

***The Marrow Thieves* by Cherie Dimaline Text Template**

Engaging in Culturally Responsive and Relevant Pedagogy(CRRP)

Title of Text:	The Marrow Thieves
Author:	Cherie Dimaline
Date of Publication:	2017

Culturally Responsive and Relevant Pedagogy Overview

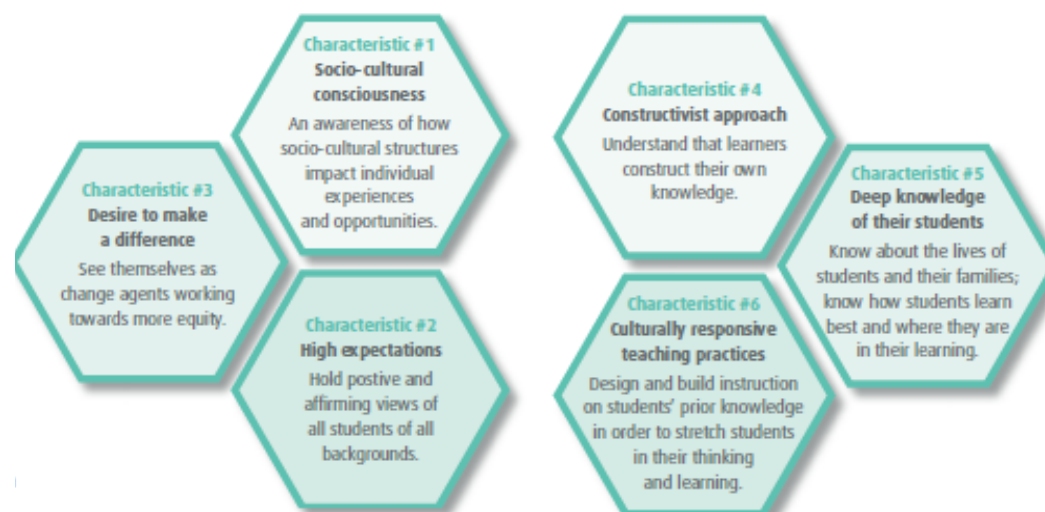
****Please ensure that you review the TVDSB CRRP Text Selection Criteria before proceeding****

**** We strongly encourage all teachers who are considering teaching an Indigenous text to review the following resource:**

<https://docs.google.com/presentation/d/1USC9mtUU49V3-FVCNJUgfmZQ1ppNxTQyIAYnkn0YDag/edit?usp=sharing>

Culturally responsive and relevant educators share a mindset - a particular set of dispositions and skills that enables them to effectively support students in diverse settings (Capacity Building Series K-12). These are identified by Villegas and Lucas (2002): socio-cultural consciousness; high expectations for all students; desire to make a difference; constructivist approach; deep knowledge of students; and culturally responsive teaching practices. Culturally responsive and relevant pedagogy also includes adopting an ethic of critical care, using diverse texts, democratizing learning spaces and activities, empowering learners to confront and challenge social injustice, and adopting an asset-based, growth mindset about students' abilities. CRRP also encourages us to centre students' experiences and identities in our curriculum and instructional design. These texts and the introductory activities aim to have educators reflect intensively on classroom practices – text selection as well as instructional and assessment practices - as we seek to be more culturally responsive.

The Mindset of Culturally Responsive Educators



-Capacity Building Series *Culturally Responsive Pedagogy*, November 2013

Reflections to Consider:	<i>What cultural contexts, interests, capabilities and lived experiences do my students bring to their learning? (Diversity of race, ethnicity, class, gender identity, sexual orientation and ability).</i>
Suggested Grade and Level (based on maturity and depth of text):	Senior grades
Author Bio:	Cherie Dimaline is a member of the Georgian Bay Metis Community in Ontario who has published 5 books. Her 2017 book, <i>The Marrow Thieves</i> , won the Governor General's Award and the prestigious Kirkus Prize for Young Readers, was a finalist for the White Pine Award, and was the fan favourite for CBC's 2018 Canada Reads. It was named a Book of Year on numerous lists including the National Public Radio, the School Library Journal, the New York Public Library, the Globe and Mail, Quill & Quire and the CBC, has been translated into several languages, and continues to be a national bestseller 2 years later. Her new novel <i>Empire of Wild</i> (Random House) became an instant Canadian bestseller and was named Indigo's #1 Best Book of 2019. Empire will be published in the US through William Morrow in Spring 2020. Cherie lives in Vancouver, BC where she is working on a new YA book, the next adult novel and the hotly anticipated sequel to <i>The Marrow Thieves</i> as well as the forthcoming TV adaptation.
Synopsis:	A post-apocalyptic coming of age story, it is set in a not too distant future, in which settlers suffer from dreamlessness. It forces readers to grapple with its themes of Indigenous identity, environmental destruction, family, language and story, survival, and ultimately, hope. Canada's history of colonialism, residential schools, policy of assimilation, and the resulting intergenerational trauma are woven throughout the narrative as readers follow 16 year old Frenchie running from government recruiters tasked with apprehending Indigenous people in order to harvest their bone marrow, which is believed to be the cure for a dreamless population. "Its unflinching narrative resonates in our disturbing times." (CBC, Canada Reads)
Potential Essential Questions/Topics/ Essential Ideas:	Persecution Cyclical Histories, Language, and Indigenous Oppression Family and Coming of Age Humans and Nature Trauma, Identity, and Pride
Commentary about the text:	"I think above all for me the book is really hopeful. Even in this horrible dystopian future, people are being hunted, there's a terrible outcome; there's still so much hope in that group of characters. They fall in love and they develop friendships, and they become family and they sing and they laugh. There's a part early on in the book where Frenchie, the main character, says, "We are still kings among men," and he's walking through

	the forest on threadbare soles and raggedy clothes, but he's still got that feeling of great importance, of being extraordinary." -Cherie Dimaline
Trigger Warnings: <i>"The purpose of trigger warnings is not to cause students to avoid traumatic content, but to prepare them for it, and in extreme circumstances to provide alternate modes of learning."</i> (Lockhart)	Novel content that may trigger students and or other staff (list topics below). ● Residential Schools ● Intergenerational Trauma ● Sexual Assault ● Suicide ● Violence and Torture ● Food Scarcity ● Loss ● Environmental Disaster
Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)	The TVDSB FNMI website: bit.ly/tvdsbfnmi Turtle Island Reads - Curio.ca Terminology Presentation Indigenous Students in TVDSB First Nations in Southern Ontario Indian Residential Schools - An Overview National Centre for Truth and Reconciliation Indigenous Vocabulary Cultural Terminology CBC Podcast: How Cherie Dimaline found hope in a dystopian future. Oct. 2. 2018
Reflection Questions:	● What does it mean to be an ally? What qualities must an ally possess? ● How has my thinking changed after engaging with this text? ● What are actions or changes I can make, now that I have engaged in the topic of my novel? ● What is one of the themes that everyone can relate to, and why is it important to discuss these things? ● What social impact could come from reading this novel in other schools and classes? ● If every novel is a product of its time, why is your book relevant to society today?

	• Why is it important for Indigenous authors to keep writing, and all Canadians to keep reading their novels?
Ways to value student voice and perspective:	
Potential teaching strategies, lesson ideas etc.:	

Template adapted from PDSB's ReThinking English: Culturally Responsive Classrooms

The above suggestions are not a complete list.

Did you come up with any new ideas or resources while using this text? Please let us know so we can add them to the template.

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