War and Remembrance:

Aboriginal Veterans and

Their Contributions to

War Efforts from

World War I to the Present

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Indigenous Inquiry Kit

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# Section 2: Conceptual Map

Grade 6 E.L.A.,

Social Studies, and Art

(Manitoba Curriculum)

##

## Conceptual Map

Grade 6 Social Studies


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Grade 6 Art

War and Remembrance:

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Grade 6 English Language Arts

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# Section 3: Rationale and Context

## Rationale and Context

I have chosen to create an Indigenous Inquiry Kit on Aboriginal veterans and war contributions as part of a larger thematic unit for English Language Arts which is centered on Remembrance Day and why we wear a poppy. In the unit I have students learning about the wars, and the war effort by Canadians, while giving them time to reflect on why we wear a poppy today. The unit is heavily centered on English Language Arts curriculum with ties to the Social Studies and Art curricular outcomes. In the unit, students read information and stories about the war and how people responded to it, view videos and images, listen to music, create art work that is related to the material being studied, and write a variety of assignments. Through the five week thematic unit, it is hoped that students will gain a better understanding of why Canadians have gone to war, what it is like for those who have gone to war, and why we should show respect and appreciation to the members of the military, both past and present, on Remembrance Day. The materials and resources that are part of this kit are not intended to be part of a stand-alone unit, and are to be incorporated into this larger unit as a means of giving the students a greater understanding and appreciation of the contributions of all Canadians.

The overall unit on “War and Remembrance” is a topic that is close to my heart. I am a military wife whose husband has twice served for our country overseas in the combat mission in Afghanistan. I wear my poppy with pride every November 1 – November 11, honouring those who served with my husband as well as those who served before him. I have a great appreciation for the members of the Canadian military and wish to extend that to my students and my classroom.

This unit is intended for a grade six classroom as the Social Studies outcomes for clusters 2 and 3 tie into the theme of War and Remembrance. However, it was my aim to find resources that could be used or adapted for use at various grade levels as at this time I do not know if I will ever teach in a grade six classroom. Remembrance Day occurs every year, and as such, I hope to be able to use some of the materials and activities in both this kit and my overall unit no matter what grade level I teach in future years.

I chose to research and become more familiar with Aboriginal peoples’ contributions myself so that I can better instruct my students. Prior to my research, my knowledge base came from university level history classes. I feel that students in middle school should be able to read information or view images about all Canadians and their efforts to truly gain an understanding and appreciation for why we wear a poppy each Remembrance Day. Thus, I set out to find Aboriginal centered resources to help balance other materials that are commonly used in schools for Remembrance Day instruction. However, this has not been an easy task. Resources, particularly literature resources, have been difficult to locate but through hard work and late hours spent researching, I now have a kit full of resources and materials to aid in the instruction about Aboriginal veterans and their contributions to the war efforts as part of the larger thematic unit.

I have not had the opportunity to teach any of my lessons created for this kit during my placement in the fall of 2010. However, I have successfully taught a modified Aurora Borealis art lesson during a previous placement to three different grade 3/4 classrooms in the spring of 2010. The students enjoyed it greatly and produced many wonderful pieces. During my fall 2008 placement in MacGrgeor, I was able to help instruct a War and Remembrance unit for a grade 5/6 classroom, from which my overall unit is loosely based. During that placement I organized a presentation for the school from C.F.B. Shilo in which students who don’t normally get to see and talk to a soldier in uniform were able to do so. I plan on inviting a speaker to my future classroom, be it an active duty member of the Canadian Forces or a veteran who can speak to the past (or both, if time and resources allow). While I plan on requesting that the speaker/one of the speakers be Aboriginal, I will not necessarily have available resources to do so.

I do not consider this kit to be final and complete. I would still like to find resources on the Canadian Cree code talkers of World War II, a topic which has aroused interest in my husband as he did not know about the use of the Cree language as a secret code, similar to that created by the Navajo peoples of the United States of America. I would also like to look for information about Aboriginal women and their contributions to the war efforts. In a related area of research, I would also like to find sources of information pertaining to Aboriginal nurses who travelled to the battlefront. Additionally, as most of this kit is geared towards World War I and World War II, I would like to find more information about the contributions of Aboriginal peoples in the Korean War, the various peacekeeping missions, and the Canadian military’s current mission in Afghanistan. There is, overall, much that could be added to this kit once resources are located.

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# Section 4: Book Reviews

**Book Review #1:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Trottier, M. (Illus. Meers, T.). (2007). *Scholastic Canada biographies: Canadian heroes*. Toronto, ON: Scholastic Canada Ltd.

1. Why book was chosen

This book was chosen because it contains a section written on Sgt. Tommy Prince, a Canadian Ojibway soldier who fought in WWII with the Royal Canadian Engineers and later with the 1st Special Service Force. Sgt. Prince also fought with the 2nd Battalion Princess Patricia’s Canadian Light Infantry in Korea in 1950. The courage Sgt. Prince shows during battle is described in this section in such a way that every young reader will feel pride in this remarkable soldier. This book is also written in a language and style suitable to younger readers or those reading at a lower grade level. The goal is to instill pride in our Canadian Aboriginal Veterans, of which Sgt. Tommy Prince is a shining example.

1. Summary/Overview of book

While the book contains sections on five different “Canadian Heroes”, the section on importance for this kit is the section on Sgt. Tommy Prince. The section outlines Sgt. Prince’s career in a short, to-the-point manner written in a style that is easy for young readers to read and understand. Part of the section contains a description on Sgt. Prince’s heroism during the Italian campaign in 1944, where he crossed enemy lines to lay telephone wire to an abandoned farmhouse where he took shelter, observing the enemy and reporting back to his unit. Aside from his medals he was awarded for his participation in both WW2 and Korea, the section also lists some of the accolades he has since received, including a wall honouring him at the Vancouver Island Military Museum, a scholarship in his name, a street in his name in Winnipeg, and a school named after him on his home reserve.

1. Specific quotes from text

“Canada entered World War II in 1939. Tommy Prince enlisted the next year and joined the Royal Canadian Engineers. He later said, ‘As soon as I put on my uniform I felt a better man’” (p. 22).

“To this day Sergeant Thomas George Prince remains Canada’s most decorated Native war hero, and a credit to the chiefs who were his ancestors” (p.27).

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I quite liked the way this was written. While simply written, it contains enough information to interest the reader.

The illustration on page 23 of Sgt. Prince laying telephone wire as he creeps up to an abandoned house matched the text perfectly and helped inspire a wonderful mental visual image of Sgt. Prince pretending to work in the field while making repairs.

It is nice to see Tommy Prince listed in a book of Canadian Heroes alongside such other notable Canadians as Terry Fox. It gives the feel of his importance. However, it is said that he is the only person of Aboriginal descent to be featured in this book.

1. Reevaluating the story with reference to values, ideals, beliefs, and/or institutions of Aboriginal peoples

While the section is brief, it appears as though Sgt. Prince remained humble even when being congratulated on his successes. After his second honourable discharge from the army in October, 1953 he praised his fellow soldiers as follows: “They were a bunch of great guys. I’m here because they kept me safe and brought me home” (p.25).

I especially liked the mention of how he would refer to a letter from his father as “a smoke signal from the chief’ (p.22), his way of making sure that although his was a soldier in the army he was still a Native.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

Having read this short section on Tommy Prince, I wonder if there are any more literary works that either delve into greater detail in regards to Sgt. Prince’s life or contain more information about other influential Aboriginal veterans and war heroes.

While the section makes brief references to skills learned from his father which made him a skilled marksman and trapper, I would like to know more about how his upbringing better equipped him for the rigors of army life.

1. Would you use/recommend this book for your school and/or classroom? (circle one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

This book would be a great way to introduce Aboriginal war heroes and veterans as it outlines Canada’s most well-known Aboriginal veteran to date in a manner that is easy to understand.

On a side note, this book also contains sections on Terry Fox and Roberta Bondar. The section on Terry Fox could be used in class during discussions around the annual Terry Fox Run. The section on Bondar could be referenced for grade 6 science as part of the Solar System cluster.

**Book Review #2:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Loyie, L., & Brissenden, C. (2006). *When the spirits dance.* Penticton, BC: Theytus Books.

1. Why book was chosen

Originally the cover grabbed my attention, with a Native man dressed in military uniform, photos of children and a backdrop of Northern Lights. My first thoughts were that this must be the story of the man in uniform. However, while the man in uniform on the cover is part of the reason this book was written, it is in fact the story of the Cree family left behind by the man in uniform when he went oversea to fight in World War II. The book gives a great sense of what life was like at home and how, even when the father of the family is not home, he family keeps on with the traditions.

This book is also suggested for ages 8 and up and is thus a good book for younger readers.

1. Summary/Overview of book

The book is about Larry Loyie’s life in Rabbit Hill as his father is called away to war and what transpires in the immediate years that follow. While growing up without his father around, Lawrence becomes the man of the household and must utilize the survival and life skills has learned from his father and the elders to help the family survive against attacks from American army deserters while maintaining a traditional way of life and starting school.

The book is filled with pictures that highlight and accompany the text, giving faces to the names or showing items or places that are mentioned in the story. The most interesting of these photographs is one of the postcard Larry’s father had sent to the family while at war – it pictures his father dressed in his uniform and is labeled “ Canadian Active Service Force Somewhere in England.” Due to security reasons, Larry’s father’s exact location could not be given.

1. Specific quotes from text

“Mama said sternly, ‘Your Papa is too old to go to the war. The army doesn’t want a man with so many children’” (p.12).

“At suppertime, the children ate silently. Mama and Papa hardly spoke. Finally Mama said, ‘Papa is leaving for the city on the midnight train. The army needs him after all” (p.15).

“Lawrence knew Rabbit Hill was where he belonged. His father had taught him the names of many plants and the ways of the animals that lived there. Walking alone in the forest that summer studying them, he felt so close to Papa” (p.16).

“’I bought smoked fish for you and the children,’ Grandpa said to Mama. ‘With your husband away, I’m sure your family is not getting enough wild meat or fish to eat’” (p.19).

“Lawrence thought about Sammy, his cousin. Sammy’s father was home all the time, while Papa was far away. It wasn’t fair. On the other hand, he could do grown-up things now that Sammy wasn’t allowed to do. It would be a long time before his cousin was allowed to camp alone. It made Lawrence feel a little better to know he was outdoing Sammy” (p.29).

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

This is a very well written book that is simple yet powerful. The images described in the words on the page are easily brought to life in the mind.

1. Reevaluating the story with reference to values, ideals, beliefs, and/or institutions of Aboriginal peoples

There is a great deal of Cree culture in the book. When possible, Cree names are used (with translations to English) and there is a great emphasis on family, from the guests who stop by the house to the camp grounds where they boil the birch sap. There is a great appreciation for nature as well, from descriptions of the land and the trees in the forest to the mentioning of giving tobacco back to the land in thanks for the sap provided to them.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

I now wonder what life was like for those families left behind who did not have the same support network as the Loyie family did. When rations became scarce and they had to turn to the land for food, Larry and his family were able to provide for themselves by hunting rabbits and harvesting birch sap. There was also the visits to the Loyie household from Grandma and Grandpa to help with chores or to offer food.

I am also wondering what Klim tastes like (the powdered milk substitute used at one point on Sunny Boy cereal, which turned the Klim blueish in colour). It is only mentioned the once, but I can’t imagine powdered milk being a preferred favorite in my household of milk drinkers. I personally love the creamy taste of my 2% milk.

1. Would you use/recommend this book for your school and/or classroom? (circle one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

At the end of the book, while looking at the Northern Lights, Kokom (Grandmother) tells Lawrence that it is believed by the Cree people that “the lights are the spirits of our ancestors. Your grandmothers and grandfathers are watching over you” (p.38). As an added extension to this piece, I have a Northern Lights art project which uses blue and black construction paper and oil pastels to create a Northern Lights display. The black construction paper is used to make outlines (silhouettes) of items in the landscape, so students could use some of the nature descriptions from the book to complete the scene. Alternatively, students could create a silhouetted scene associated with Remembrance Day, such as cross in rows. As a third option, students could combine the two ideas.

**Book Review #3:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Nelson, S.D. (2006). *Quiet hero: The Ira Hayes story.* New York, NY: Lee & Low Books Inc.

1. Why book was chosen

This book was chosen because it portrays a Native American war hero, gives a summary of his life and his contributions to WWII, and is at a lower reading level. It also has some great illustrations that accompany the text.

1. Summary/Overview of book

Ira Hayes was a Native American born into poverty who came out of WWII a hero and icon of American history. This story takes the reader through Ira’s childhood, his time spent in boarding school, his days in boot camp and at war in Japan during WWII, and his return home as one of America’s war heroes and icons. The story also describes how he was one of the six men to raise the American flag at Iwo Jima and how he became an American icon through the famous photograph of the event, and how he was unable to readjust to civilian life after the war.

1. Specific quotes from text

“In August 1942, at age nineteen, Ira joined the United States Marine Corps. Before he left Ira went home, where everyone gathered to say good-bye. The tribal elders praised his loyalty and patriotism. Ira was ready to carry on the Pima tradition of being an honorable warrior” (p. 11).

“The men in Ira’s battalion became best buddies, and Ira finally felt as if he belonged. He was no longer lonely. This was the happiest time of his life” (p. 14).

“When the three survivors returned home, they were treated like heroes. Ira was shocked to find thousands of people cheering for him. He didn’t think he deserved all the attention. Ira told the crowds that the soldiers who died on Iwo Jima and in other battles were the real heroes”(p. 23).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes

Amazon.com has rated this book as for grades 1-4 or ages 9-11.

This book could be used in ELA as part of a Remembrance Day unit. It could also be used as part of a hero/icon unit.

Students could read the book and summarize his life for presentation.

Locations mentioned in the book could be labeled on a map (Social Studies).

Dates could be recorded on a timeline (Social Studies).

It could be used as part of a study on community (the various communities he belonged to over the course of his life – family, school, marines, Pima peoples, etc.) (Social Studies).

As this is a book about an American, it really doesn’t fit in with the Canadian war contributions which is a large focus in Cluster 2 of grade six Social Studies. It could maybe be considered for: 6-VI-007A Value their Frist Nation, Inuit, or Métis language, heritage, and culture.

Possible Grade 6 ELA Outcomes:

2.2.1 Experience various texts – seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses.

5.1.3 Appreciate Diversity – observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility to communities.

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I was saddened to read that Ira had died just short of ten years after his historic flag raising day. I was even more saddened to read that he gave in to alcohol upon his return as a way of dealing with the loneliness. Unfortunately, drinking is an all too common “medicine for what ails you” in the military. Thankfully, in today’s Canadian military, there are safe guards put in place to help those who are suffering with readjusting to life at home after a deployment.

The illustrations that accompanied the text are simple yet vivid. They match the text perfectly, bringing to life the words on the page.

I wonder how many Native Americans fought alongside their “white” brothers, as Ira did? How many were segregated?

1. My transformed thoughts: What is not written in the story but now I am thinking about…

How many war veterans have returned home to feel the intense loneliness that Ira felt? How have others coped? Did they turn to drinking, as he did, or did they turn to their tribes and a more traditional way of life for support?

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

While Ira Hayes is an American, he is still a war veteran whose contributions helped lead the way to victory. His story may be similar to many Canadians and should thus not be excluded. However, Ira’s story should be accompanied by a Canadian’s story which would allow for some comparative analysis to occur (perhaps the students could create Venn diagrams to represent the similarities and differences between the two).

**Book Review #4:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Bruchac, J. (2005). *Code talker: A novel about the Navajo marines of World War Two*. New York, NY: The Penguin Group.

1. Why book was chosen

I selected this book because it was the only novel I was able to find that fit my topic of Aboriginal contributions to the great wars. It was also selected because upon further research, Scholastic rates the book for grades 6-8 which is the grade range of concentration for the kit.

1. Summary/Overview of book

This is the story of Ned Begay, one of the American Navajo code talkers who served for the United States of American during World War II. It is written as the story he tells his grandchildren as he looks upon the medal he received for his service to his country. The story starts as Ned is taken to boarding school at the age of 6 where he is forced to learn and use English and his sacred Navajo language is forbidden. As time goes on he grows from a boy being dropped off at boarding school to a 16 year-old who desperately wants to enlist in the Marine Corps to fight for his country in World War II. After basic training, Ned becomes one of a few select men, all Navajos, chosen to create and utilize a secret code using his sacred language, the same language he was told to forget when he was a small boy. In the thick of battle, Ned sends and receives crucial codes in his sacred language all over the Pacific as he battles with his countrymen to ensure America’s victory over Japan. The novel ends with Ned returning to his reserve. On the way home he stops in at a bar for a drink, as he is hot and thirsty, and it thrown out because he is an Indian. After all his work on behalf of his nation, nothing had changed for him at home.

1. Specific quotes from text

“As my uncle reached the gate of the school, like all the other parents and relatives who had traveled for to bring their children there, he was told that he had to go. He patted me one final time on my shoulder, stroked his mustache with his other hand, and nodded slowly. “You will remember,” he said” (p. 12).

“Tradition is the enemy of progress” (p. 23).

“All through Indian school we had been taught that white men knew everything. That day, for the first time, I realized several things. The first was that *bilagáanaas* are not born knowing everything. The second was that in many of the most important ways, white men are no different from Navajos. The third? That no matter who they are, people can always learn from each other” (p. 67).

“We were kept invisible. It was partially because our rue duty was kept such a secret from so many. But I think it was also because we were Indians in what was still, even in the Marines, a white man’s world. It was easy to forget Indians” (p. 87).

“ ‘Even out on the ocean,’ Bill said, ‘Father Sky will be above us. We will never be forgotten by the sky’” (p. 90).

“ ‘When we saw them,’ Sam added, ‘we realized that our enemies were just human beings’” (p. 97).

“When he said [that there was no way to get water out here], Kee and Bill and Henry and I, the four Navajos, looked at each other and nodded. We had all seen the clumps of prickly pear cactuses that were growing everywhere” (p. 98).

“He took me by the arm and led me to a big rock near the ocean. We sat together there for a time without saying anything. Then he bent over, pressed his palm on the ground, and lifted his hand up to rest it against his heart. I knelt down on one knee and did the same, then swung my hand in the direction of the rising sun. Gene-gene nodded. He understood that the land of my own heart was there, far across the wide ocean. He placed his left hand on my chest and I did the same. We stood there like that for a while feeling each other’s hearts beat with love for our sacred homelands. It was one of the best conversations I ever had” (p. 103).

“A sense of humor can be just as important for a soldier’s survival as a gun or a foxhole” (p. 107).

“Remember, grandchildren, like so many other Navajos, I had grown up hearing only criticism and hard words from the *bilagáanaas* about our people. We Navajos were stupid. We were lazy. We could not be taught anything. We could never be as good as any white man. To hear what was now being said truly made the sun shine in my heart.The Navajos have proven to be excellent Marines, intelligent, industrious, easily taught to send and receive by key and excellent in the field” (p. 136-137).

“Never think that war is a good thing, grandchildren. Though it may be necessary at time to defend our people, war is a sickness that must be cured. War is a time out of balance. When it is truly over, we must work to restore peace and sacred harmony once again” (p. 139).

“Some even accused those men of being fakers and cowards. But we Navajos understand it well. Our ancestors saw what war does to human beings. When we must fight other humans, injure and kill them, we also injure a part of ourselves. Our spirits become sick from contact with the enemy” (p. 161).

“Although I had changed, the things that had made me feel sad and ashamed when I was a child in boarding school had stayed the same. It didn’t matter that I had fought for America. It didn’t matter that I had made white friends who would have sacrificed their lives to save me when we were at war. In the eyes of those prejudiced *bilagáanaas* in that bar, I was just another stupid Navajo (p. 210).

“But more important that any praise was the fact that we could now tell this story. We could tell our children and our grandchildren about the way our sacred language helped this country” (p. 214).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes.

This book is rated for grade 6-8 on the Scholastic.com website.

This book would be used in a novel study in ELA. As it is rated for grades 6-8, it is a higher level reading material and may thus be difficult for struggling readers to manage. Thus this book would be read in a combination of small group, whole group, and teacher read aloud to ensure that all readers have a basic understanding of the book and have the same opportunities to comprehend and complete assignments. If needed, this book is also available on audio.

Scholastic has generated a series of Literature Circle questions based on Bloom’s Taxonomy which would be used a basis for journaling.

I have two books from S&S Learning Materials which would be used to further understanding and extend understanding. There are many options for students in these books and thus students would be able to tailor their learning to their interests, including a variety of graphic organizers and hands-on activities.

Possible ELA Grade 6 Outcomes:

* + 1. Express ideas – engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.
		2. Consider others’ ideas – select from others’ ideas and observations to develop thinking and understanding

2.1.2 Comprehension strategies – use comprehensive strategies appropriate to the type of text and purpose

2.2.1 Experience various texts – seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses

3.1.2 Ask questions – formulate relevant questions to focus information needs for an inquiry

4.4.1 Share ideas and information – share information on a topic with class members in a planned and focused group session using a variety of strategies

4.4.3 Attentive listening and viewing – demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inferences…] and show respect for presenter(s) through appropriate audience behaviours

5.1.1 Compare responses – compare personal ways of responding and thinking with those of others

5.1.3 Appreciate diversity – observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities

5.2.1 Cooperate with others – assist group members to maintain focus and complete tasks; identify and solve group process issues

5.2.2 Work in groups – select and assume role to assist in the achievement of group goals; engage in ongoing feedback

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I love the way this book is written. It really does seem as though you are reading a story written for someone’s grandchildren. The details are vivid but not bloody or gory when it comes to the war descriptions. You are taken through Ned Begay’s life as he remembers it like it was a motion picture played out on the pages of the book.

It really is a shame that those who served such a major role in the success of America in the war did not receive recognition for so many years. I understand that they needed to keep the code and its participants a secret in case they were needed again, but there should have been some way to recognize their service well before they were invited to the White House in 1969.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

I would love to find information about the Canadian Cree Code Talkers to be able to show the students what great contributions they made to Canada’s war effort. However, thus far I have only been able to find a few places where they are mentioned on the internet and have not been able to find any books or novels. The resources I have found are:

1) An article from the Globe and Mail, written by David Stonehouse, at the time of the release of the movie *Windtalkers* starring Nicolas Cage and Adam Beach: http://www.davidstonehouse.com/articles/windtalkers.htm

2) A write up on Canada’s Cree Code Talkers from the Veteran’s Affairs website: http://www.vac-acc.gc.ca/youth/sub.cfm?source=feature/week2001/media01/cree

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

**Book Review #5:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Ningwakwe Learning Press. (2008). *Honouring our peacekeepers: An overview of Aboriginal veterans & peacekeepers*. Owen Sound, ON: Ningwakwa Learning Press.

1. Why book was chosen

I ordered this book from the Manitoba Education Instructional Resource Unit in Winnipeg. I had only a brief description to accompany the title of the book to consider when ordering it. From that brief description I thought that this book would be a good addition to my kit. It is a shorter, grade appropriate book that, although is only a brief overview of the topic, would be a great addition to the classroom library. It is something I feel that students would pick up and read on their own.

1. Summary/Overview of book

In 24 short pages *Honouring Our Peacekeepers: An Overview of Aboriginal Veterans & Peacekeepers* touches on pre-contact social make up, World War I, World War II, and Métis veterans, as well as brief summaries of some of the Veterans themselves such as Sgt. Tommy Prince and Cpl. Francis Pegahmagabow. There is a glossary of terms at the back of the book as well as some quotes from veterans. There is also a brief summary of the Oka Crisis, which although an important part of Canadian history, would not be considered to be part of this unit.

1. Specific quotes from text

“In all theatres of war, Canada’s Aboriginal soldiers overcame cultural challenges and made tremendous sacrifices and contributions to Canada in its’ efforts to restore world peace. It was an incredible response consistent

with past tradition” (p. 5).

“During the First World War alone, at least 50 medals were awarded to Aboriginal people on Canada for their bravery while sniping and scouting, and for performing other daring and heroic acts”( p. 7).

“Fifty-one men, members of the Curve Lake First Nation, enlisted in the war. This number is memorable because it meant that every single man of fighting age in the community enlisted” (p. 16).

“Soldiers, both Native and non-Native, gave their lives to defend values that were and continue to remain meaningful to Canadians” (p. 21).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes

There is a note inside the front cover that states that this book is Ontario LBS Reading Level 4. I looked it up (http://firstnationliteracy.com/making-sense-of-literacy-books-and-their-reading-levels/) and the reading level corresponds to grades 7-8. However, on the website for Ningwakwe Learning Press this book is listed as a LBS 3 reading level, which corresponds to grades 5-6.

This book could be used as a reference book. Students could be broken up into small groups to look at different parts of the book, summarize, and present to the class. This book could also be added to a Remembrance Day classroom library and used for personal interest reading.

Possible Grade 6 Social Studies Outcomes:

6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war effort

6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars

6-VI-007A Value their First Nations, Inuit, or Métis language, heritage, and culture

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

While I acknowledge the impact the Oka Crisis had on the Aboriginal peoples and communities, I personally feel that it is out of place in this book discussing war contributions and war veterans. I would guess that it is included because it is an example of war on Canadian soil.

While I am happy to have a resource that students would be able to utilize, I think the summary is a little too minimal as it doesn’t go into any depth. This book, however, might create questions in the minds of students and open them up to looking for more information.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

I wonder about how the communities were affected by the departure of their male population, especially the Curve Lake First Nations community which saw every man of fighting age enlist for service overseas.

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

This book is available for purchase through the Ningwakwe Learning Press website at http://ningwakwe.on.ca/catalogue.htm. Price: $9.95

ISBN: 978-1-896832-57-9

**Book Review #6:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Summerby, J. (2005). *Native soldiers foreign battlefields*. Ottawa, ON: Veterans Affairs Canada.

1. Why book was chosen

This book is part of the Remembrance Series from Veterans Affairs Canada. It was chosen because it contained a significant amount of information on Aboriginal veterans of WWI, WWII, and Korea.

1. Summary/Overview of book

This book is presented in both English and French. It contains many summaries of veterans of WWI, WWI and Korea, as well as brief summaries about why so many Aboriginal people joined the war effort. Each summary of a veteran includes information on medals and recognitions awarded which showcases just how valuable these Aboriginal soldiers were to the war efforts. There are many photos of the individuals summarized throughout the book.

1. Specific quotes from text

“On a voluntary basis, however, Native enthusiasm for the war effort was evident across Canada. Some reserves were nearly depleted of young man. For example, only three men of the Algonquin of Golden Lake Band who were fit and who were of age to serve remained on their reserve” (p. 6).

“Mostly, he sees his father [Cpl. Francis Pegahmagabow] as a peaceful man: ‘He was always saying how we have to live in harmony with all living things in this world” (p. 11).

“It is unlikely that many Natives were among the approximately 2,500 Canadian conscripts sent to the front between late 1944 and the end of the war. By that time, most able-bodied Indian men were already serving voluntarily” (p. 22).

“Many Korean War veterans, including Ted Jamieson and Ronald Lowry, chose to remain in the Canadian Forces. For men such as them, tradition became a career” (p. 40).

“We, your sons and daughters of today, remember you, spirits of the past wars and battles. We stand for peace on this planet called Mother Earth. … We are armed not with the terrible weapons of technology but with the wisdom of Elders. We have not forgotten, we will not forget. We will live for our children and the future” (p. 40).

“Native veterans have reason to be proud. More than 7,000 Indians served in the First and Second World Wars and the Korean War, and an unknown number of Inuit, Métis and other Natives also participated. One Native veterans group estimates the 12,000 Natives served in the three wars” (p. 41).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes

This book is recommended for ages 13 and up by the Canadian War Museum. I would agree with this for the most part, but I would not expect a student of age 13 to sit and read this whole book in one piece. While not challenging in vocabulary and context, it is a history document and could thus be considered “dry” by some young readers.

To use this book in the classroom, I would break it up into smaller units, giving each student a veteran’s story to read and summarize. Students would be given a summary organizer/outline so as to enable them to pullout the appropriate information. Students who are of a lower reading level who may struggle with this activity could be paired up with other students. Students would take turns sharing their summaries in a sharing circle format.

While I am thinking of this book in the context of a grade six classroom, it would be appropriate from any grade level grade 6 and up. It could also be used as a reference guide for teachers.

Possible Grade 6 Social Studies Outcomes:

6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts

6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war effort

6-KG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities

6-KG-042 Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities

6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars

6-VI-007A Vale their First Nations, Inuit, or Métis language, heritage, and culture

Possible Grade 6 ELA Outcomes:

3.3.2 Record Information – make notes on a topic, combining information from more than one source; reference sources appropriately

4.4.1 Share Ideas and Information – share information on a topic with class members in a planned and focused group session using a variety of strategies

4.4.3 Attentive Listening and Viewing – demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours

4.2.5 Enhance Presentation – prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I am really quite thrilled that the government would put together a book such as this. In one stop I have information on a general overview of Aboriginal participation in the great wars. However, this book only really addresses those who were awarded medals or recognition for their service. It would have been nice to have had some information on participants who were not rewarded with formal honours for their service, heroism, and valour.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

There is only a brief mention of nurses in the book. I should still look for some information on Aboriginal nurses who participated in the war efforts.

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

This resource is part of the *Remembrance Series* available from Veterans Affairs Canada. I was able to order my copy for free and was told it would take 6-8 weeks for delivery. In actuality it took about a week for delivery, but if I was to order additional copies of this or any books in the series I would make sure to order it early enough that I would have it well before Remembrance Day. It is also available online in PDF format at http://www.vac-acc.gc.ca/content/history/other/native/natives\_e.pdf.

The *Remembrance Series* and other resources can be ordered from https://crorders-commandescss.vac-acc.gc.ca/order.php?m=categories&lang=en. All the resources available from Veterans Affairs Canada are free to order.

**Book Review #7:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Hutchinson, D., Dorion, A., & Desjarlais, R. (1997). *Remembrances: Métis veterans.* Regina, SK: Gabriel Dumont Institute of Metis Studies and Applied Research Inc.

1. Why book was chosen

This book was chosen because it contains interviews with Métis veterans from WWI, WWII, and Korea. I don’t have any other resources that discuss the Métis contributions to the wars.

1. Summary/Overview of book

This is a book of thirty-three individual accounts of why they served in the war and to what degree they served. Some were engineers, infantry men, radio operators, and rifle men. Some saw service overseas and some remained in Canada for the duration of their service. Each chapter is written in the words of the veteran who told their story, making this a unique book. The voices recorded on the pages of this book have mostly passed away now, and thus this is the last chance anyone, students included, will be able to hear the thoughts, fears and memories of their days in the Canadian army.

1. Specific quotes from text

“Discrimination? Everybody was so involved in what was happening with the war that nobody was involved in such pettiness. I don’t think you bothered to look at the colour of your buddy’s skin, especially the guys who were involved in warfare” (p. 6).

“About one o’clock in the morning they told us to get ready; we were getting off on landing barges. I could hear this bang, bang. It was enemy fire a long distance away, but I could hear it; my first sound of the big guns and I was scared, wondering what I was doing there, why I had volunteered” (p. 13).

“I just felt like joining, that’s all” (p. 36).

“That’s one thing I found out; when you’re dirty and wet like that, boy, you don’t feel very healthy. It’s the same thing when you go out to the bush; you get cold, then you come to the house where it’s warm and you feel a lot better right away. Every time the army did heavy fighting, it had to be dirty weather” (p. 49).

“I remember being pinned down all one afternoon, being shelled and not being able to pull back, even though two companies near us had been nearly wiped out. One shell landed so close it broke the handle of my shovel” (p. 71).

“I was sworn in at Regina on the 10th of January, 1952. I was underage, but all you had to do was write down an age and they never checked your birth certificate” (p. 111).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes

As this is a book written in the words of the people interviewed, the language used is not overly complex. It is the language commonly used by people. Thus, I think that some grade 6 students would be able to handle this reading. However, I think it is best suited for grade 8 or above.

I don’t think I would have students read this book cover to cover. I think I would divide it up by chapter and let the students work in small groups to summarize each veteran’s involvement.

Possible Grade 6 Social Studies Outcomes:

6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts

6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war effort

6-KG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities

6-KG-042 Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities

6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars

6-VI-007A Vale their First Nations, Inuit, or Métis language, heritage, and culture

Possible Grade 6 ELA Outcomes:

3.3.2 Record Information – make notes on a topic, combining information from more than one source; reference sources appropriately

4.4.1 Share Ideas and Information – share information on a topic with class members in a planned and focused group session using a variety of strategies

4.4.3 Attentive Listening and Viewing – demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours

4.2.5 Enhance Presentation – prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I am pleased that the Gabriel Dumont Institute was able to compile these interviews so as to preserve their stories for future generations. However, there are Aboriginal veterans who served in the wars all across Canada and it would have been nice to compile the stories of veterans from all across Canada.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

I wonder why interviews such as those compiled here in this book were not done with more veterans. We are now in an age and time where all our war veterans are dying and in many cases, their stories are dying with them.

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

1. Any additional comments?

This book was downloaded from The Virtual Museum of Métis History and Culture website at http://www.metismuseum.ca/resource.php/11667.

**Book Review #8:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Gaffen, F. (1985). *Forgotten soldiers*. Penticton, B.C.: Theytus Books Ltd.

1. Why book was chosen

This book was loaned to me by the kind people in BUNTEP as they thought it would be very helpful. *Forgotten Soldiers* is an informational text which contains an abundance of information about Aboriginal participation in both World Wars. This is the most information I have found in one location during my searches. Fred Gaffen, the author, is a historian at the Canadian War Museum in Ottawa, and as such this text is well written and thoroughly researched.

1. Summary/Overview of book

While there is a fair amount of history and background information in *Forgotten Soldiers*, the book is Fred Gaffen’s response to his exhaustive searches for information on the subject of Canada’s Aboriginal peoples and their service to Canada during the World Wars. According to the preface, as he was unable to locate such information, so he took it upon himself to research and to write the resource. Within the book there are accounts of some of the major battles fought overseas and some brief profiles of soldiers, most of which were decorated for bravery or achieved recognition for their service. There is also a section pertaining to the period between the wars and issues that arose then, such as land claims. One of the most interesting sections of the book is the excerpts from the war diary by J.P. Brady, a Métis and gunner in the Royal Canadian Artillery, 4th Medium Regiment. It gives a first-hand account of what life was like in the battlefield. There are many photos of soldiers both at home and at war, as well as photos of medals and other artifacts. The book is concluded with an honours listing of Aboriginal soldiers who gave their life on the battlefields of Europe during the wars.

1. Specific quotes from text

\*Please note that I have doubled checked the grammar and punctuation on these quotes against the text. I found both the grammar and the punctuation in this book to be a little different.

“In reading the accounts that earned native Canadians military decorations on the battlefields of both World Wars, it becomes apparent that the skills of the Indian hunter and warrior came to the fore” (p. 15).

“Attached to the 114th Battalion was a thirty-piece band of whom most were Indians from the Six Nations Reserve at Ohsweken. The band followed the battalion to Camp Borden and then went overseas to England where it toured for ceremonial purposes. A feature of their concert was Indian war dances performed by some of the bandsmen. In 1917 the band was broken up and many of its members were assigned to combat units” (p. 23).

“The Indians and Metis who fought in the Great War did so to help bring about a better world. Having survived the war, however, many continued to live at the bottom of the economic ladder. One can imagine the despair some experienced as the years passes and their lot did not improve, especially in comparison to their white colleagues” (p. 31).

“In the early years of the Second World War stories abounded in the newspapers demonstrating the support of Canada’s Indians for the war effort to help boost public morale and promote Indian recruiting” (p. 39).

“In some of the battles Indians painted their faces or shouted traditional war whoops. Early on D Day, Cherokees in war paint were among the first wave of U.S. paratroopers in Normandy. Indian passwords and sign language were also used” (p. 47).

“About 3,500 treaty Indians probably enlisted of an Indian population of about 106,500 in the First World War and of these I would estimate that over 300 were killed. According to the records of Indian Affairs, during the Second World War of an estimated 126,000 Indians in Canada, total enlistments were 3,090 treaty Indians in the Canadian forces. Of this number over 200 were killed or died of wounds” (p. 79).

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into the various curricular areas to achieve stated curricular outcomes

This book is too advanced for students in grade 6, for which this unit is being planned. This book may be of some use to high school students but it would be a difficult read for many. I would consider this book to be a resource book for the classroom teacher, although small excerpts could be pulled and used in the classroom such as the war diary.

In the case of the diary, I could foresee having the students read through it and using it as a basis for a writing assignment in which they would write entries into a diary as though they were the soldier at the battlefront. This writing exercise could be done as a final assessment to the unit of study on war and remembrances wherein students would combine knowledge that they have gathered through their studies into diary entries. A war diary entry exercise based on the war diary in this book could be connected to grade 6 outcomes in both Social Studies and English Language Arts as follows:

Possible Grade 6 Social Studies Outcomes:

6-KG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities

6-KG-042 Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities

Possible Grade 6 ELA Outcomes:

1.1.3 Experiment with language and form – Experiment with new forms of self-expression

2.3.5 Create original texts – Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, readers’ theatre…] to communicate and demonstrate understanding of forms and techniques

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I found the text to be rather dry and hard to read. It is very fact-oriented in nature which makes the book difficult to read if you are not used to the nature of history based texts.

I really enjoyed the variety of pictures included in this book and the maps helped to pinpoint some of the locations of battles.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

The focus of the information in the book is on soldier contributions. Once again, as I have previously stated in other book reviews, I would like to find more information on nurses or other female roles that were filled by Aboriginal peoples.

As this book was written in 1985, I wonder why a more current book hasn’t been printed that includes the wars in Korea and Afghanistan as well as the many peacekeeping missions Canada has been a part of.

1. Would you use/recommend this book for your school and/or classroom? (Underline one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

As I have stated above, this book would mainly be used as a teacher resource although excerpts may be used to instructional purposes.

**Book Review #9:**

1. Book details (APA entry; include author & illustrator, year published, book title, location of publisher, and publisher)

Wilson, J. (2008). *One peace: True stories of young activists.* Victoria, BC: Orca Book Publishers.

1. Why book was chosen

At the end of a study on war remembrance, I feel that it is appropriate to look towards peace and how it might be achieved. Thus, this book was selected because it delves into the idea of peace through the work of many young peace activists.

The book is about many different peace activists, from all walks of life. The first entry, however, stems from the Six Nations oral tradition in which a boy has been selected by the Creator to stop war and bring peace to the nations.

1. Summary/Overview of book

The book celebrates the accomplishments of children from around the world who have worked to promote world peace in many different ways. Included in this book are is a Six Nations oral tradition story, letters written by children in war torn countries, poetry, facts, and visually stunning artwork and photos.

1. Specific quotes from text

“The Creator instructed the boy to build a white stone canoe. When it was finished, he set out on his journey to spread the Great Law of Peace and unite the warring Indian Nations. From then on, he was known only as the Peacemaker” (p.3).

“We can’t change the whole world alone, but if I can teach people that if you put your hand in mine and little by little we join more hands, maybe we can construct a new world” (p. 11).

“I know, Mr. Bush and Mr. Blair, that the lives of children will be destroyed if you drop bombs on Iraq.

Children must be kept safe.

No war on Iraq!” (p. 23).

“Forgive me now if I have injured your brother.

I was forced to pull the trigger

By elders who made my childhood wither” (p.28)

1. Grade(s) & subject area(s) recommended (a list). Include details of how this resource might be knit into various curricular areas to achieve stated curricular outcomes.

This book could be a launching pad for a student lead inquiry based project in which students could explore ways that they could contributed to the efforts for world peace. As such, I propose the following grade 6 E.L.A. outcomes:

Possible Grade 6 ELA Outcomes:

1.1.1 Express ideas – engage in exploratory communication to share personal responses, make predictions, and discover own interpretations

3.1.2 Ask questions – formulate relevant questions to focus information needs for an inquiry

3.1.3 Contribute to group inquiry – contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research

2.1.4 Create and follow a plan – create and follow a plan to collect and record information within a pre-established time frame

1. My questions, inferences, visual images, thoughts, reactions, feelings, opinions

I adore the artwork in this book – it is simple yet stunning and thought-provoking.

It is rare to be able to read the words of children on topics as deep as peace, but it puts peace in a context that children can connect to.

1. My transformed thoughts: What is not written in the story but now I am thinking about…

I think that far too often, children feel that it is beyond them to make a difference in this world, especially when it comes to making peace in our world. As such, I think that this book could serve as inspiration for students who want to make a difference.

1. Would you use/recommend this book for your school and/or classroom? (circle one)

Highly recommend Recommend Maybe for additional reading

Do not recommend

## Additional Books:

1. Carroll, A. (2008). *Medicine bags & dog tags: American Indian veterans from colonial times to the second Iraq war*. Lincoln, NE: University of Nebraska Press.

This is a book about the involvement of American Indian men in women in the military from the country’s earliest beginnings to the more current American lead mission in Iraq. Carroll draws comparisons between the participation of American Indians and native traditions in Canada and Mexico while drawing on an array of both oral traditions and archival records. Carroll also looks at how Natives have both been influenced by and have influenced the US military.

This book would best be used as a resource for teachers.

2. Holm, T. (2007). *Code talkers and warriors: Native Americans and world war II*. New York, NY: Chelsea House Publishers.

In this book, Holm details why the percentage of Native Americans who fought in World War II was higher than any other ethnic group of American citizens. He also discusses the roles played by Native Americans in World War II both on the home front and in the battle fields. The Navajo Code Talkers are described in detail.

This book would best be used as a resource for teachers.

3. Gilbert, E. (Illus. Ruggeri, R.) (2008). *Native American code talker in World War II.* Westminster, MD: Osprey Publishing.

Personal interviews with veterans have been combined by Gilbert to create this book. The story of the Code Talker began in World War I and continued on to World War II, in which roughly 400 Navajo speakers preformed the crucial task of transmitting secret coded messages along the front lines. This book is also filled with numerous pictures of the Code Talker at work.

This book would best be used as a resource for teachers.

4. Boyden, J. (2005). *Three day road.* Toronto, ON: The Penguin Group.

This is a fictional story about the return of a young Oji-Cree man from the horrors of World War I, injured and addicted to morphine, to his homeland in Northern Ontario. Xavier Bird spends three days in the canoe of Niska, the last Oji-Cree medicine woman to live off the land while relearning where he comes from while reliving his experiences on the front lines in Ypres and Somme.

This book could be used as a novel study in older grades (high school).

5. Sealy, B.D. & Van De Vyvere, P. (1981). *Manitobans in profile: Thomas George Prince.* Winnipeg, MB: Peguis Publishers Limited.

This book is a poignant retelling of the life and death of Sgt. Thomas (Tommy) George Prince, Canada’s most decorated Aboriginal soldier.

While it may be considered a long read for some, this book could be used as part of a research project on Tommy Prince. The class could be divided into groups, each being assigned a chapter to read, summarize, and present.

6. Dempsey, L. J. (1999). *Warriors of the king: Prairie Indians in world war I.* Regina, SK: Canadian Plains Research Center.

This book provides a detailed look into the life of the plains Indians in Canada, as they and the rest of the country, entered into World War I. After thirty years of life confined to reserves, the plains peoples enlisted in by the hundreds in the war effort. A focus of the book is that the Indians of the Prairie Provinces enlisted in the military for three principle reasons, that being to escape the poverty and stagnant living conditions on the reserves, to remain loyal to the Crown, and for the survival of their warrior philosophy.

This book would best be used as a resource for teachers.

7. Currie, B. et al. (2008). *The greatest Manitobans: They made a better province and a better world.* Winnipeg, MB: Winnipeg Free Press.

A collection of thirty great Manitobans which came as a result of a four month long search for the Greatest Manitoban as undertaken by the Winnipeg Free Press newspaper. Highlighted amongst doctors, athletes, political figures, historical figures, and scientists is Sgt. Tommy Prince, Canada’s most decorated Aboriginal soldier.

This book could be used by students in a study of Great Manitobans. Students could read, summarize, and present each of thirty men and women who make up Manitoba’s greatest people.

War and Remembrance:

Aboriginal Veterans and

Their Contributions to

War Efforts from

World War I to the Present

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Indigenous Inquiry Kit

# Section 5: Lesson Plans

## Lesson Plan # 1: Writing in Code

**Subject** ELA

**Topic** Navajo Code Talkers

**Grade** 6

**Objectives**

To introduce students to the Navajo code talkers.

To provide a base knowledge of who the Navajo code talkers were during WWII and what their contributions were.

To introduce the code used by the code talkers and allow students to use the code to create messages.

**Learning Outcomes**

ELA 1.1.3 Experiment with language and form – experiment with new forms of self-expression

ELA 2.3.4 Experiment with language – alter words, forms and sentence patterns to create new versions of texts for a variety of purposes

ELA 3.2.1 Identify personal and peer knowledge – recall, record, and organize personal and peer knowledge of a topic for inquiry or research

ELA 5.1.3 Appreciate diversity – observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, ad media tests; recognize personal participation and responsibility in communities

ELA 5.2.1 Cooperate with others – assist group members to maintain focus and complete tasks; identify and solve group process issues

5.2.2 Work in groups – select and assume role to assist in the achievement of group goals, engage in ongoing feedback

**Assessment**

Students will be assessed on their ability to translate words into the code (i.e., write their name in the Navajo code) and will be asked to hand in completed work for marking.

Students will be observed for participation in group activities and for sharing knowledge. Students will also be given a self/group evaluation to complete.

**Connection to the Last Lesson**

Please note that this lesson would be used as an introduction to a novel study of *Code Talkers: The Navajo Marines of World War Two* by Joseph Bruchac.

It will be used as part of a larger study of Aboriginal contributions to the great wars as part of a thematic unit on War and Remembrance.

**Flexible Groupings**

Activating – Individual, Pairs, Whole group

Acquiring – Whole group

Applying – Individual, Pairs, Small groups

**Activating Strategies**

1. Have the students come up with a definition of what a code is. Write the definition on chart paper or on the board so that all the students can see it. If needed, the teacher may add to or modify the classroom definition and will provide an explanation as to the reasoning for doing so should the problem arise. Use the think-pair-share strategy to do this.
2. Have the students brainstorm types of code that they know. Text message shorthand is a modern day example that the students may relate to.
3. Have the students brainstorm on what they think a Code Talker is. Use the think-pair-share strategy.

**Acquiring Strategies**

1. Read to students background information about the Navajo code talkers *from Native American Code Talker in World War II* by Ed Gilbert and/or from Navajo code talkers fact sheet http://www.history.navy.mil/faqs/faq61-2.htm

OR

Give small groups of students sections of a write up on the Code Talkers and have them summarize and share (puzzle piece approach)

1. Show pictures of Code Talkers at work during WWII
2. If available, show a short video (I currently do not have a video to show but I am sure there is one available somewhere)
3. Discuss the code talkers' contributions
4. Have students list advantages and disadvantages of the work of the code talkers

**Applying Strategies**

1. Give students an example of how the code might work. (For example, boy in Navajo code might be "shush ne-ahs-jah tsah-as-zih." Shush is the Navajo word for "bear"; ne-ahs-jah is the Navajo word for "owl"; and tsah-as-zih is the Navajo word for "yucca." If you take the first letter of each translated word, those letters spell boy.)
2. The students will first work individually to spell out their own names using the Navajo Code Talker’s Dictionary as prepared by US Naval History and Heritage Command website.
3. Students will work together to create messages using the dictionary. Then tell groups to exchange papers to decode one another's messages. Encourage creativity!
4. If time and resources allow, have students work in pairs to relay message send in code over walkie-talkies.
5. Have students come up with their own code (use English words) and create messages to be relayed over walkie-talkies.

**Learning Resources**

1. Navajo code talkers dictionary http://www.history.navy.mil/faqs/faq61-4.htm
2. Navajo code talkers fact sheet http://www.history.navy.mil/faqs/faq61-2.htm
3. Gilbert, Ed. (Illus. Raffaele Ruggeri). (2008) *Native American code talker in world war II*. New York NY: Osprey.

**Different Ways of Learning**

Learning Styles

*Auditory*

Students will listen to descriptions given.

Students will listen to each other.

Students will listen to codes given over walkie talkies

*Visual*

Students will look at pictures.

Students will watch video (if available).

Students will read/look at the code.

Students will read and decipher codes from other students.

*Tactile*

Students will create codes, writing them down.

Students will pass papers.

*Possible Kinesthetic*

Students may be able to move around to different groupings.

Note- if walkie talkies are available, student will be able to move to different parts of the classroom and/or school to relay messages, depending on resources (supervision)

Thinking Styles

*Concrete sequential*

Students will listen to discussions.

Students will watch video/look at pictures.

Students will recall any prior knowledge to the topic.

Students will create messages with the code and will create their own code.

*Abstract random*

Students will have opportunities to work in small groups and as a whole class.

Students will personalize the code by writing their own code and by creating messages with the Navajo code.

Multiple Intelligences

*Verbal/linguistic*

Students will discuss.

Students will write and decipher code.

*Logical/mathematical*

Students will decipher code.

*Visual/spatial*

Students will look at pictures/videos (if available).

*Interpersonal*

Students will work in a variety of group settings.

*Intrapersonal*

Students will create messages that have meaning to them.

*Possible Body/kinesthetic*

Students may be able to move around to different locations to complete task.

**Notes**

After the completion of these exercises, the students will begin a modified Literary Circle study of *Code Talkers: The Navajo Marines of World War Two* by Joseph Bruchac. I have questions that the students can respond to in small groups which were located on the Scholastic website. By modified I mean that we will read the book together, in small sections, so that all students can participate despite reading level abilities. If necessary, modified questions can be created to ensure the success of all students.

I expect this lesson plan to take 3-5 days to complete, depending on time allotment.

## Lesson Plan # 2: Contributions and Medals

**Subject** ELA/Social Studies

**Topic** Aboriginal Veterans/Medals

**Grade** 6

**Objectives**

To introduce students to the unit.

To provide base knowledge Aboriginal participation in the Canadian Armed Forces during times of conflict.

To have students create medals that they would award to veterans.

**Learning Outcomes**

Social Studies

6-KC-003 – Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts

6-KI-012 – Identify contributions of First Nations, Inuit, and Métis peoples in Canada’s war effort

6-KG-040 – Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities

6-KG-042 – Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities

6-VG-014 – Appreciate the sacrifices that soldiers and other Canadians made during the World Wars

6-VI-007A – Value their First Nations, Inuit, or Métis language, heritage, and culture

ELA

2.1.1 Prior knowledge – seek connections between previous experiences, prior knowledge, and a variety of texts

5.2.1 Cooperate with others – assist group members to maintain focus and complete tasks; identify and solve group process issues

**Assessment**

Students will design a medal that they would give to an Aboriginal veteran. Students will have to write a brief paragraph describing why they have designed their medal in the fashion they have. Particular attention will be given to the use of medicine wheel colours (red, white, yellow, black), to animals or to other Aboriginal symbols. Feedback will be given by the teacher.

**Connection to the Last Lesson**

This would be the first lesson in which students would explore the contributions of Aboriginal people in the Canadian Armed Forces during times of world conflict.

This lesson is part of a larger thematic unit on War and Remembrance.

**Flexible Groupings**

Activating – individual and whole group

Acquiring – small group and whole group

Applying – individual

**Activating Strategies**

1. Students will start a classroom KWL (What you know, What you Want to find out, What your Learned) chart on the topic of Aboriginal Veterans. Students will individually write what they think they know on large sticky note (students may use more than one sticky note if they think they know more than one thing).
2. The teacher will read out the sticky notes in no particular order. If there are commonalities among the notes then they can be grouped together.
3. Discussion can be held if topics/questions arise
4. The process will be repeated for “What I Would Like to Learn” but students will only be given one sticky note and thus must select only one thing they would like to learn about. Students should be informed that due to time constraints and content availability that they may not get to learn about each topic the students have suggested they would like to learn.

**Acquiring Strategies**

1. Students will be broken up into small groups (3-4 students) and given copies of *Aboriginal Veterans: Stories of Honour and Heroism* to read together within their groups.
2. Students will be given five small sticky notes each and must decide on five Very Important Points within the text as a group.
3. Groups will present their Very Important Points. Each group will appoint a presenter and only the presenter will speak on the group’s behalf.

**Applying Strategies**

1. Students will start to complete the “What I Learned” by deciding within their small groups one thing that they learned through the reading. The presenter can tell the class what the group learned as part of their presentation on the Very Important Points. Large sticky notes will be placed on the chart. The chart will stay in the classroom and can be added to as the unit progresses and students learn more about the contributions of Canada’s Aboriginal people to the war efforts.
2. Students will design medals that they would like to award to an Aboriginal Veteran for their war service as per the activity on the back of the *Aboriginal Veterans: Stories of Honour and Heroism* handout. Students will first draw their designs on paper and then when they are satisfied they can create the medal using paper, cardboard, ribbon and markers/pencil crayons. Completed medals will be displayed within the classroom after students have given a short presentation on their medal.
3. If time allows, students could also design and create medals that they would like to award non-Aboriginal veterans. Students would write a short explanation as to why they chose their design and outline any differences between the medals, if any. Reasons must be given for the differences!

**Learning Resources**

Aboriginal Veterans: Stories of Honour and Heroism

http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/rrds\_infsht\_vet-eng.asp

**Different Ways of Learning**

Learning Styles

*Auditory*

Students will listen to instructions.

Students will listen as the text is read aloud in small groups.

Students will listen to presentations.

*Visual*

Students will read the text.

Students will view the KWL chart.

Students will view each other’s medals.

*Tactile*

Students will use sticky notes to complete the classroom KWL chart.

Students will create medals.

*Kinesthetic*

Students will have opportunities to move around the room while changing activities.

Students will create medals.

Thinking Styles

*Concrete sequential thinkers*

Students will listen to discussion.

Students will read text.

Students will recall any prior knowledge.

Students will create medals.

*Concrete random thinkers*

Students will create medal.

Students will identify Very Important Points (VIPs).

*Abstract sequential thinkers*

Students will note prior knowledge individually.

Students will create medals.

*Abstract random thinkers*

Students will work in small groups.

Students will present.

Multiple Intelligences

*Verbal/linguistic*

Students will discuss.

Students will present.

*Logical/mathematical*

Students will identify Very Important Points (VIPs).

*Visual/spatial*

Students will design and create medals.

Students will view the KWL chart.

*Body/Kinesthetic*

Students will place their sticky notes on the KWL chart.

Students will create medals.

*Interpersonal*

Students will work in small groups.

Students will present.

Students will discuss as a whole group.

*Intrapersonal*

Students will create their own sticky notes for the KWL chart.

Students will design and create medals.

**Notes**

This lesson plan assumes that students already have a base knowledge of images and colours that are associated with Aboriginal peoples. If this is not true or if there is some doubt/questions a classroom discussion can be held so that all students have the same level of understanding and background knowledge.

I expect this lesson to take 3-4 days to complete.

## Lesson Plan #3: When the Spirits Dance

**Subject** ELA

**Topic** When the Sprits Dance

**Grade** 6

**Objectives**

Students will listen to a story and demonstrate appropriate listening and viewing skills.

Students will complete exercises to illustrate prediction, character analysis, reasoning and critical thinking using the short novel *When the Spirits Dance*.

**Learning Outcomes**

* + 1. Express Ideas - Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.

2.1.2 Comprehension Strategies

Use comprehension strategies [such as asking questions, making notes, adjusting reading rate . . .] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].

2.2.2 Connect Self, Texts, and Culture

Discuss own and others’ understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].

2.3.5 Create Original Texts

Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, readers’ theater...] to communicate and demonstrate understanding of forms and techniques.

3.3.1 Organize Information

Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

4.4.3 Attentive Listening and Viewing

 Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

**Assessment**

Teacher will observe the students for appropriate audience behaviours. Anecdotal records will be taken as needed.

Students will hand in completed worksheets for marking. Completed worksheets will show an understanding of illustrate prediction, character analysis, reasoning and critical thinking.

**Connection to the Last Lesson**

While students are completing these activities during their E.L.A class, students will also be examining WWII to gain understanding to where and why it took place during their Social Studies classes. As *When the Spirits Dance* is set in Canada during WWII, it is meant to accompany the Social Studies instruction.

This lesson is also part of a larger thematic unit on War and Remembrance.

**Flexible Grouping**

Activating – Students will work individually

Acquiring – Students will listen as a class and participate in class discussions. If resources are available, students may work in small groups to follow along in the text.

Applying – Students will work individually. If resources are available, students may work in small groups to use the book while completing their assignments.

**Activating Strategies**

1) Students will be shown the cover of the book *When the Spirits Dance* by Larry Loyie and will be informed that we will be reading this book together as a class (teacher read aloud).

2) Students will be asked to predict what the book is about through the use of the worksheet “Reading Preparation” on page 18 of S&S Learning Materials’ *Literature Response Forms* book. The answers for questions 1, 2, and 3 will be written on the board for students to copy down and the teacher will talk to students about how the information was found as it is answered. Questions 4 and 5 are based on personal predictions and thoughts. Question 6 requires the teacher to read aloud the first and last pages as well as a page from the middle of the book before students can make their own predictions.

**Acquiring and Applying Strategies**

Students will listen attentively while the teacher reads the book aloud. Discussion will be held as questions or thoughts arise. As there are four chapters, this part should take 4 days to complete, reading a chapter a day.

Students will complete a worksheet after each chapter of reading which deals with reading. Prior to students being given time to complete their work the teacher should hold a brief discussion related to the topic of theassignment.

Tuesday: At the end of chapter 1, students will evaluate the main character by using the Character Evaluation form on page 43 of S&S Learning Materials’ *Literature Response Forms*.

Wednesday: At the end of chapter 2, students will compare themselves to the main character. Students will complete a Venn Diagram to depict how they view they are the same and different from the main character. See page 40 of S&S Learning Materials’ *Literature Response Forms.*

Thursday: At the end of chapter 3, student will write themselves into the story as the new neighbor. Students must decide their relationship to the main character and what they will do together. This only needs to be a paragraph or so in length, not a full chapter! (page 60 of S&S Learning Materials’ *Literature Response Forms*).

Friday: At the end of chapter 4, students will evaluate the ending of the book. Were all the loose ends resolved? Is the reader satisfied with the way the book ended? Why or why not. Students are then asked to write their own ending to the story. (page 61 of S&S Learning Materials’ *Literature Response Forms*).

The teacher will provide explanations on how to complete each exercise and will offer demonstrations when further explanation is required. However, I do plan on having students evaluate what they are reading using these forms and others from time to time and thus I hope that these forms will not be new to them.

**Learning Resources**

At least 1 copy of *When the Spirits Dance* by Larry Loyie for the teacher to read aloud. Additional copies would be a benefit to the class so that students could follow along in the book and see the many interesting pictures that accompany they text.

S&S Learning Materials’ *Literature Response Forms* pages 18, 43, 40, 60, 61, one copy of each per student

**Different Ways of Learning**

Learning Styles

*Auditory*

Students will listen to the story.

Students will listen to each other during discussions.

*Visual*

Students will view the cover of the book.

Students will view the images in the book.

Students will view worksheets which have different ways of displaying information.

*Tactile*

Students will complete worksheets (writing).

Thinking Styles

*Concrete random thinkers*

Students will write themselves into the story.

Students will compare themselves to the main character.

*Abstract random thinkers*

Students will write themselves into the story.

Students will rewrite the end of the story.

*Concrete sequential thinkers*

Students will complete worksheets.

Students will listen attentively as the story is read aloud.

*Abstract sequential thinkers*

Students will complete worksheets.

Students will work individually.

Multiple Intelligences

*Verbal/linguistic*

Students will write.

Students will participate in discussions.

*Logical/mathematical*

Students will rewrite the end of the story.

Students will write themselves into the story in a logical manner.

*Visual/spatial*

Students will look at the images.

*Interpersonal*

Students will write responses and may share with their classmates as they do so, but this is not a requirement.

*Intrapersonal*

Students will write themselves into the story (creating character).

**Notes**

The lesson plan should take about a week to fully complete. This allows for 1 day of prediction and 4 days of comprehension as the story is being read aloud to the class.

There is an art activity that accompanies this lesson plan in which the students create Northern Lights displays. The art activity (see Lesson Plan #4) should be done on Friday afternoon after the fourth chapter has been read.

## Lesson Plan #4: Creating the Aurora Borealis

**Subject** Visual Art/ELA

**Topic** Aurora Borealis

**Grade** 6

**Objectives**

Students will create the Aurora Borealis using oil pastels and blending.

Students will create a silhouetted foreground using the theme of Remembrance Day.

**Learning Outcomes**

ELA

1.1.2 Consider Others’ Ideas

 Select from others’ ideas and observations to develop thinking and understanding.

1.2.1 Develop Understanding

 Reflect on prior knowledge and experiences to arrive at new understanding.

2.1.1 Prior Knowledge

 Seek connections between previous experiences, prior knowledge, and a variety of texts.

4.4.1 Share Ideas and Information

 Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations...].

4.4.3 Attentive Listening and Viewing

 Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

5.1.1 Compare Responses

 Compare personal ways of responding and thinking with those of others.

Visual Art

A-C1 Students generate and use ideas from a variety of sources for creating art.

A-C2 Students develop original artworks, creatively integrating ideas and art elements, principles, and media

A-V1 Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts

A-L1 Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

**Assessment**

Teacher will observe the students and will interject to correct if student is using wrong technique.

Student will complete an image to be handed in and marked against a simple rubric

**Connection to the Last Lesson**

This lesson is to be started only after completing the novel *When the Spirits Dance* by Larry Loyie and the comprehension exercises that accompany it. It is important that the final paragraphs of chapter 4 of have already been read. It is likely that this activity would be completed on the Friday afternoon of the week spent reading the novel.

This lesson is also part of a larger thematic unit on War and Remembrance.

**Flexible Grouping**

Activating – Students will work in small groups and in whole group

Acquiring – Students will view as a whole group

Applying – Students will create individually

**Activating Strategies**

1) Students and teacher will review the last few paragraphs of the book *When the Spirits Dance* by Larry Loyie in which Grandma and Lawrence are looking at the Northern Lights (the Aurora Borealis). The section may be read aloud again. At the end of the book, Lawrence and his grandmother are looking at the Northern Lights in the night sky. Grandma tells Lawrence that the lights are their ancestors watching over them.

2) Students will work in small groups to define “ancestors”. Definitions will be shared with the class and a class definition will be formulated.

**Acquiring Strategies**

1) Students will look at Northern Light displays (online photos, personal photos, the cover of the book, calendar photos, art, etc.). A brief discussion may be held about students’ own viewings of the Aurora Borealis (when, where, how they felt, etc.).

2) Students will watch a demonstration by the teacher of how the project is done using the following directions (have the students gather around a center table so that all the students can see what the teacher is doing to avoid having to demonstrate multiple times):

To create the northern lights the teacher will first demonstrate the following steps:

First, drawn a curved/wavy line on cardstock or manila tag (or plain white paper – cardstock/manila tag suggested for durability) using a pencil. Jagged lines are not allowed.

The template can look anyway you see fit – the Aurora Borealis is always different. Reference back to the images previously viewed for clarification.

Cut the template out along the pencil drawn line.

Select 3 colours of oil pastels. Let students know that they may share a pastel if more than one wants to use the same colour (pastels should not be broken). More than one box should be available for the class. The 3 pastels should be close in colour (i.e., three shades of green, a yellow/yellow-orange/yellow green combination). This is called a Triad. Demonstrate what is a Triad and what is not a Triad. If needed, refer back to a colour wheel.

Place the template on the blue contraction paper anywhere in the upper ¾ of the page (does not matter if it is in landscape or portrait) which will be the night sky.

Colour in chunks along the edge of the template, alternating the 3 colours selected.



When this step is completed, the template may be removed from the blue construction paper and set aside.



Use your thumb to pull the oil pastels up and away, creating streaks that resemble the Northern Lights. This is difficult to do right away and may require practice on a separate sheet of paper prior to puling the pastels on the construction paper to get the feel for it.



Continue to create displays in the night sky until pleased with the result.

Use the black construction paper to create silhouettes on the bottom of the page (foreground). Silhouettes should contain something related to Remembrance Day, something that the ancestors would look down upon and feel honoured to see. Blown up bodies and war scenes are not allowed. \*\* Remember that a silhouette does not have details; it is only the outline of the shape. This is important to remind the students of as they will try to draw details.

3) Allow the students to select their oil pastels. Have the students show the teacher their selections before they start work on their projects to ensure that they have a Triad.

**Applying Strategies**

1) Students will create their own Aurora Borealis displays following the steps they were shown. The teacher will circulate through the room offered advice, suggestions, and encouragement. When necessary, the teacher will correct technique.

Students should practice pulling up the oil pastels to make the streaks for the Aurora Borealis prior to starting their artwork. This can be done on small squares of construction paper.

2) If time allows, students may make more than one project. I students are able to make more than one project, each picture should have a different scene in the foreground.

3) Have students write their names in the bottom left hand corner of the paper in white pencil crayon, as if they were a professional artist signing their work.

**Learning Resources**

Canadian Space Agency:

http://www.asc-csa.gc.ca/eng/educators/resources/astronomy/module3/lesson2b.asp– where this art idea originated from

*When the Spirits Dance* by Larry Loyie

blue and black construction paper

oil pastels

cardstock/manila tag (plain white paper is acceptable but less durable)

scissors

glue (stick preferred)

images of the Aurora Borealis

colour wheel (if available)

**Different Ways of Learning**

Learning Styles

*Auditory*

Students will listen to instructions.

Students will listen to the retelling of the final paragraphs of the book.

Students will listen to each other’s definitions for “ancestor”.

*Visual*

Students will watch the demonstration.

Students will view images.

*Tactile*

Students will create art.

*Kinesthetic*

Students will create art.

Students will cut and paste.

Thinking Styles

*Concrete sequential thinkers*

Students will view demonstration.

Students will use oil pastels to create Aurora Borealis.

*Concrete random thinkers*

Students will choose own colours within guidelines.

Students will select and create their own design.

*Abstract sequential thinkers*

Students will work individually on the final project.

*Abstract random thinkers*

Students will create their own works of art.

Multiple Intelligences

*Verbal/linguistic*

Students will listen to instructions.

Students will define “ancestors”.

*Logical/mathematical*

Students will select 3 colours that go well together from a box of pastels.

*Visual/spatial*

Students will look at images.

Students will watch a demonstration.

Students will make a picture.

*Body/kinesthetic*

Students will create art.

*Interpersonal*

Students will work together to create definitions.

*Intrapersonal*

Students will work individually to complete the art project.

**Notes**

This lesson should take no more than an afternoon and may be an ideal way to end the week (Friday afternoon activity). Once again, it is to be done after completion of the novel *When the Spirits Dance* as it completes the lesson involving comprehension strategies using the same book (see Lesson Plan #3). It is the wrap-up activity.

Students will have dirty hands from this activity. Allow time for hand washing or provide buckets of water and paper towels in the classroom. If students prefer, their thumb may be covered with a Kleenex or paper towel while they are pulling the pastels up, but this does not yield as nice of an effect as the bare thumb does. However, if the student will be more focused on the dirty thumb than the project, allow the student to cover the thumb to keep it clean.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Aurora Borealis Art Project

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approaching1 mark | Meeting3 marks | Exceeding5 marks |
| 3 colours of similar colour used (Triad) | 3 colours used but not close together on colour wheel (no Triad) | 3 colours used form a Triad (close to each other on colour scale) | More than one complete Triad used (can be on multiple sheets) |
| Silhouette  | Silhouette present but does not reflect Remembrance Day or *When the Spirits Dance* | Silhouette displays either a Remembrance Day scene or a scene from *When the Spirits Dance* | Silhouette displays a Remembrance Day scene combined with a scene from *When the Spirits Dance* |
| Directions | Student followed only some directions | Student followed most directions, needed some clarification | Student followed all directions |
| Overall | Image is somewhat visually appealing but may be cluttered or unorganized  | Image is visually appealing, uncluttered, organized | Image is visually appealing, uncluttered, organized and the space is used well (negative space proportional to items) |

## Lesson Plan #5: Guest Speaker

**Subject** ELA/Social Studies

**Topic** Presentation by a Veteran/member of the Canadian Forces

**Grade** 6

**Objectives**

Students will formulate questions to ask a guest speaker.

Students will use appropriate viewing and listening skills during a presentation by a guest speaker.

Students will reflect on what they have heard.

**Learning Outcomes**

ELA

1.2.1 Develop understanding – reflect on prior knowledge and experiences to arrive at new understanding

4.4.3 Attentive listening and viewing – demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours

Social Studies

6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts

6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars

**Assessment**

Teacher will observe students for appropriate audience behaviours. Anecdotal records will be made as needed.

Teacher will mark and offer feedback to questions the students wish to ask the guest speaker.

Teacher will mark and offer feedback to final assignment after the presentation.

Student will reflect on the presentation through describing information learned that they thought was interesting and why, and formulating new questions based on new knowledge after the presentation.

**Connection to the Last Lesson**

This is part of a larger thematic unit on War and Remembrance. Students will have already studied the World Wars as well as more current world conflicts such as the mission in Afghanistan. This presentation would provide students with a primary source and will allow them to ask questions related to their course work.

**Flexible Grouping**

Activating – Students will work individually to compost questions that they would like to ask

Acquiring – The whole class will participate in a presentation by a guest speaker – a Veteran or a current member of the Canadian Forces

Applying – Students will work individually to respond to their own questions and to reflect on their learning

**Activating**

1) Students will be informed that they will be receiving a guest speaker (likely the next day or later that day). Give the name of the speaker and possibly some background information if known to get the students interested.

2) Have the students come up with some good examples of questions that they could ask the guest speaker. Record examples on the board or on chart paper.

3) Have the students come up with some bad examples of questions to ask (questions that aren’t on topic, statements, etc.) and record those on the board or on chart paper.

4) Give the students time to formulate their own questions they would like to ask a guest speaker. Have the students aim for 5 good questions.

**Acquiring**

1) Hold a brief discussion prior to the arrival of the speaker about appropriate viewing and listening behaviours. This ensures that all students are aware of the expectations.

2) Inform students that they may not get to ask all their questions. They should be listening to the presentation and to other’s questions as their questions may be answered indirectly.

3) Have students listen to a presentation by a guest speaker (current serving member(s) of the Canadian Forces or a Veteran, depending on availability). Please note that while every effort will be made to request an Aboriginal speaker, such a request may not be easily fulfilled. It is better to have a guest speaker than none at all.

**Applying**

1) Following the presentation, give the students time to record responses to their own questions (this will not be done during the presentation to ensure that all students are actively listening and showing respect).

2) Ask the students to reveal one or two things that they learned during the presentation that they thought was interesting and have them explain why it is interesting to them.

3) Ask the students to come up with more questions, things they are now wondering about. These should not be questions that weren’t answered during the presentation.

**Learning Resources**

To request a speaker from C.F.B. Shilo, call 765-3000, ask the operator for Lori Truscott. Be specific in your request and have multiple dates and times available – the bookings go fast for Remembrance Day.

To request a Veteran come to speak to your class, contact your local Royal Canadian Legion branch or use the contact us link on their website.

It may also be possible to request members of the community (Veterans) to come and speak to your class.

The RCA Museum in Shilo often has a Veteran present for school group tours 765-3000 extension 3577, cost is $2 per person.

An alternative is to go to a senior’s center or retirement home to talk to Veterans.

If the guest speaker is an Aboriginal, it would be beneficial for the students to provide an offering or tobacco to show their appreciation.

**Different Ways of Learning:**

This is hard to classify as each presentation will be different. However, generally speaking:

Learning Styles

*Auditory*

Students will listen to a guest speaker.

*Visual*

Students will see a guest speaker, possibly in uniform.

Students may have the opportunity to view images, medals, equipment or other items (depending on presentation).

*Tactile*

Depending on the presentation, students may have opportunities to touch items.

Thinking Styles

*Concrete sequential*

Students will listen and view.

Students will ask questions.

Students may be able to touch items, depending on presentation.

*Concrete random*

Students will create their own questions.

Students will list interesting details and explain as part of their assignment.

*Abstract sequential*

Students will work individually to compose questions and responses after the presentation.

*Abstract random*

Students will reflect on their learning.

Multiple Intelligences

*Verbal/linguistic*

Students will listen to a presentation.

Students will compose questions.

 Students will ask questions to a guest speaker.

*Logical/mathematical*

Students will listen to the presentation and the questions of other students for answers to their own questions.

*Visual/spatial*

Students will view a guest speaker.

Students may have the opportunity to view images or artifacts, depending on presentation.

*Interpersonal*

Students will ask a guest speaker questions.

*Intrapersonal*

Students will reflect on the presentation.

**Notes**

The teacher will need to find out what the presenter needs (audio-visual equipment, what kind of space, chairs, food, water, etc.) at the time of arrangement.

The teacher will need to check with school and divisional policies. It may be necessary to send notification home to parents about the presentation and/or to get permission for students to attend.

If further correspondence is available, the students could create thank you notes afterwards to the presenter(s).

## Lesson Plan #6: Native Soldiers – Foreign Battlefields

**Subject** Social Studies

**Topic** Aboriginal War Heroes

**Grade** 6

**Objectives**

To introduce students to various Aboriginal war heroes as outlined in the booklet *Native Soldiers – Foreign Battlefields.*

To have students summarize and present a war hero.

To have students participate in a Sharing Circle style activity.

**Learning Outcomes**

Social Studies

6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts

6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war efforts

6-VG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities

6-VG-042 Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities

ELA

1.2.3 Combine ideas – search for ways to reorganize ideas and information to extend understanding

4.2.5 Enhance presentation – prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers

4.4.2 Effective oral communication – use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression…], and presentation space to enhance communication

4.4.3 Attentive listening and viewing – demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inferences…] and show respect for the presenter(s) through appropriate audience behaviours

**Assessment**

Teacher will observe the students for attentive viewing and listening skills. Errors will be documented by anecdotal record.

Teacher will observe the students for effective oral communication and will mark according to a pre-arranged “Speaking Club” rubric. The students will set the criteria for this rubric at the beginning of the year. A sample rubric is included at the end of this lesson plan.

Students will submit their research organizer for marks after their presentation. Teacher will provide feedback where necessary.

Students will be given the opportunity to reflect on the Sharing Circle style of presentation and why they like or dislike it.

**Connection to the Last Lesson**

This lesson is meant to take place after a study of the World Wars in Social Studies.

This lesson is also part of a larger thematic unit on War and Remembrance.

**Flexible Grouping**

Activating – Students will work as a whole group to read aloud, in small groups to locate 5 V.I.P.’s

Acquiring – Students will work individually

Applying – Students will speaking individually, participate as a whole group in a Sharing Circle styled presentation

**Activating**

1) Teacher and students will read aloud the pamphlet “Aboriginal Veterans: Stories of Honour and Heroism”. Discussion will take place as questions arise.

2) Students will work together in small groups to identify 5 Very Important Points within the reading. A representative from each group will present their points to the class.

\*\*PLEASE NOTE: I have already included this pamphlet in an earlier lesson plan (see lesson plan #2). If we have already covered the material in this pamphlet then it will only be used for the 5 Very Important Points section as a means of refocusing the students.

**Acquiring**

1) Students will draw the name of an Aboriginal Veteran, whose name and short write-up appears in *Native Soldiers – Foreign Battlefields*, from a hat.

2) Students will be given the corresponding reading and a list of questions to answer using their write-up.

3) Students will read and summarize their write-up individually.

4) If students complete their summary early, they may have the choice of summarizing a second Aboriginal Veteran or working on other assignments related to the thematic unit. This may prove to be a good time for students to type up good copies or to work on their medal design.

**Applying**

1) Once all students have had the opportunity to complete a summary, the class will gather in a circle (outside if weather permits). This will likely take place on the following day.

2) Students will be instructed that they will only be able to speak when they are in possession of the talking stick/rock. This is to ensure that only the speaker has the floor and that all other participants are actively and attentively listening and showing respect for the speaker.

3) Students will pass the stick around the circle until everyone has had the opportunity to share about their Veteran. Thus, this activity may last more than one day to ensure that everyone has a chance to speak.

4) Students will then be given time to reflect in their notebooks about the activity, in particular about the style of presentation. Students will be asked if they liked or disliked the Sharing Circle and must give explanation to back up their decision.

**Learning Resources**

At least 1 copy of *Native Soldiers – Foreign Battlefields*, published by Veteran’s Affairs Canada. If available, a class set would be beneficial but selected biographies may be photocopied if there are not enough copies to go around. Up to 10 copies of the booklet can be ordered at one time for free at: https://crorders-commandescss.vac-acc.gc.ca/order.php?m=categories&lang=en, Historical Booklets.

Copies of “Aboriginal Veterans: Stories of Honour and Heroism” from Indian and Northern Affairs, available at: http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/vet-eng.pdf, 1 per student (may already have from a previous lesson, do not make multiple copies)

Talking stick/rock – something the students can hold onto to signify that it is their turn to talk

“Speaking Club” rubric, as set by the students as the goals they wish to strive for, 1 per student (for teacher only)

Guided research questions, one per student

**Different Ways of Learning**

Learning Styles

*Auditory*

Students will listen attentively and respectfully to their fellow students’ presentations.

*Visual*

Students will read short biographies, some of which contain pictures.

*Tactile*

The speaker will get to hold the talking stick/stone during the presentation portion.

*Kinesthetic*

Students will sit in a circle (outside in the grass if weather permits) to participate in a Sharing Circle style of presentation.

Thinking Styles

*Concrete sequential*

Students will each be responsible for the summary and presentation of 1 individual.

*Abstract sequential*

Students will work alone to complete their summary.

*Abstract random*

Students will participate in a Sharing Circle style presentation involving the whole class.

Multiple Intelligences

*Verbal/linguistic*

Students will read information.

Students will write summary (answer questions).

Students will present their summary orally in a Sharing Circle style presentation.

*Visual/spatial*

Students will read information, some of which will contain pictures.

Students will view the speaker during the presentations.

*Interpersonal*

Students will work in small groups to identify Very Important Points (VIPs).

Students will participate as a whole group in a Sharing Circle style presentation.

*Intrapersonal*

Students will complete self-reflections after the presentations on the style of presentation.

**Notes**

This class is expected to take 3 days to complete, allowing for 1.5 days of presentation, and 0.5 days of student self-reflection.

Students who are struggling in reading comprehension may be paired up with a partner for this activity to ensure the success of all students. They would present together.

The guided research questions may be posted on a SMART Board or overhead projector for all students to see or may be given to each student individually in the form of a graphic organizer to complete. If provided on a SMART Board or overhead, students will be encouraged to create their own graphic organizer.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guided Research Questions – *Native Soldiers – Foreign Battlefields*

1. Book details in APA format:

Last name, initial. (year of publication). *Title of the book, remember to only capitalize the first word*. City of Publication, Province/State/Country: Name of Publisher.

2. Name of the Aboriginal Veteran:

3. Where did he/she come from (hometown/reserve)?

4. In what war(s) did he/she serve?

5. Did he/she receive any medals for their service? Circle: yes no

If yes, which medal did he/she receive and why?

6. Did he/she return home from the war?

7. List 2-5 other facts you learned about your Veteran:

8. If you could ask your Veteran a question, what would you ask them? Why?

**Speaking Rubric for:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Eye contact 5 4 3 2 1

Speaking loud and clear 5 4 3 2 1

Expression 5 4 3 2 1

Class selected criteria: Total: \_\_\_\_\_\_\_

 20

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 5 4 3 2 1

**Speaking Rubric for:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Eye contact 5 4 3 2 1

Speaking loud and clear 5 4 3 2 1

Expression 5 4 3 2 1

Class selected criteria: Total: \_\_\_\_\_\_\_

 20

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 5 4 3 2 1

**Speaking Rubric for:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Eye contact 5 4 3 2 1

Speaking loud and clear 5 4 3 2 1

Expression 5 4 3 2 1

Class selected criteria: Total: \_\_\_\_\_\_\_

 20

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 5 4 3 2 1

## Lesson Plan Idea #1: Watch a Video

\*\*Please note that this is not a complete lesson plan. It is an idea for another activity that I would like to do in my classroom using materials found for my Indigenous Inquiry Kit.

Students could watch the video *Wapos Bay: Something to Remember*, available for loan through the Instructional Resource Unit in Winnipeg (call number D-11111). This video is part of the Wapos Bay series set in a fictional Northern Saskatchewan Cree Community. In this video, T-Bear must prepare a speech for the Remembrance Day service in his community and he interviews some elders to get some background information to do so. In a subplot, Raven attempts to show her appreciation for a teacher.

Prior to watching the video the students could watch the opening sequence and comment on what they think they may be about to view.

In the video, the children offer tobacco and fabric to the elders when they speak to them about their memories of the war. If we were to have an Aboriginal guest speaker in the classroom during the course of the thematic unit (or at any time during the course of the year for that matter), the students could give an offering of tobacco and fabric as a thank you to the speaker.

## Lesson Plan Idea #2: Make a video

\*\*Please note that this is not a complete lesson plan. It is an idea for another activity that I would like to do in my classroom using materials found for my Indigenous Inquiry Kit.

After watching the stop-motion animation video *Wapos Bay: Something to Remember*, students may be given the chance to create their own stop-motion animation scenes to portray how they would show appreciation and respect to a Veteran. Students would have to work in groups to complete this project. It would require several digital cameras and tripods, computers with Windows Movie Maker or similar program, and microphones. This would be a time consuming project but one that the students would likely enjoy, and it would also incorporate some I.C.T. into the thematic unit.

## Lesson Plan Idea #3: Make a Comic

\*\*Please note that this is not a complete lesson plan. It is an idea for another activity that I would like to do in my classroom using materials found for my Indigenous Inquiry Kit.

Instead of making a stop-motion animation video, students could use clay to build characters to photograph to make a comic portraying how they would show appreciation and respect to a Veteran. Students would use Comic Life to complete this project. It would be less time consuming than making stop-motion animation scenes but would still require several digital cameras and tripods.

Another option would be to allow students the choice of working together in small groups to create a stop-motion animation scene or to work individually to create a comic (combining lesson plan ideas #2 and #3).

## Lesson Plan Idea #4: Listen to Music

\*\*Please note that this is not a complete lesson plan. It is an idea for another activity that I would like to do in my classroom using materials found for my Indigenous Inquiry Kit.

I have found a CD of Pow Wow music that pays tribute to/honours Veterans. It is available for purchase at http://www.worldwidesunshine.com. Included with this kit is a copy of that CD.

Students could listen to one or more of the songs on the CD and complete a listening reflection activity. The Royal Canadian Legion has a jukebox of music that pays tribute to Veterans and soldiers but it does not contain any Aboriginal music. This CD will offer a nice balance to a listening activity.

Students may also be challenged to find the beat in the song and create a dance to represent that beat. This would allow students the opportunity to get up and move around the classroom and to use their body as an instrument of their learning.

## Lesson Plan Idea #5: Novel Study

\*\*Please note that this is not a complete lesson plan. It is an idea for another activity that I would like to do in my classroom using materials found for my Indigenous Inquiry Kit.

As part of my whole thematic unit, I plan on reading Joseph Bruchac’s novel *Code Talker: A Novel about the Navajo Marines of World War Two*. While this is not a novel about Canadians, it is a novel about Aboriginal people who played a critical role in the success of the United States of America in World War II. I may include the novel as part of a Literature Circle set up and designate it for stronger readers. However, I plan on using it as a read aloud in the class and would create a modified Literature Circle for the class as a whole to participate in.

Scholastic.com has a discussion guide available to support Literature Circles using this novel. I would use those questions as journaling questions.

I would also use select exercise from S&S Learning Materials’ *Novel Ideas* to further explore the book.

War and Remembrance:

Aboriginal Veterans and

Their Contributions to

War Efforts from

World War I to the Present

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indigenous Inquiry Kit

# Section 6: Annotated Bibliographies

## Annotated Bibliography #1: Aboriginal Veterans: Stories of Honour and Heroism

Available at: <http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/rrds_infsht_vet-eng.asp>

Author: Published under the authority of the Minister of Indian Affairs and Northern Development

Date: Ottawa, 2000

ISBN: 0-662-30121-8

This website contains a PDF printable overview (4 pages) of contributions of Aboriginal peoples to World War I and II. It culminates in an activity in which students design a medal that they would award an Aboriginal veteran for their war service.

This activity would be used to introduce the topic of Aboriginal war veterans and remembrance. The medal making activity could be extended in the following ways:

- Students can first design their medal on paper and then create it using cardboard, ribbon and paper along with students’ own art supplies (pencil crayons, markers).

- Students can make a medal for an Aboriginal veteran and a medal for a general veteran. Students would be asked to complete an explanation of how the medals are different and/or alike and why they chose the designs.

## Annotated Bibliography #2: Canada Remembers: Aboriginal Canadians in the Second World War

Available at: <http://www.vac-acc.gc.ca/content/history/secondwar/fact_sheets/pdf/aborigin.pdf>

A fact sheet from Veterans Affairs Canada which includes brief write-ups on six Aboriginal veterans who served in Canada’s military during World War II. Images on the fact sheet include a photo of Sgt. Tommy Price and images of the medals he received in 1945 at Buckingham Palace as well as a photo of recruits from Saskatchewan’s File Hills community posing with elders, family members and a representative from Indian and Northern Affairs.

Students could be broken down into groups to summarize the write-ups. Using a jigsaw strategy, students could be regrouped to teach each other about what they have learned.

The images of Sgt. Tommy Prince’s medals could be shown prior to students creating medals for Aboriginal veterans in the *Aboriginal Veterans: Stories of Honour and Heroism* activity.

## Annotated Bibliography #3: National Aboriginal Veterans Monument Activities

Available at: <http://www.vac-acc.gc.ca/pdf/history/aboriginal/colour_e.pdf>

A “colouring sheet” activity from Veterans Affairs Canada which introduces students to the National Aboriginal Veterans Monument in Ottawa, which was unveiled in 2001. In the first part of the activity students are asked to think about what colours they think the monument should be and then the students get to colour it. Students are then asked to design their own monument for Aboriginal Veterans.

I would accompany this activity with a picture of the actual monument.

As an extension to the activity, students may be allowed to actually produce their monument using clay or plasticine. When all students have completed their monuments, students could participate in a gallery walk to admire and assess each monument.

## Annotated Bibliography #4: Canada Remembers Aboriginal Veterans Crossword Puzzle

Available at: <http://www.vac-acc.gc.ca/pdf/history/aboriginal/crossword_e.pdf>

A cross word puzzle from Veterans Affairs Canada that is meant to accompany the *Aboriginal-Canadians* *Second World War* public information sheet and the *Native Soldiers – Foreign Battlefields* historical booklet. Both resources are currently on order from Veterans Affairs Canada.

This activity could be used as an assessment tool after a study of the historical booklet and fact sheet.

This activity could also be used by students as a way to fill time for those students who have finished their monuments early.

As the historical booklet and fact sheet may be a higher reading level, it may be necessary for the teacher to create a word bank to help the students. Extra words and names could be added to the list so add a degree of challenge to the activity.

## Annotated Bibliography #5: Code Talker Discussion Guide

– Literature Circle Questions and Answers

Available at: [http://www2.scholastic.com/browse/collateral.jsp?id=10825](http://www2.scholastic.com/browse/collateral.jsp?id=10825%20)

This discussion guide, prepared by Scholastic Inc., is meant to accompany Joseph Bruchac’s novel *Code Talker: A Novel about the Navajo Marines of World War Two.* It contains a brief book summary, literature circle questions based on Bloom’s Taxonomy and answers to the questions. It also contains 3 additional activities that could be completed to further extend the concepts discussed.

The questions listed could be discussed in small groups or could be written about in journals.

It should be noted that the questions are not listed in the order that they appear in the book, and thus it will take some attention from the teacher to reorganize the questions so that they can be discussed in order. In doing so, instead of waiting till the end of the novel to address the questions, students can break up their reading in smaller chunks and then have time to reflect on those smaller chunks.

**Annotated Bibliography #6: Video - Tommy Prince**

Available at: <http://www.histori.ca/minutes/minute.do?id=14741>

Part of the Historica Minutes series of commercials, this episode consists of excerpts of comments about Sgt. Tommy Prince while his body is being dressed for his military funeral. His uniform and many medals are displayed.

This video would be a good activator for a lesson on Sgt. Tommy Prince, Canada’s most decorated Aboriginal veteran. The video could be stopped just before the body is shown in the coffin to see if students have any ideas of who Tommy Prince is based on the images during the first part of the video.

After a discussion, the students can finish watching the video and then share their thoughts, feelings or questions.

## Annotated Bibliography #7: Video - Aboriginal Canadian Veterans

Available at: <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/aboriginal/video>

This is a short video with sound-bites from Aboriginal veterans on the contributions of Aboriginal soldiers and veterans to the wars. There is a script of what is said on the video which accompanies the video in the site.

This video would be used to introduce the topic of Aboriginal war veterans and remembrance. Students could be asked to comment on the video or share any thoughts they have in relation to the video or the topic of Aboriginal war veterans.

## Annotated Bibliography #8: Music Video - The Veterans Honoring Song

The Pipestone Singers at Lac Courte Oreilles Ojibwe Pow Wow

Available at: <http://www.turtleisland.org/news/news-veterans.htm>

This video of The Pipestone Singers at the Lac Courte Oreilles Ojibwe Pow Wow shows drummers sitting around a drum singing their honour song for war veterans. In the background soldiers can be seen dancing in beat to the drumming.

Students could be asked to reflect on mental images the music brings to mind as they listen to the song.

Students could also compare this song to a contemporary (Hit List/Top 40) song.

This video is useful to show students who have not been a part of a Pow Wow how the drumming, singing and dancing are all related.

## Annotated Bibliography #9: Music Video - Bear Creek – Veterans Song

Available at: [http://www.youtube.com/watch?v=5RmpUr23hqY](http://www.youtube.com/watch?v=5RmpUr23hqY%20)

This video shows a drumming circle at a Pow-Wow as they play their song for the veterans.

Students could be asked to reflect on mental images the music brings to mind as they listen to the song. Students could compare this song to a contemporary (Hit List/Top 40) song.

## Annotated Bibliography #10: Music Video - Little Otter Singers - Veterans Honor Song at LCO Honor The Earth Pow Wow

Available at: <http://www.youtube.com/watch?v=7z7LI2e4PZ8&feature=related>

This video of Little Otter Singers at the LCO Honor The Earth Pow Wow shows drummers sitting around a drum singing their honour song for war veterans. This video also showcases some of the dancing done to accompany the drumming.

Students could be asked to reflect on mental images the music brings to mind as they listen to the song.

Students could compare this song to a contemporary (Hit List/Top 40) song.

This video is useful to show students who have not been a part of a Pow Wow how the drumming, singing and dancing are all related. As there is a more of a focus to this video of the dancing rather than the drumming, students will better see how the dance is done. Students may be able to circle the classroom doing the step dance as demonstrated in the video.

## Annotated Bibliography #11: Music Video - Black Lodge Singers - Soldier Boy (Veteran Song)

Available at: <http://www.youtube.com/watch?v=JXptc4EG4J8&feature=related>

This video includes a still picture of the CD cover, but the music is clearly heard. This song is a little more contemporary than the other veterans’ songs.

Students could be asked to come up with a dance to accompany this song.

Students could be asked to reflect on mental images the music brings to mind as they listen to the song.

Students could compare this song to a contemporary (Hit List/Top 40) song.

## Annotated Bibliography #12: Cree Code Talkers Kept Allied Secrets Safe during the Second World War

Available at: <http://www.vac-acc.gc.ca/youth/sub.cfm?source=feature/week2001/media01/cree>

A brief write-up of an interview with Charles Tomkins, a Canadian Cree who was a “Code Talker” for the Canadian Armed Forces during World War II. As the Americans were finding successes with their Navajo Code Talkers in their conflict against Japan in the Pacific, the Canadian Armed Forces came up with the idea of using a Native language in their campaign against Germany. Charles Tomkins was one of those men who sent and received coded messages about strategic bombings and other events in the later years of World War II.

This webpage could be referenced when talking about the Navajo Code Talkers to showcase the Cree nation’s contribution to the war effort. As it contains some pieces of an interview with Charles Tomkins, it could be used alongside the novel Code *Talker: A Novel About the Navajo Marines of World War II* as part of a study of the language contributions of Aboriginal people to the war effort.

## Annotated Bibliography #13: Canada’s Windtalkers by David Stonehouse

Available at: <http://www.davidstonehouse.com/articles/windtalkers.htm>

An article from the Globe and Mail in 2004 in which David Stonehouse describes the contributions of Charles Tomkins to the Canadian war effort in Germany in World War II. The article is written in response to the Hollywood release of the movie *Windtalkers* starring Nicolas Cage and Adam Beach. In the article, Stonehouse mentions that Charles Tomkins may well be the last of the Canadian Code Talkers alive (in 2004).

This webpage could be referenced when talking about the Navajo Code Talkers to showcase the Cree nation’s contribution to the war effort. As it contains some pieces of an interview with Charles Tomkins, it could be used alongside the novel *Code Talker: A Novel About the Navajo Marines of World War II* as part of a study of the language contributions of Aboriginal people to the war effort.

## Annotated Bibliography #14: Website - Aboriginal Veterans Tribute Homepage

A site honouring Canada's Aboriginal Veterans - dedicated to their descendants

Available at: <http://www.vcn.bc.ca/~jeffrey1/tribute.htm>

A website dedicated to the Aboriginal soldiers who served in Canada’s Armed Forces during times of conflict with the world. The site contains photos of soldiers, their medals and paperwork as well as lists of names of the soldiers who died while in service to Canada. The site says there are more the 5300 names listed in the Detailed Aboriginal Veterans Honour lists from WWI to present day.

This site is a great reference for names and faces of those who served as part of the Canadian Armed Forces during the great wars and for those who we remember with pride on Remembrance Day.

Students could be shown sections of the site as part of the unit.

Students could be broken into small groups and allowed to read, summarize and share selections of the content on the site, which is sorted into categories.

## Annotated Bibliography #15: Aurora Borealis (Art Idea)

Available at: <http://www.asc-csa.gc.ca/eng/educators/resources/astronomy/module3/lesson2b.asp>

This art project uses oil pastels and blending to create the Northern Lights (Aurora Borealis) in the night sky. The silhouettes created in the foreground can be modified to match content being studied.

I have done this project with students in the past and they have enjoyed it greatly, making multiple images in a relatively short period of time.

This art lesson would be an extension to Larry Loyie’s book *When the Spirits Dance*. At the end of the book there is a discussion between Lawrence and his grandmother about the Northern Lights, which are considered to be the spirits of the ancestors looking down upon them.

Students would be encouraged to create silhouettes of veteran memorials (ie. Crosses) or of images from the book, including the wilderness or the camp where Lawrence and his grandmother boiled sap.

## Annotated Bibliography #16: Navajo Code Talkers’ Dictionary

Available at: [http://www.history.navy.mil/faqs/faq61-4.htm](http://www.history.navy.mil/faqs/faq61-4.htm%20)

This is a listing of Navajo words that made up the Navajo code used by the United States of America during World War II.

This dictionary would be used as part of an introduction into the Navajo Code Talkers, which in itself is an introduction to the novel *Code Talker: A Novel About the Navajo Marines of World War Two* by Joseph Bruchac*.*

Students could use this code dictionary to translate their own names into the Navajo code.

Students could use this code dictionary to create their own messages to be translated by other students.

## Annotated Bibliography #17: Navajo Code Talkers - World War II Fact Sheet

Available at: [http://www.history.navy.mil/faqs/faq61-2.htm](http://www.history.navy.mil/faqs/faq61-2.htm%20)

This fact sheet outlines who the Navajo Code Talkers were and what they did during their service in the Second World War

This fact sheet would be used as a point of reference during a lesson plan on Code Talkers. The lesson plan is used as an introduction to the novel *Code Talker: A Novel About the Navajo Marines of World War Two* by Joseph Bruchac.

## Annotated Bibliography #18: Video: Wapos Bay - Something to Remember

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number D-11111

This is a stop-motion animation video which is set in a northern Saskatchewan Cree community. In this episode, T-Bear (one of the three children the series of Wapos Bay is centered around) must give a speech at the community Remembrance Day service. To prepare, he visits with community elders to ask about the involvement of community members in the wars. Through developing and giving his speech, T-Bear learns why it is important to remember the past and to honour our war veterans. This episode also contains a secondary story plot in which Raven learns about appreciation while teaching her teacher about gift giving in the Cree culture.

This video is recommended for students in grades 1-6 and comes with a Teacher’s Guide with recommended activities for students.

After watching the video, students could write a short essay on what they would offer to a war veteran to show their appreciation for their service and explain why they would offer it. Final copies of the essays could be read aloud in a speaker’s club exercise in which each student has an opportunity to speak (read their essay) without interruption from others.

Students could also create their own stop-motion animation short after viewing this video to show how they would show respect or appreciation for Canada’s war veterans. This would bring an I.C.T. element into the classroom, as students would take digital photos of their clay figures and student created backgrounds. An audio element could be incorporated into the final animation project using Audacity or a similar program. This would be a lengthy project (similar projects have taken five 45min classes to complete during Mini University).

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## Annotated Bibliography #19: Miscellaneous Supplies – Digital Camera and Tripod

For use in support of an I.C.T./art project based on the Wapos Bay video *Something to Remember*

1. Digital Camera

The digital camera could be used as a tool in creating stop-motion animation clips centered around the idea of showing respect and appreciation for our Canadian veterans. I have only included the box of my camera in this kit as I would prefer to keep my personal camera at home. In order to complete a stop-motion animation project within a reasonable time frame, more than one camera would be required.

The digital camera could also be used to take pictures of visitors to our classroom (example – veterans or members of the current Canadian military who come to speak to the class).

1. Camera Tripod

Used in conjunction with the digital camera during the creation of stop-motion animation clips. The tripod provides stability to the camera and ensures that each image taken is taken at the same angle and distance. As with the digital cameras, more than one would be needed (one per digital camera).

## Annotated Bibliography #20: Essay - Aboriginal Soldiers in the First World War

Available at: <http://www.collectionscanada.gc.ca/aboriginal-heritage/020016-4001-e.html>

This Library and Archives Canada site provides an essay detailing the contributions made by Aboriginals to the war effort, as well as their post-war struggle for equal rights. It also includes an image gallery.

This would be used as a resource for teachers.

## Annotated Bibliography #21: Documentary - Forgotten Warriors

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number D-8912

The documentary, approximately an hour in length, details the contributions of Aboriginal peoples to the World Wars. It contains interviews with veterans and their families as the stories of the war are recounted and retold. Still images and videos help the viewer understand what it was like to leave home, be in the thick of battle, and return after the war.

This documentary does contain some images of dead soldiers and animals which may not be appropriate for younger viewers.

There is a focus on the land settlement issues wherein Aboriginal soldiers were often not given the same opportunities as other soldiers returning from the war in purchasing land at a cheap price as part of the Canadian Soldier Veteran’s Settlement Act.

There is a lot of content in this video, some of which would be useful to this grade level and some that may be more useful at older grade levels. Rather than showing this video in its entirety, it may be more useful to show is small segments that pertain to classroom discussions and activities.

There is a section on Sgt. Tommy Prince and soldiers who received medals for their services.

## Annotated Bibliography #22: Art Supplies – Clay

The clay included with this kit could be used (but is not limited to use) in the following ways:

1. To build a model monument honouring aboriginal war veterans
2. To build the characters of a stop-motion animation project

## Annotated Bibliography #23: CD - World’s Best Veteran Songs

Available for purchase at <http://www.worldwidesunshine.com>

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number CD 781.6297W67

From the website:

World's Best Veteran Songs

Pow Wow Drum Groups

This compilation package offers you some of the “World’s Best Veteran Songs” performed by some of the best Pow Wow Groups in North America. It has been customary for the Veterans to participate in every Grand Entry. Our Veteran representatives are those who served our country in battles around the World. Native Veterans of the World Wars; The Korean War’ the Vietnam War and NATO Peace Keeping events are leading another battle for equality. To All Veterans – We Salute You!

Songs:

1. Veteran Song - Whitefish Bay Singers

2. Veteran Song - Black Lodge Singers

3. Korean War Veteran Song - Eagle Tail Singers

4. Veteran Song - Grassy Narrows Singers

5. Veteran Song World War I- Red Scaffold

6. Veteran Song - Stoney Eagle

7. Veteran Song - Chi-Geezis Singers

8. Veteran Song - Thunder Mountain Singers

9. War Mother’s Sing White - Eagle Singers

10. Veteran Song - Pigeon Lake Singers

11. Veteran Song World War II - Willow Creek Singers

12. Veteran Song - Northern Wind Singers

I would use this music in the classroom as part of a listening activity in which the students would answer questions about what they hear (some questions are reflective). There are other Veteran and tribute songs available on the Royal Canadian Legion website in their jukebox, but none of the music there is Aboriginal. This CD would add a nice balance to our classroom listening.

I would also have the students move around the room to the beat of the drum. Students would be challenged to find the beat and come up with a dance to represent that beat.

## Annotated Bibliography #24: Art Supplies Used for the Aurora Borealis Art Project

1. Oil Pastels

Used to create the northern lights displays in the night sky, will need more than one box for classroom use, students will only need three colours each at a time (Triad). Please note that wax crayons are not a suitable substitute and will not work for the purposes of this art project.

1. White paper (could also be manila tag or a more durable paper)

Used to make the template along which students will colour their northern lights display

1. Black construction paper

Used to make silhouetted shapes in the foreground of the project

1. Dark blue construction paper

Used as the background to the project (the night sky), students should be given one as a practice piece prior to starting the project.

1. Scissors

Used to cut out the template and the silhouetted images for the foreground

1. Glue

Used to glue the silhouetted images onto the foreground of the project

1. Colour Wheel (not included in this kit at this time)

The colour wheel can be used to explain and demonstrate what a colour Triad is

8) Paper towel/Kleenex

 To be used to cover up thumbs for students who wish to keep their hands clean.

## Annotated Bibliography #25: Art Supplies Used for the Creation of Medals

1. Cardboard

Used to provide a strong backing for final medal design

1. Pencil crayons, crayons, markers

Used for designing images on medals

1. Ribbon

4 colours provided in this kit in different sizes (red, yellow, black, white), used for hanging final medal design

1. White paper with pre-drawn shapes

Used as templates for medal designs, students may select a template to use to design their own medal, could be used for both draft and final versions

1. Plain white paper

Available to students would wish to freehand draw a medal design, as opposed to using a template

1. Glue

To be used in the creation of medal, to glue medal design onto cardboard, to glue ribbon to medal, or whatever else the student comes up with

1. Scissors

Used to cut out medal design, cardboard backing, or to lengths of ribbon

## Annotated Bibliography #26: Canada Remembers Aboriginal Veterans

Available at <http://www.vac-acc.gc.ca/pdf/cr/pi-sheets/Aboriginal-pi-e.pdf>

A free pamphlet from Veteran’s Affairs Canada which briefly outlines the overall contributions of Canada’s Aboriginal peoples to the war efforts.

This would be used as a resource for the teacher.

## Annotated Bibliography #27: S&S Learning Materials’ *Novel Ideas*

A teacher resource book full or graphic organizers and activities students can undertake during the course of a novel study. The activities cover reading comprehension, reasoning, and critical thinking and include activities that range in complexity according to Bloom’s Taxonomy.

Selections of activities from this resource book would be offered during a whole class novel study/modified literature circle using Joseph Bruchac’s novel *Code Talker: A Novel about the Navajo Marines of World War Two.*

## Annotated Bibliography #28: S&S Learning Materials’ *Literature Response Forms*

A teacher resource book full of activities designed to enhance reading comprehension for any novel or literature study. It contains over 60 reproducible worksheets.

Selections of this resource book would be used during a study of the novel *When the Spirits Dance* by Larry Loyie.

## Annotated Bibliography #29: Integrating Aboriginal Perspectives into Curricula

This was a required text for the course.

It would be used as a teacher resource.

## Annotated Bibliography #30: Independent Together

This was a required text for the course.

It would be used as a teacher resource.

## Annotated Bibliography #31: ELA Across the Curriculum Thematic Unit Plan

I have included my ELA Across the Curriculum thematic unit plan in with my Indigenous Inquiry Kit as this kit is intended to be included in the unit. This kit contains more information and activities than could be completed and/or addressed during the course of my five week thematic unit. However, by including my outline in with this kit it is hoped that one can gain insight as to what I plan to do with the materials in this kit.

## Annotated Bibliography #32: Tobacco and Fabric

In a ziplock baggie there is an offering of tobacco and fabric to be given to Aboriginal guests to the classroom as a means of appreciation and respect. These items are included in this kit in relation to the video *Wapos Bay: Something to Remember* (see Annotated Bibliography #18). The students will learn through the video about giving tobacco and fabric to an elder when you are seeking information as a way to show respect.

Please note that the “tobacco” currently included in this kit is shredded paper and not real tobacco. As I do not plan on using this kit in the near future, I did not wish to purchase tobacco and have it sit and go unused for an unknown period of time. Tobacco will be purchased at the time that it is needed to ensure freshness.

## Annotated Bibliography #33: Talking Stick

This is intended for use during Sharing Circle style presentations, such as when students present a summary of an Aboriginal veteran (see Lesson Plan #6). It could also be used at any time when it would be ideal for one student to speak and others to listen respectfully.

## Annotated Bibliography #34: CD – 2009 ReVision Quest Season Two Episodes

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number CD 971.00497R49

This CD contains ten episodes from the 2009 season of CBC Radio One’s *ReVision Quest*. The sixth episode, entitled “Natives in the military” discusses why so many Aboriginal men and women enlist in the Canadian army, a trend that has extended from World War 1 to present day. Veterans and currently enlisted soldiers about to deploy to Afghanistan are interviewed.

This selection could be used as a listening activity. A question bank could accompany the listening exercise to ensure that students are listening attentively and making meaning of what they are hearing.

## Annotated Bibliography #35: VHS Video – Fallen Hero: The Tommy Prince Story

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number 8905

A documentary of Tommy Prince, one of Canada’s better known war heroes. The video focuses on his life and his lasting legacy from the poverty of his isolated reserve, both of his journeys to war and back, and his life as an Aboriginal in Canada.

Students may be asked to complete a “3, 2, 1” reflection on the video, recording three important things they learned from the video, two questions they have, and one insight. Reflections can be written individually and then shared in small groups to further understandings.

## Annotated Bibliography #36: VHS Video – The Sharing Circle Season II Show 11: When Veterans Dance

Borrowed from the Instructional Resource Unit

Main Floor, 1181 Portage Avenue

Winnipeg, MB

R3G 0T3

website: <http://www.edu.gov.mb.ca/k12/iru>

online catalogue: <http://library.edu.gov.mb.ca>

Call Number 2114

In this episode of the television series *The Sharing Circle*, Lisa Meeches explores the heroism of the many Aboriginal men and women who have served in the Canadian military. She extends her exploration of their valuable contributions into how Canada as a nation has failed to properly honour their Aboriginal soldiers and veterans.

Prior to watching the video, students could complete an Admit Slip predicting what they think the video will be about. After viewing the video, student could complete an Exit Slip in which they reflect on their learning and describe how they would feel if their service to Canada was not honoured.