aloud text. Stop frequently, identifying the items mention in the text that match the items in the A-B-C chart. Identify words mentioned that no one thought of. Think about why these words were not part of your prior knowledge.

After Reading:

1. As a group create an illustrated flip book similar to Ballantyne’s book. Each group member should create 5 or 6 entries. All sentences should be proofread to ensure spelling, and grammar are correct.
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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>F</td>
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<td>U</td>
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<td>W</td>
<td>X</td>
<td>Y</td>
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Shin-chi’s Canoe
By Nicola Campbell

Before reading:
1. Pictures are worth a thousand words. Use the beautiful images created by Kim LaFave to make predications about the story. Remember to think about the 5W: who, what, where, when and why.

2. Residential schools are a part of the history for Saskatchewan First Nations. Make a list of everything your group already knows are residential schools.

During reading: Making Inferences
1. The author, Nicola Campbell, uses words and phrases to help the reader make inferences. As you read, record what you thought the author meant. Explain your inferences. Remember that given everyone has a difference set of experiences their inferences may be different as well.

2. You will need to stop and pause when you come to one of the phrases that require inferencing skills.

After reading:
1. Write a response for each of the following questions on a piece of loose leaf. Write the name of the book at the top, and place your name in the top right corner.

Remember: Effective readers use the text to support their ideas. Support can be in the form of a quote from the text, or a connection that you make to your experiences.

a. Identify three things that you would miss from home, if you had to live away from home.
   Why you would miss them?

b. Tell how their parents might feel if a law said their child had to go to a school far away from home.

c. Nicola Campbell writes about many changes the children had to learn to live with at residential school. One change was language. How do you feel about the decision to punish students for not speaking English at the residential school?
### Shin-chi’s Canoe

By Nicola Campbell

Connecting with Prior Knowledge

<table>
<thead>
<tr>
<th>Using Images to Make Predictions</th>
<th>Support from Text for Predictions</th>
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<tbody>
<tr>
<td>Residential Schools for First Nations</td>
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<table>
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<tr>
<th>Phrases from Shin-chi’s Canoe</th>
<th>Your Inferences with support</th>
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<tbody>
<tr>
<td><em>Shi-shi-etko had been punished because she could not understand the English words.</em></td>
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<tr>
<td>…be careful to keep it hidden.</td>
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</tbody>
</table>
...brothers and sisters were not allowed to talk to one another.

...they could see their teachers carrying steaming plates of bacon, eggs, and potatoes from the farm.

I'm checking to see if the sockeye salmon are here.
Before Reading:

1. Buffalo were a part of Cree history for as long as the autumn wind blew. Thinking back to prior learning, identify as many ways possible that the buffalo were used by First Nations.
2. What is a legend? Discuss this with your group. Name as many legends as you can remember.

During Reading:

1. There are seven essential parts of a legend. As you read, work together to identify the parts of this Cree legend.

After Reading:

1. A legend is a story so old that no one can prove whether or not it is true. Stories were told to amuse and entertain the listeners and sometimes to teach a lesson, or to explain how something came to be.

   Why do you think Rudy Wiebe has written this legend?

2. Use the graphic organizer “Recording Mental Images” to draw and write about your most vivid memories from the story.
Recording Mental Images

This is my most vivid mental image after reading “Hidden Buffalo” by Rudy Wiebe.
### Hidden Buffalo

**By Rudy Wiebe**

<table>
<thead>
<tr>
<th>Parts of a Legend</th>
<th>Hidden Buffalo</th>
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<tbody>
<tr>
<td>1. Setting</td>
<td></td>
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<td>2. The problem is</td>
<td></td>
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<td>3. Failure to solve the problem</td>
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<td>4. The hero comes along</td>
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<td>5. He has a solution</td>
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The Drum Calls Softly
By David Bouchard

Before Reading: Connections
1. Illustrators creating connections through the images they create. Jim Poitras is a gifted artist. Take time to examine images on the front and back cover of this book.
2. Talk to the members of the group about the connections you made with the images and your previous experiences.

During Reading (Listening):
1. For this activity, you will listen to the story without looking at the text. As a reader you are going to be asked to visualize. Readers visualize when they make images in their heads from the text they are reading or that is being read to them.
<table>
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<th>REMEMBER</th>
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1. Visualizing is easy to do.
2. Visualizing and connecting are very similar. The images that you create in your mind come from connecting the author's words to your memories.
3. There are many colourful words that help you create pictures like rainbow.
4. Because each person has a distinct collection of memories and their own unique way of thinking, today's activity will be different for everyone.

**After Reading:**

1. As a group, create a word wall using the following headings: sight, sound, texture (feel), and taste. Talk about what you visualized and which category it fits into.
2. After your discussion, think about which image from *The Drum Calls Softly* is the most vivid in your mind and draw it. Create a short description for the image to help the reader connect with your vision.
The Drum Calls Softly: Visualization
How Two-Feather was Saved from Loneliness

By C.J. Taylor

Before reading: Activating Prior Knowledge

1. Students will work together to identify the parts of a legend.

2. Once they are familiar with the parts of a legend, students will brainstorm a list of legends that they have heard before. For each legend, students will talk about what they liked best about each legend.

During Reading:
1. Students will read aloud the text paying attention to how the illustrations add to the meaning. If necessary students will stop to clarify meaning.

2. Students will make note, while reading, of the characteristics of a legend.

After reading:

1. Students will identify the main, or most important parts of this First Nation legend. Using facial expression and variation in voice, students will practice retelling the legend, using the book only for its illustrations.

2. First Nations passed down their stories and legends using a rich oral tradition. It is sometimes difficult to remember an entire story, but with practice you can become a gifted story teller.

3. After retelling the legend to another classmate, who has not read this book, complete the Reader’s Response.

Reader’s Response for *How Two-feather was Saved from Loneliness*

1. What makes an oral story teller successful?
2. Were you successful? Explain what you feel you did well and what you might need to improve upon.

3. Did telling the story in your own words help you understand the story better? Explain.
"Little Water and the Gift of the Animals"

By C.J. Taylor

Before reading:

1. Students in the group will preview the text. Looking carefully at illustrations, students will make predictions about the type of book they will be reading. Students will also make predictions about the setting, the problem, and the possible solution.

2. Once a detailed discussion has been enjoyed, students will read the text aloud.

During reading:
1. Students will make note of 5 – 8 words that “jump” off the page. These could be words that they do or do not understand. Before continuing, students will jot down the reason for their word choice, and make an inference about the meaning or importance of the word.

2. Students will also stop at the designated stops to clarify meaning. The reader will ask three clarifying questions from the bookmark to ensure all the listeners understand the story.

After reading:

1. Students will respond to the comprehension questions.

2. Effective readers go back to the text to clarify meaning. Responses are supported with details, quotes and connections.
**Little Water and the Gift of the Animals**

By C.J. Taylor

<table>
<thead>
<tr>
<th>Word</th>
<th>Possible Meaning</th>
<th>Reason for selection</th>
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<tbody>
<tr>
<td></td>
<td>Inference made using the words and illustrations surrounding.</td>
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Little Water and the Gift of the Animals

By C.J. Taylor

1. Describe the relationship Little Water had with the animals in the woods.

__________________________________________________________________________________________
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2. How important is the medicine man to the village? How do you know?

__________________________________________________________________________________________
__________________________________________________________________________________________
3. Explain how the animals were able to help Little Water when he needed them the most.

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4. Why did Little Water`s people sing and dance when they heard the animals secrets
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. In your opinion, how would Little Water, Stone Owl and their people continue to show the animals how grateful they were for sharing their secrets
The Thirteen Moons on the Turtle`s Back

Before Reading:
1. Students will complete a KWL chart on the subject of turtles.
2. Vocabulary development is critical to ensuring readers are able to understand the text that is put before them.
3. Students will look over the list of key words and determine which words they are familiar with and which words they may need to look up.

During reading:
1. Students will describe and model different reading strategies, such as predicting, activating prior knowledge, inferring, monitoring, or adjusting reading rate. As students use a strategy to help them understand the information, they will orally share with the group.
2. Each student will ask one question during the reading of the text to help the group understand what is being read.

After reading:
1. Students will complete the graphic organizer to summarize information about the importance of the turtle to First Nations.
<table>
<thead>
<tr>
<th>What I <strong>Know</strong> about Turtles</th>
<th>What I <strong>Want</strong> to Learn about Turtles</th>
<th>What I have <strong>Learned</strong> about Turtles</th>
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The Thirteen Moons on the Turtle`s Back

Vocabulary Development

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Suspected Meaning</th>
<th>Actual Meaning</th>
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<tbody>
<tr>
<td>Lunar</td>
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<td>Tradition</td>
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<td>Segments</td>
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<td>Harsh</td>
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<td>Ceremonies</td>
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<td>Prosperous</td>
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<td>Sacred</td>
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Cluster Chart

Fill in the cluster chart below to organize the main ideas from The Thirteen Moons on the Turtle’s Back. The main idea goes in the center. In the circles branching out from the center, write details about the main topic.