
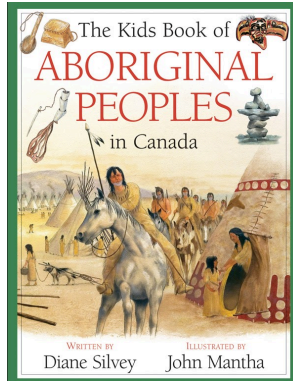


EDUC 2371 - Indigenous Literature Class Book Log
Class Eight - 2020

	Book title, author, publication date	Essential understandings	Strategies for illuminating the Essential Understandings
Jennifer Alex	Secret Path , (2016) Gordon Downie and Jeff Lemire 	<ul style="list-style-type: none"> - The experiences of residential school through the lens of a victim. - The effects and emotions of residential schools has on a child - The tragedies that occur when children try to escape from residential schools. - How children were treated when they were in residential schools 	<ul style="list-style-type: none"> - Since, there are no words in the book, students should examine the picture carefully and analyze what emotions and message is being portrayed through the illustrations. - Listen and watch the music and the movie associated with the book and see what underlying message is shown to viewers and listeners. - Have a discussion about the harsh realities of what happens if a child escapes a difficult environment. - Ask the students why being in residential schools was terrible for children. - Discuss with students why the author decided to not use words, but instead created songs for the book.
Megan Berkshire	<i>The Kids Book of Aboriginal Peoples in</i>	<ul style="list-style-type: none"> - The history of Canada and of Indigenous Peoples before and after contact 	-Since it is an informational text it is a great resource for

Canada (2005) Diane Silvey



- The 7 main cultural Aboriginal groups in Canada
- The group's traditional lifestyles and culture. topics such as: food, clothing, climate, art, housing and ceremonies.
- Has maps and drawings that give visual information and bring to life the information.
- The impact the arrival of the Europeans had on the First Nations Peoples in ways such as: the fur trade, disease, the Indian Act, the residential school system and land claims.
- Written by an Indigenous author and educator. The images and information were heavily researched and reviewed by specialists in the field. It's a very comprehensive book with lots of valuable information. It is written and formatted in a way that is easy for kids to follow and understand.
- Informational texts, non-fiction and researching skills.

children to practice with researching and analyzing informational texts and non-fiction.


-Discuss what makes an informational text and describe features of these texts. While reading a section aloud, think aloud while pointing out different elements of an informational text and strategies for researching.

-Read aloud, read along, read to each other or read alone. Could do a combination of different strategies as it is pretty long and comprehensive.

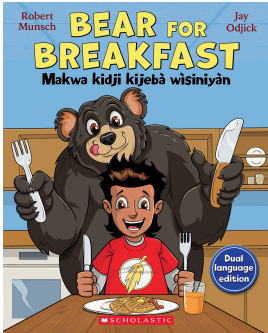
-If reading a section aloud, stopping to expand on important parts and ask questions as well as pointing out important graphics.

-While reading a section alone or in groups students can do a close reading and highlight, underline, circle, locate important images and write notes.

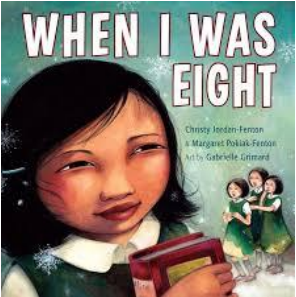
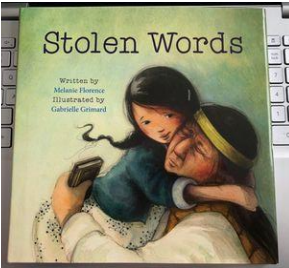
-Students could do a group project on a different Aboriginal group. Practice

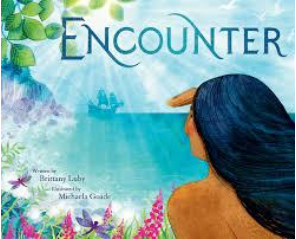
			<p>research and nonfiction by taking information and turning into your own words. Read and analyze their given chapter and take what they learnt and create a presentation on the traditional lifestyle of the group. Learn from other groups during presentations as well.</p> <ul style="list-style-type: none"> - Reading of one section such as the impact of the arrival of settlers could be used as some base knowledge along with other teachings. -Group discussions about what they already knew and new things they learnt.
<p>Zoe Berreth-Skog</p>	<p>Secret Path Gordon Downie and Jeff Lemire, 2016</p> 	<ul style="list-style-type: none"> - The understanding of how residential schools impacted Indigenous people and their culture - How the traumatic experiences at residential schools affected the Indigenous children - The harsh realities of trying to escape residential schools - The untold truths of residential schools, leading to intergenerational trauma 	<ul style="list-style-type: none"> - There are no words in this children's book, so having the students analyze the illustrations carefully to find the underlying meanings and emotions that are displayed. - Closely listen to the music and the movie that goes along with the book, identify what ideas really stand out. - Discuss what happens when the children attempt to leave the residential schools - Ask the students why

			<p>attending residential schools was terrible for Indigenous children</p> <ul style="list-style-type: none"> - Ask the students why there appears to be no words with the book and just illustrations and music - Have a discussion about what they understand and what they do not
Cassidy Blundon	<p><i>When We Were Alone</i> David A. Robertson 2016</p> 	<ul style="list-style-type: none"> - How residential schools impacted Indigenous people and their culture - How Indigenous people held together as a community when they were alone away from the residential schools - Introducing the concept of the effects of residential schools - Reviews the importance of culture and Indigenous traditions - Authentic depiction of history 	<ul style="list-style-type: none"> - Discussed in our group about creating a lesson using this book to show students how to choose Indigenous literature to read that is culturally accurate and authentic. - Could simplify the checklist Chris gave us from Alberta Education into a more kid-friendly checklist. Use this checklist in a lesson to work as a big group first to model how to use the checklist and how to critique your book to know what is culturally appropriate/accurate. - Stopping throughout the book while reading to ask if students have any important questions - At the end of the reading, ask students to work in pairs to discuss one thing they

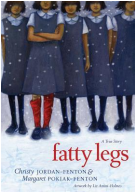
			<p>learned about Indigenous culture from the book</p> <ul style="list-style-type: none"> - Use an anchor chart to create a list of the impacts of residential schools on Indigenous people/children. - Use an anchor chart to create a KWL to allow students to show their understanding and what they would like to learn about in the future about Indigenous studies or literature for future lesson planning.
TJ Davidson	<p>Bear for Breakfast Jay Odjick and Robert Munsch</p> 	<ul style="list-style-type: none"> - A Canadian author and an Indigenous author working together - Exposure to both English and Algonquin languages - Exposure to Indigenous art and culture - Easily interactive read, lots of onomatopoeias 	<ul style="list-style-type: none"> - Group discussion about the art on the walls, what do they symbolize? What is the importance of art, do you have art on your walls at home? Does it have meaning you know about? If not, ask your parents if they do have meaning. - Discussion about eating bears, what animals do you eat? Lead discussion to other animals Indigenous peoples will/have often hunted and the


			importance of hunting in Indigenous culture
Jack Delay	I am not a number Jenny Kay Dupois and Kathy Kacer, 2016	<ul style="list-style-type: none"> -Impact of residential schools on a minority group -Importance of keeping heritage and identity -Assimilation -Separation from kids and parents 	<ul style="list-style-type: none"> -Create a venn diagram comparing students' own experiences with school, and family, and experiences shown in the book. -Talk about identity, what it is, and how it shapes us as an individual, have students create a list of things that contribute to their identity. After completing the list ask students if these were taken away would you still be the same person you are today? Or how it would impact you? -Ask students about their own thoughts and see what they have to say about the story - general understanding


<p>Katrina Hegmann</p>	<p>When I Was Eight Christy-Jordan Fenton & Margaret Pokiak-Fenton 2013</p> 	<ul style="list-style-type: none"> → Understanding the impact that Residential Schools had on children (loss of culture, forced to give up ways of life) → Introduces how the children were taken from their homes to live in the schools → Impact of the loss of indigenous culture 	<p>While the students participate in a shared reading, you will be asking questions to the students. These questions will be directed to force the students to reflect on these essential understandings. Leave room in discussion to allow time to pause, reflect and focus more deeply into the more difficult questions and concepts. After a shared reading, have the students split into pair groups. Instruct them to discuss one essential understanding which had been brought up during class discussion time. Ask them to share with the class why they believe that essential understanding to be the most important.</p>
<p>Nadja Kunz</p>	 <p><i>Stolen Words</i> by Melanie Florence</p>	<ul style="list-style-type: none"> → Understanding the cultural loss that happened because of residential schools. → Intergenerational trauma (not being able to share the language.) → The importance of language and the loss thereof. (written and spoken language) → Healing 	<ul style="list-style-type: none"> → Students will look closely at the images in the book. The students will then turn to a partner and come up with two examples of what the words are portrayed as in the book. For example, the birds are used as a visual representation of

			<p>their words/language.</p> <p>→ Allow students to discuss the importance of language and as a group come up with 3 ideas why.</p> <p>→ Have students draw pictures about what they think healing looks like; what it means to them.</p>
Alyssa Kuruliak	<p>Encounter Brittany Luby & Michaela Goade</p> 	<ul style="list-style-type: none"> - The differences in culture. - How the europeans sailed on a ship and set foot on the Indigenous land. - Language barriers + varying cultures - Friendship over fighting - Equality between humans - Diversity - Acceptance over Anger 	<p>Have the students discuss and make a class wide venn diagram on the differences and similarities between Sailor and Fisher.</p> <p>After the activity, encourage the students to research the differences between Europeans + Indigenous peoples (Such as clothing or food or activities)</p> <p>Have the students write the reunion of Sailor and Fisher, comparing something else.</p>
Brooke Lambert	<p><i>When I Was Eight</i> Christy Jordan-Fenton & Margret Pokiak-Fenton</p>	<ul style="list-style-type: none"> -How residential schools impacted indigenous peoples and the culture. -Introduces residential schools and what happened/why indigenous peoples were sent to them. -Gives insight on how children were treated when taken 	<ul style="list-style-type: none"> -While reading this book, ensure to stop and explain to students what is going on and why. -Ensure that students know

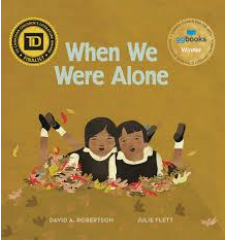
	<p>2013</p> 	<p>from their homes (but in an appropriate way)</p>	<p>that these events did happen to real people a long time ago</p> <ul style="list-style-type: none"> -Allow students to ask questions and converse among one another about what is happening in the book and why they think it is happening.
<p>Mikala Lewis-Morrison</p>	<p><i>As Big as the Sky, as Tall as the Trees</i> Leah Yardley March 2017</p> 	<ul style="list-style-type: none"> -Respecting the earth (specifically Alberta) and the different parts -The earth has a lot of beautiful things to offer us -We have a responsibility to keep the earth beautiful 	<ul style="list-style-type: none"> -Relating to students experiences and talking about ways that we can respect and take care of the earth -Book is inclusive of different Indigenous groups which allows for discussions between the similarities and differences the groups may have- can also be used by groups to talk about their traditions and cultures - invitation to discussions about identity -Focusing on different ways to respect the earth while we are in different places ex. Not breaking plants and trees, leaving animals or bugs where you found them

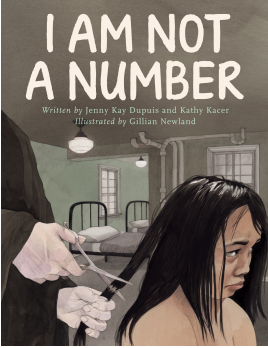
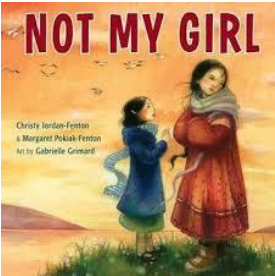
<p>Karina Mangone</p>	<p>Fatty Legs Christy Jordan Fenton and Margaret Pokiak-Fenton 2010</p> 	<p>-Residential Schools and the impact it had on Indigenous peoples. -Issues that children faced after returning home from Residential Schools.</p>	<p>-Through a shared reading, students can be introduced to Residential Schools and the impact it had on individuals as well as their families. -After a read aloud a class discussion can take place led by the teacher. The teacher can lead the discussion through targeted questions such as;</p> <ol style="list-style-type: none"> 1. What did Margaret do within the first year of returning home? 2. What did Margaret experience at the Residential school? <p>-Students as a class can create a chart or venn diagram comparing Margaret's experience at school to their own experiences at school.</p>
<p>Camille Black</p>	<p>Sometimes I Feel Like a Fox By Danielle Daniel</p>	<p>-Indigenous peoples' connections to the animal world -Animal characteristics/symbols that children relate to or connect with -Anishinaabe peoples' sacred tradition of totem animals -How totem animals act as animal guides for young Anishinaabe children and the importance of seeking to understand yourself</p>	<p>-Invite students to complete a graphic organizer of common guide animals in Indigenous culture; students are to research the symbolism of these animals/what characteristics these animals represent. -Write on the board the common characteristic(s) each animal represents and invite</p>

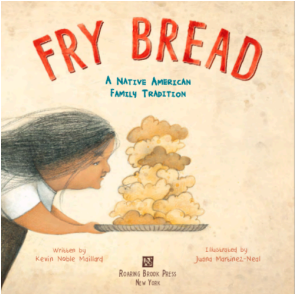
	 <p>SOMETIMES I FEEL LIKE A FOX Danielle Daniel</p>		<p>students to write a reflection about what animal represents themselves and why.</p> <ul style="list-style-type: none"> -Invite students to draw their own animal totem (after showing photos of traditional and authentic Indigenous Anishinaabe totems) and explaining what each animal means to this particular Indigenous group. -Invite students to research animal guides for the Anishinaabe people and record the key components/main facts on a graphic organizer (i.e. What is an animal guide? How are Anishinaabe children matched with a particular animal guide? Do Anishinaabe people have more than one animal guide throughout their lives? etc.)
Shea McKenzie	<p>A Promise is a Promise Robert Munsch</p>	<ul style="list-style-type: none"> - The legends of the Iqaluit people - Listening to your parents to ensure safety - Understanding danger - Understanding rules are there to protect you 	<p>Invite students to explore a time when they did not listen, and were faced with dangerous circumstances instead. Allow them to write their own personal experiences down, and if comfortable, share with the class.</p>
Kyla Morrow	<p>Sweetest Kulu Celina Kalluk 2018</p>	<ul style="list-style-type: none"> - Teaches to care, love, and respect animals through the love and gifts the animals gave to Kulu. - Teaches Inuit culture through the traditional name Kulu, the gifts the animals give to Kulu, the use of language throughout the book, and the personalities given to each of the animals. 	<ul style="list-style-type: none"> - Invite students to act out their favorite animal throughout the book and try to act out giving the gift the animal gave to

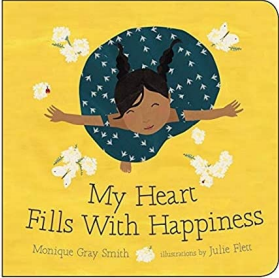
	 <p><i>In Céline Kalluk's illustrated by Alexander Neenah</i></p> <p>Sweetest Kulu</p>		<p>Kulu, whether that be wisdom, love, looking to the stars, etc.</p> <ul style="list-style-type: none"> - Draw a picture of the qualities and personalities each animal has and try to include why we should love, care and respect each animal. - Have a class discussion and try to have students point out the parts in the book that they think express Inuit culture and why? Later the teacher explains each part that does express Inuit culture and wrap up the lesson with each essential understanding by asking “what did we learn today?”
Charles Neild	<p>The Road Allowance Kitten Wilfred Burton 2015</p>	<ul style="list-style-type: none"> -What road allowances are - What the Michif language is and who it belongs to. - Understanding that there were different atrocities other than just residential school 	<ul style="list-style-type: none"> - Ask the students what it might feel like to move away from your home? - Talk to the students about why there is two languages present - Discuss how the

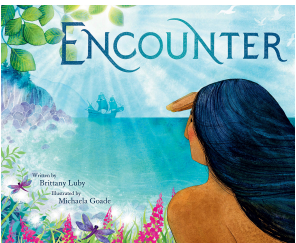
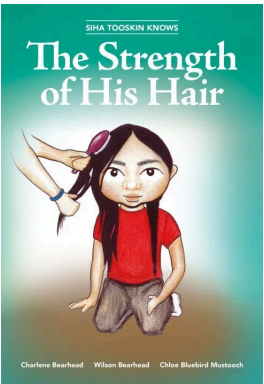
	<p>Road Allowance Kitten</p>  <p>Written by Wilfred Burton Illustrated by Christina Johns Translated by Norman Fleury</p>		<p>Metis people did not have any land to call their own so they lived on what is called road allowances.</p> <ul style="list-style-type: none"> - Ask the class why they think the “Strange Men” burnt down all their houses
Andrea Pflug	<p>When I Was Eight Christy Jordan-Fenton & Margaret Pokiak-Fenton 2013</p> 	<ul style="list-style-type: none"> - How the Indigenous culture was taken away - Offers the perspective of residential schools through an Indigenous person - The impact residential schools have on the Indigenous children and their life - Understanding what the true intentions were of the residential schools 	<ul style="list-style-type: none"> - This book is able to introduce residential schools to children without the gruesome details - Focus on how the Indigenous culture was taken away - Stop reading at the page where her braids are cut and have a discussion about why that is so significant - Ask the class why she was forced to cut her hair and change her clothes, focus on assimilation
Sarah Quon	<p>When We Were Alone David Robertson 2016</p>	<ul style="list-style-type: none"> -introduction to how indigenous culture was oppressed in/by the residential schools -baseline information and knowledge on certain indigenous customs -authentic historical representation of Cree culture and experiences in residential schools 	<p>-This book is a great starting point for introducing younger students to residential schools because it is not too overwhelming with the grim details but still alludes to the damage they caused</p>

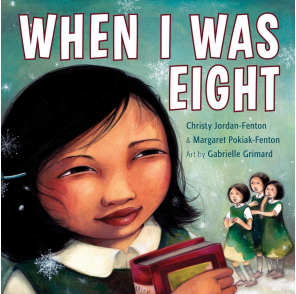
			<p>-as a class you could make a chart that outlines and reiterates the Cree customs that were practiced and then how they were changed/the actions the residential schools took against them</p> <p>-stopping throughout the story and asking questions relating to the topic of identity: “how do you think this made them feel?” and “how would you feel if all of a sudden you were not allowed to practice what makes you you?”</p> <p>-pull out some key questions from the checklist we were provided and ask the students what they think</p> <p>-encourage students to go home and ask their families/grandparents about if they had any traditions/customs they practiced growing up and why they were important</p>
Hallee Rau	<p>I am Not a Number Jenny Kay Dupuis and Kathy Kacer 2016</p>	<ul style="list-style-type: none"> -Importance of identity -How Indigenous identity was taken away from them -The impact of residential schools on the students and their families -Real residential school experiences -Authentic depiction of history 	<p>-Can be used to introduce residential schools to younger students through a story.</p> <p>-Stop throughout the book to talk about harder topics that students might find disturbing ex. How</p>


			<p>indigenous students had their heads shaved.</p> <ul style="list-style-type: none"> -Focus on the importance of identity and what that looks like from person to person. -Reinforce that this is a true story and these things really happened. -Have a group discussion on any questions the students might have
Jaydene Reef	<p>Not My Girl Christy-Jordan Fenton, Margaret-Pokiak Fenton 2014</p> 	<ul style="list-style-type: none"> -Tackles the difficulties Indigenous children faced even when they were finally able to return home from the residential schools. -Discusses the tragedy of lost culture and how children became unrecognizable. -Comments on the long term trauma Indigenous residential students continued to deal with long after their returns. -Realistic and authentic depiction of life after residential schools. 	<ul style="list-style-type: none"> -Have students get into small groups and get them to discuss how they would feel if they did not remember their language, culture, and their family no longer recognized them. -Pick a scene in the book where Oolemaun felt like an outsider. Have them draw a picture of Oolemaun and get them to write a few notes on how she must have felt. -Have a whole class discussion and outline all the challenges Oolemaun experienced. Have students compare their educational experience when they return home from school each day to those of the residential schools.
Chloe Roy	Fry Bread	- Authentic depiction of a modern Indigenous family	- Create small groups prior

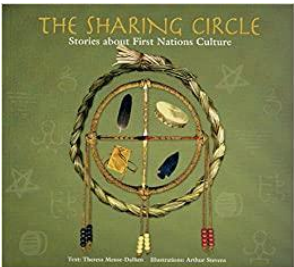
	<p>Written by Kevin Noble Maillard, illustrated by Juana Martinez-Neal</p> <p>2019</p> 	<p>and their customs and traditions</p> <ul style="list-style-type: none"> - Talks about how fry bread is at the center of their family, it is something that brings everyone together - Fry bread is their nation, their time, their food - Written by author Kevin Noble Maillard who is a member of the Seminole Nation - Sense of identity, family, culture, diversity and emotions 	<p>to formal reading and have students discuss and share a tradition their family does to open up the conversation</p> <ul style="list-style-type: none"> - Once students have shared do a whole class reading of the book, making sure to have students analyse the images for character emotions and visual representation - Once read, ask deep thinking questions like <ul style="list-style-type: none"> - What did you learn about fry bread from reading the book? - Which was your favorite part (color, flavor, time, art, history, place, nation, etc.) of how fry bread is described? Why? - Help students make connections between the book and their lives
Madison Russell	<p>My Heart Fills With Happiness</p> <p>Written by Monique Gray Smith, illustrated by Julie Flett</p> <p>2016</p>	<ul style="list-style-type: none"> - Emotions and feelings - Happiness and joy - Cultural and language diversity - Indigenous culture - Self reflection - Sense of belonging 	<ul style="list-style-type: none"> - Prior to reading the book have a discussion about language, probing if any students speak multiple languages or have family that speaks a different language - While reading pause and think about the

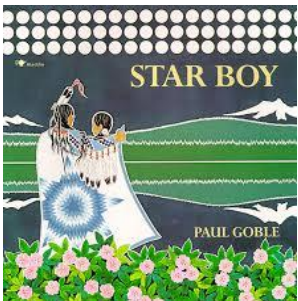
	 <p><i>My Heart Fills With Happiness</i> Monique Gray Smith illustrations by Julie Flett</p>		<p>sources of happiness that the narrator describes asking if students can relate personal experiences</p> <ul style="list-style-type: none"> - Emphasize and discuss aspects of Indigenous culture highlighted in the story including bannock, traditional dress, and drumming - Think, pair, and share connections to the sources of happiness highlighted throughout the story including food, the environment/nature, clothing, family, ect. - Have students reflect on “what fills [their] heart with happiness” identifying sources of happiness in their own lives and expressing their ideas through writing and drawing
Ashlyn Scott	<p>Encounter Brittany Luby 2019</p>	<ul style="list-style-type: none"> - Teach students literary techniques such as personification. - Acceptance and friendship. - Learning about and comparing people from different 	<ul style="list-style-type: none"> - Instruct students to identify one sentence in the story that exemplifies personification.

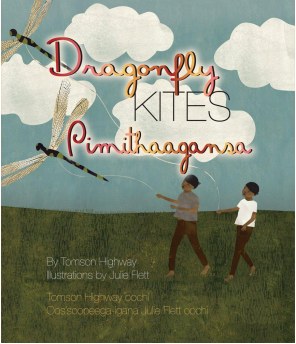
		<p>backgrounds and cultures.</p> <ul style="list-style-type: none"> - Cross-curricular learning: teach students the history of French sailor Jacques Cartier travelling to North America in 1534. 	<ul style="list-style-type: none"> - Students pair up and each individual in the pair is assigned to research 1) the history and culture of the Mi'gmaq and other Indigenous people residing in the Quebec region, and 2) the history of Jacques Cartier and other French settlers during this time period. <p>Students can then share a presentation that compares and contrasts these two different histories and any additional information regarding their encounters.</p>
Megan Siry	<p>Siha Tooskin Knows the Strength of His Hair by: Wilson and Charlene Bearhead, 2020</p> 	<ul style="list-style-type: none"> → Cultural identity / cultural responsibility → Learning about the values from cultures → Further exploration of cultural responsibility and values in relation to family beliefs and traditions 	<ul style="list-style-type: none"> → This book is part of a series called Siha Tooskin Knows and I think that all the books would be good to have in the classroom. → The series of books follow the journey of a young boy as he learns more about his culture and the importance of its traditions. → I struggled to find full versions of the book but from what I saw the graphics seemed to be respectful (the illustrator is an Indigenous artist I believe) → I also think that this book would make for an interesting

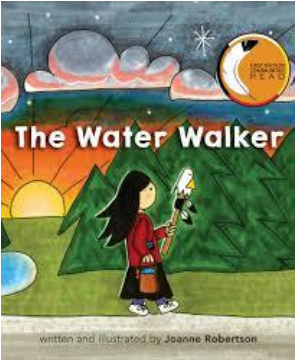
			<p>author study because the authors, Wilson Bearhead and his wife Charlene Bearhead, are both interesting individuals who started writing these books namely to teach their own children about the culture they are a part of and its traditions. → The authors are also (from what I read) from Alberta, so the context of the books would probably be a little more relevant to our area and schools.</p>
Shaelyn Stafford	<p><i>When I was Eight</i> Christy Jordan-Felton 2013</p> 	<ul style="list-style-type: none"> • This book tells of the issues and terror of residential schools. • Goes through the life of a young girl trying to understand why her school was so different • How Indigenous identity and culture was taken away in an attempt to convert or change their views and ethnicity. • Shows the confusion and struggles the Indigenous children and peoples faced (and still face) due to residential schools. • Authentic depiction of the effects of cultural genocide • Exhibits the strength Indigenous peoples have, and how they fought hard and strong for their rights and freedom that was taken unjustly. • Shows the impact stolen identity has on individuals. 	<ul style="list-style-type: none"> • Discussed how the indigenous issues in this book are important to teach children and to have them understand what and why residential schools were wrong. • Stop while reading and ask students questions to make sure they understand the context of the book. • Allow for students to ask questions • Have students retell the story so they can have a full understanding of

			<p>the impacts residential schools had on Indigenous peoples.</p> <ul style="list-style-type: none"> • Use the Aboriginal checklist Chris provided and teach the students how to go through it • Go through the checklist as a class, asking students where they think the book fits with each section.
Taylor Stevenson	<p>The Giving Tree Leah Dorion 2009</p> 	<ul style="list-style-type: none"> • learning about the importance of balance between giving and taking • equality between male and female - balance and working together • keeping traditions alive and passing them on from generation to generation 	<ul style="list-style-type: none"> • Class read aloud and discuss the importance of give and take. For a younger audience, have students come up with examples on ways in which they could give to others and discuss the importance of not always taking from others without offering something in return. • The book could be used to provide insight into the importance of passing on traditions and keeping traditions alive. • Reflection on the artwork of the book

			and connections to indigenous culture
Jessica Stow	<p>The Sharing Circle Theresa Meuse-Dallien (2003)</p> 	<ul style="list-style-type: none"> - This book is a collection of stories about First Nations culture and spiritual practices - Tells many stories about various cultural practices within First Nations culture - Understanding First Nations spirituality - Understanding important symbols and objects in Indigenous culture 	<ul style="list-style-type: none"> - This book can be used to explain different spiritual practices and ceremonies in Indigenous culture. - After reading the book with students, the teacher could direct a sort of sharing circle where students could share their ideas and understandings about the book with the class. - Students should be able to tell the teacher what the importance of Indigenous symbols and practices are.
Ruthie Stutely	<p>Starboy by Paul Goble, 1981</p>	<ul style="list-style-type: none"> - Blackfoot traditions such as the annual building of special lodges, traditional sundance, and traditional clothing/attire. - Blackfoot legends and beliefs about the origin of the sundance and its significance - The people who the Blackfoot believe in, such as the Morning Star, Evening Star, Starboy, and The Sun, and they believe in the Sky World. - The consequences of disobeying a respected Indigenous person, such as the Sun, since this resulted in Scarboy's 	<ul style="list-style-type: none"> - During a class read aloud, the teacher should give students opportunities to ask questions since the plot moves very fast and the story is quite unique from stories the students are normally used to reading - Students could point out

		<p>face scar.</p> <ul style="list-style-type: none"> - Indigenous customs such as asking for permission to marry a woman, especially a chief's daughter, and the associated comprises - Going on a long journey to fulfill a goal, often speaking to animals for help along the way. 	<p>Blackfoot traditions that they see on the front cover, and throughout the book</p> <ul style="list-style-type: none"> - Students could re-enact the story as a school play or in small groups to demonstrate their understanding of the elaborate cause-and-effect elements in the legend. - They could watch a sundance or take part in a sundance to demonstrate their respect and knowledge on the tradition and its origins, and to gain an even deeper and more "hands on" grasp of the essential understandings.
Ainsley Teierle	<p><i>When I Was Eight</i> By Christy Jordan-Fenton and Margaret Pokiak-Fenton (2013)</p>	<ul style="list-style-type: none"> - Impact of residential schools from an indigenous perspective - Restriction on identity resulting in loss of culture in attempt to assimilate - Gives insight on how children were treated during residential school 	<ul style="list-style-type: none"> - During group reading allow time to pause and ask questions. This allows students to reflect on their essential understanding of what has been read. - Let students express how the story makes them feel. How would they feel if they encountered similar experiences. - At the end of the reading allow

			students time to ask questions to deepen their understanding
Braeden Ung			
Jadyn Willan	Dragonfly Kites By Tomson Highway (2002) 	<ul style="list-style-type: none"> - Imagination - Using the land - Friendship/brothers bonding - Connections with animals 	<p>A read a-loud could be done in a large group followed by a small discussion.</p> <p>Afterwards you can have child's in a small group. Have them discuss ideas on what they would do to keep busy if they didn't have any toys or electronics.</p> <p>Conversations or lessons on the environment could also work for this book. Discuss how their imagination has a little harm to the environment.</p>
Paige Wolf	When We Were Alone David Robertson 2016	<ul style="list-style-type: none"> -How residential schools impacted Indigenous people -Introduction to some Indigenous culture/traditions -Authentic viewpoint of historic events and culture 	<ul style="list-style-type: none"> - A read aloud can be done and you could ask questions during to ensure essential understandings are being met - Students could work together to discuss what they have learned about the culture/traditions of Indigenous people

			<p>shown in the book</p> <ul style="list-style-type: none"> - Can create a lesson that teaches the impacts of residential schools
Noah Yarmchuk	<p><i>The Water Walker</i> - Joanne Robertson - 2016</p> 	<ul style="list-style-type: none"> -How we impact the environment -Coming together to make the change we want to see in the world -Connection with the environment as well as spiritual realm -What the environment provides us with 	<ul style="list-style-type: none"> -Environment unit in school -A teacher can ask students about the impacts they see on the environment and what they think could be done to help preserve it. -As a class discuss indigenous ties with the environment and why we should all create a bond with the natural world and the benefits this provides us with -Could have students design different ways of making a positive impact on the environment -Talk about the author, someone of indigenous descent as well as a water activist.