

Teaching and Learning Through Culture: Incorporating Aboriginal Perspectives into the Elementary Curriculum.

This document provides teachers with background information and effective practices to support Aboriginal perspectives within the Alberta Social Studies Program of Studies. The first practice is to build relationships within the community and involve Elders in the learning process. It is recommended to connect with Aboriginal Elders within a community and invite them into the classrooms to share their wisdom, knowledge, experiences and stories. The various gifts and talents that Elders have could support historical, spiritual, scientific and cultural understanding for students.

The second area of effective practice is using literature that reflects cultural diversity and relevancy. Using culturally rich literature not only enhances literacy skills but increases a sense of belonging and acceptance for Aboriginal students so that they can see themselves as characters and role models. All students will gain a deeper appreciation of Aboriginal culture, language, traditions and practices. Annotated literature references to support the Kindergarten, Grade 1 and Grade 2 outcomes for the Alberta Social Studies Program of Studies are provided.

In the section of the document entitled *The Sacred Circle* an overview of circle teachings is provided, and literature references are included.

Referenced books have not been reviewed or authorized by Alberta Education.

Teaching and Learning Through Culture

Incorporating Aboriginal Perspectives into the Elementary Curriculum

***Sonja Willier
Consultant
Elementary Aboriginal Education
Aboriginal Learning Services
Edmonton Catholic School District***

Teaching and Learning Through Culture and Language

Incorporating Aboriginal Perspectives into the Elementary Curriculum

Effective Practices

Building Relationships Within the Community: Using Elders In the Classroom

Bringing cultural connections into the classroom provides value and sense of purpose for all learners. For the Aboriginal learner, comfort is found in connecting with the respected Elders of their community. A sense of excitement and pride develops when community members and role models are involved in the learning process. For the non-Aboriginal learner, the opportunity to learn from a different type of 'teacher' is valuable and educational at the same time. Seeing an elder Aboriginal community member in the classroom provides insight into a culture that may appear mysterious to them...due to lack of knowing. Students listen carefully to the elderly if they are willing to share their story, thus opening the door to better understanding.

"If the old will remember, the very young will listen."

Chief Dan George

Using a local Elder from the community maintains the culture and teachings of the area. The traditional role of the Elder within Aboriginal communities was that of teacher, historian, or spiritual leader. Some of their teachings included:

Teachers

- help to educate the children
- offer practical suggestions about daily life
- skills necessary for survival on the land
- teach hunting and fishing skills; share advice and skills
- wisdom of age and experience
- crucial role in community decision-making and conflict resolution

Historians

- keepers of traditional knowledge and history
- oral history of the community from a time before books
- connect the community to its past by telling stories and legends
- family histories

Spiritual Leaders

- spiritual guides and advisers
- keepers of spiritual ceremonies and traditional law
- moral and spiritual values
- offer wisdom to those who need it

It is important to know that not all senior people are Elders, nor are all Elders senior people. Elders are honoured as such when they are recognized and accepted within their community as holders and keepers of knowledge, teachings, wisdom, understandings—all gifts from the Creator. As an Elder, they are willing to pass on and share this knowledge that was at one time passed to them. This ongoing '*circle of learning*' ensures that the traditions and practices of communities and cultures continue to thrive and live vibrantly in our contemporary world.

Lessons From Our Elders

Invite an Elder into the classroom to share their knowledge and wisdom through oral traditions. Take the time to build a relationship with the Elder in order to find out what gifts he/she would like to share. Gifts and teachings differ from person to person. It is important to see what teachings can match your educational plans.

Protocol is important within Aboriginal communities[see *Protocols: A Guide to Inter-Cultural Communication with Aboriginal People and Communities in Alberta*]. It is proper protocol to offer tobacco to the Elder when asking for lessons to be shared. This can be done upon your initial meeting. Perhaps a small pouch of tobacco can be offered to the Elder in front of the children on the day of the teaching, using this protocol as an opportunity to teach the children about the importance of tobacco.

Curriculum connections through Elder lessons/teachings may include:

Legends

stories of the past shared within today's world

Talking Circles

opportunities to talk about current issues and connections to the past; discussion of conflict resolution

Religion/Spirituality

blessings; spiritual teachings; ceremonial wisdoms and protocols; teachings of the Medicine Wheel (Sacred Circle); value systems

Science

teachings within a cultural context; respect and honour of nature (gifts from Mother Earth); teachings of relationships with the land—importance of balance, harmony, unity, equality.

Social Studies

historical background of community; cultural traditions and practices

Interview an Elder

Students can get a 'peek' at Canadian history by interviewing an Elder. Information to gather might include:

- where the Elder has live
- way of life as a youth
- importance of culture and language
- biggest changes the Elder has witnessed in lifetime
- advice to pass on to youth growing up in today's world

The best way to learn is to spend time with someone, to observe and to listen. Encourage children to take the time and sit with their elder to hear the stories. Students can chose to hi light specific teachings or advice and display on a poster board. Pictures and designs (cultural symbols) can be added to further enhance project. [See *'We Are All Related: A Celebration of Cultural Heritage'*; Polestar Book Publishers, 1996]. Students can choose their own senior family member to honour with this project.

Relationship with the Land

Many Elders possess considerable knowledge about traditional land in the community. Invite an Elder into the classroom to share:

- traditional names of places and stories of the land
- lead a nature walk and give thanks to the gifts of Mother Nature
- local plants and animals and their use (ceremony, medicine, decoration)--honouring the gifts of the plants and animals

Gathering Together to Celebrate

Many communities gather together to celebrate. Within many Aboriginal communities, gatherings might include:

- ceremony: smudge ceremony to honour the beginning of a new day
- celebration of life: dance and sing songs of prayer; special dress in honour of gifts from Creator; pow wow, round dance.
- feast: gathering of community members to give thanks for food and people

Honour your Elder by asking for their wisdom to be shared at the beginning of these gatherings. This may be through prayer.

Build capacity within your community and school district by building local resources through your 'teachers'. These teachers may include Elders, cultural instructors, parents, etc. Take the time to get to know what gifts and talents can be shared with the students. Community members are also so pleased and honoured to share their wisdom with the youth. The above gatherings can occur within school settings with a little planning and gathering of local resources. The end results are inspiring!

Literature Connections; Lessons From Our Elder

Many stories are available that share the lessons passed down to us from our grandparents, Elders, etc. It is imperative to place value within the community and the history of the storytellers by ensuring that the story is told/written by a member of the community. Often '*notes from the author*' will include teachings and history of where the story came from and will make indepth connections to the community. If the author is non-Aboriginal, it is acceptable for them to tell a story as long as reference of permission is listed as coming from within the community.

The following excerpt is taken from the book 'The Elders Are Watching' by David Bouchard. The excerpt is written by the artist Roy Henry Vickers...

Whispers

The boy looked much the same as the other kids in his class. New faces arrived almost daily from far-away places, so it wasn't his appearance that made him different.

He had always tried his hardest, but try as he might, somehow he didn't seem to be able to get excited about the same things as his classmates did. This year was no different.

And so, as in years gone by, his mother would please him greatly by taking him out of school for a time. Again she would send him off to live with his grandfather, his Ya-A, to listen, to think, to learn.

Ya-A would reintroduce him to the Wind, the Tree, and the Earth. Ya-A would speak of responsibilities and of rights. Ya-A would fascinate him with legends of the eagle, the whale, the raven, and the wolf.

Of all the tales his grandfather told, none captured his heart more than the stories of the Old Ones,-- the Elders. And as the stories slowly became a part of him, by the seashore in the clear red sky of early evening, he began to see them.

They appeared in images suspended in the air, up toward the sun. Their lips were still, yet he heard them speak. Their message, like the words of his Ya-A, was clear and true, a message gone too long without being passed to other hearts.

He and his Ya-A would share the words of the Elders often with all those who cared to listen, with all those who cared at all.

[See bibliography for references]

Using Literature That Reflects Cultural Diversity and Relevancy

Within Edmonton Catholic Schools, our student population reflects the Aboriginal population of Edmonton, as one of the highest in Canada. Our District mandated a specific department, Aboriginal Learning Services, to assist schools in improving practices to better suit the needs of the learner. It is not the child that needs to change in order to meet the curriculum. It is the curriculum that must change in order to best meet the needs of the child.

One of the most effect practices successfully used in schools is that of utilizing literature that reflects the cultural needs and diversity of the school. After three years of gathering data [see 'Rainbow Spirit Project Data Analysis 2003], educators found the following impact in using culturally-relevant and reflective resources:

- increase of self-confidence and belonging for the Aboriginal learner
- sense of and validation and acceptance for Aboriginal learner in 'seeing themselves' reflected in the curriculum/resources
- sense of 'empowerment' and pride in seeing strong and positive Aboriginal characters/role models portrayed in literature
- opportunities for non-Aboriginal learners to read literature with positive Aboriginal characters within both traditional and contemporary settings; initiates the 'breaking down' of stereotypes and begins the journey of building healthy relationships
- culturally relevant reading materials improve reading levels

I can remember seeing the story *'The Snowy Day'* by Ezra Jack Keates when I was a young girl. That story stayed in my mind for many years as it was the first story where the character was one other than a white person. I could relate to that character immediately! Imagine how our children will relate to the wonderful literature selections of today!

[see bibliographies on 'The Sacred Circle', 'Lessons from Our Elders']

Early Literacy and Culturally Relevant Literature

One of the key successes to effective reading is improving *comprehension*. By providing books that reflect a community's culture and language, the educator is bringing greater reading success. Students that can relate to the content of the story have a greater desire in wanting to read the selection and find meaning in the text. Furthermore, students can make stronger connections to the text by sharing similar experiences and circumstances. This effective practice can also be built upon by building literacy around pictures.

[see Picture Word Inductive Model].

See Early Literacy bibliography for references.

Picture Word Inductive Model

Based upon Emily Calhoun's *Teaching Beginning Reading and Writing With the Picture Word Inductive Model* (1999), students build literacy skills by using pictures to develop sight vocabulary. This strategy is proven to be effective for visual and auditory learners in building literacy levels. The success increases in using pictures from your local community, including cultural practices, traditions, and experiences. This strategy builds upon the strengths of the visual learner, a common learning style for many Aboriginal learners who have been raised through traditional teachings of listening and observing others.

Legends and Storytelling

Sharing legends and stories of the past is one of the most effective and easiest ways of bringing cultural awareness and understanding into the classroom. Begin with local legends and stories (and storytellers!) then compare/contrast with other legends from various Aboriginal communities across the province, the country, and even globally. Extend the experience further by looking at cross-cultural folktales, legends, myths, etc.

- **Oral storytelling/storytellers:** Elders, cultural instructors, local community members
- **Talking Circles/Literacy Circles:** book talks, current issues, conflict resolution
- **Emphasize Diversity:** acknowledge the diversity of Canada's Aboriginal peoples by bringing in stories from various First Nations, Metis and Inuit communities.
- **Multi-media:** share legends and stories that are captured on video, audio, to further enhance the storytelling genre
- **Drama:** provide opportunities for students to extend their learning with 'Reader's Theater'. Turn legends into scripts or have students create their own. Dramatic effects can be added through dance, music, lighting, dress, and use of voice
- **Fine Arts:** extend learning further by introducing other concepts of 'the story'... masks, paintings, sculptures, musical instruments (drum, flute), etc.

Talking Circles

A 'Talking Circle' is an effective practice in both Language Learning instruction and Classroom Management and Decision Making. Talking Circles were used in many Aboriginal communities for centuries in order to solve problems or resolve conflict. This strategy provides each member of the circle with an opportunity to speak without interruption, as well as to listen to the opinions of others and reflect upon them. Different symbols (feather, rock, stick) are held during the Talking Circle. The circle begins in the East, with the leader holding the symbol and speaking. The symbol is passed to the person on the left, with each person in turn choosing to speak or to pass the Talking Stick on. In traditional times talking circles, or council, was held for hours and could go well into the evening or the next day until decisions were made and all were in agreement.

Literature-Based Lessons

Poetry

Poetry portrays the beauty of words and imagery and is a successful strategy in increasing language learning. Many poems have been published by Aboriginal authors who relay their stories in context with relationship to the land and people. Share this great genre of literature in encouraging youth to bring out their message within.

Aboriginal Author /Illustrator Studies

Encourage your school librarian to build your literature selection on Aboriginal peoples and communities. Authors to add to your selection include:

- ➔ Joseph Bruchac
- ➔ Ferguson Plain
- ➔ Joe McLellan
- ➔ Jan Bourdeau Waboose
- ➔ Cynthia Leitsch Smith
- ➔ David Bouchard
- ➔ Peter Eyvindson
- ➔ Richard Van Camp
- ➔ George Littlechild
- ➔ Allan Sap
- ➔ Roy Henry Vickers

Check out the following web sites for additional resources:

Storytellers: Aboriginal Authors Online

www.hanksville.org/storytellers/

Native American Authors

www.ipl.org/div/natam/

Native Online:the resource centre for Native Art

www.nativeonline.com/contents.html

Thematic Units

Teach and learn through the local culture by sharing compiled literature selections:

- The Sacred Circle
- Lessons from Our Elders

[see references]

Social Studies

Learn how belonging and identity are impacted by our relationship and connection with our community, culture, language, traditions, and practices.

[see Social Studies K-1 Aboriginal Literature Links document]

References

An Aboriginal Book List for Children. Indian and Northern Affairs Canada, 2000. ISBN 0662654862

The Learning Circle: Classroom Activities on First Nations in Canada. Ages 4 to 7. Indian and Northern Affairs Canada, 1999. ISBN 0662266943

The Learning Circle: Classroom Activities on First Nations in Canada. Ages 8 to 11. Indian and Northern Affairs Canada, 1999. ISBN 0662284488

The Learning Circle: Classroom Activities on First Nations in Canada. Ages 12 to 14. Indian and Northern Affairs Canada, 1999. ISBN 0662284496

Shared Learnings: Integrating BC Aboriginal Content K-10. British Columbia Ministry of Education, 1998. ISBN 0772636540

Honouring Diversity in the Classroom: Challenges and Reflections. Saskatchewan Professional Development Unit and Saskatchewan Instructional Development and Research Unit. Saskatchewan, 1996. ISBN 0773103244

Multicultural Connections: Exploring Strategies and Issues. Saskatchewan Professional Development Unit and Saskatchewan Instructional Development and Research Unit. Saskatchewan, 1996. ISBN 0773103252

Aboriginal Cultures and Perspectives: Making a Difference in the Classroom. Saskatchewan Professional Development Unit and Saskatchewan Instructional Development and Research Unit. Saskatchewan, 1996. ISBN 0773103287

Teaching Beginning Reading and Writing with the Picture Word Inductive Model. Emily F. Calhoun. Association for Supervision & Curriculum Development, 1999.

Through Indian Eyes: The Native Experience in Books for Children. Edited by Beverly Lapin and Doris Seale. Amer Indian Studies Center, 1988.

That's A Good Idea! Effective Practices in First Nations and Metis Education. Gabriel Dumont Institute of Native Studies and Applied Research for the Saskatchewan School Trustees Association. Leah Dorion, Darren Prefontaine, Todd Paquin. Saskatchewan.

**Social Studies Program of Studies
Aboriginal Literature Links to Curriculum**

**Kindergarten
I Am Unique**

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

<i>Values and Attitudes</i>	<i>Knowledge and Understanding</i>	<i>Literature Links</i>
Students will: value their unique characteristics, interests, gifts and talents	Students will: examine what makes them unique individuals: What are my gifts, interests, talents and characteristics? How do my gifts, interests, talents, and characteristics make me a unique individual? How do culture and language contribute to my unique identity? What is the origin and/or significance of my given names?	<i>What's the Most Beautiful Thing You Know About Horses? Richard Van Camp</i> <i>Jingle Dancer; Cynthia Leitisch Smith</i> <i>Nanabosho Dances; Joe McLellan</i> <i>Maple Moon; Connie Brummel Crook</i> <i>The Legend of the Indian Paintbrush; Tomie dePaola</i> <i>Did You Hear Wind Sing Your Name? An Oneida Song of Spring; Sandra De Couteau Orié</i> <i>Aurora: A Tale of the Northern Lights; Mindy Dwyer</i> <i>The Owl and the Goose—An Inuit Legend (from Legends of the Elders); John W. Friesen</i>

<i>Values and Attitudes</i>	<i>Knowledge and Understanding</i>	<i>Literature Links</i>
<p>Students will:</p> <p>appreciate the unique characteristics, interests, gifts and talents of others</p> <p>appreciate feelings, ideas, stories, experiences shared by others</p> <p>value oral traditions of others</p> <p>appreciate that French and English are Canada's official languages</p>	<p>Students will:</p> <p>explore how we demonstrate respect for ourselves and others:</p> <p>What are the origins of the people in our school, groups, or communities?</p> <p>How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity?</p> <p>Why is speaking French and/or English important in our school, group, or community?</p> <p>How can we show respect and acceptance of people as they are?</p>	<p><i>Maple Moon; Connie Brummel Crook</i></p> <p><i>The Great Ball Game; Joseph Bruchac</i></p> <p><i>Red Parka Mary; Peter Eyvindson</i></p> <p><i>My Mom is So Unusual; Iris Loewen</i></p>

Kindergarten
I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

<i>Values and Attitudes</i>	<i>Knowledge and Understanding</i>	<i>Literature Links</i>
<p>Students will:</p> <p>value how personal stories express what it means to belong</p> <p>value and respect significant people in their lives</p> <p>appreciate the important contributions of individuals at home, at school, and in the community</p> <p>appreciate how their participation in their communities affects their sense of belonging</p> <p>develop an awareness of the importance of sharing responsibility for caring for the environment</p> <p>appreciate the impact group members have on each other</p> <p>demonstrate respect for the diverse ways individuals cooperate, work and play together</p> <p>assume responsibility for personal actions, words and choices</p>	<p>Students will:</p> <p>examine the characteristics and interests that bring people together in groups</p> <p>examine ways in which people create a climate of cooperation</p>	<p><i>My Family; Penny Condon</i></p> <p><i>Aminkoonse; Ferguson Plain</i></p> <p><i>Chester Bear, Where Are You? Peter Eyvindson</i></p> <p><i>Mama, Do You Love Me? Barbara M. Joesse</i></p> <p><i>On Mother's Lap; Ann Herbert Scott</i></p> <p><i>Winter Walk With Haley; Jaya Pastedo</i></p> <p><i>My Kokum Called Today; Iris Loewen</i></p> <p><i>Nanabosho Dances; Joe McLellan</i></p> <p><i>Jen and the Great One; Peter Eyvindson</i></p> <p><i>The Great Ball Game; Joseph Bruchac</i></p> <p><i>Ribbon Rescue; Robert Munsch</i></p> <p><i>Use Legends bibliography [see references] to introduce how stories were shared by Elders long ago. This oral tradition served many purposes: to entertain; to teach a lesson (morals); to explain how things came to be (origins); to celebrate in ceremony (spirituality). Legends were also a way to teach young children how to become good listeners, as their actions would show if they listened carefully to learn the lesson.</i></p>

**Social Studies Program of Studies
Aboriginal Literature Links to Curriculum**

**Grade One
My World: Home, School, and Community**

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth, and vitality of their groups and communities.

<i>Values and Attitudes</i>	<i>Knowledge and Understanding</i>	<i>Literature Links</i>
<p>Students will:</p> <p>value self and others as unique individuals in relation to the world</p> <p>appreciate how belonging to groups and communities enriches one's identity</p> <p>appreciate multiple points of view, languages, cultures, and experiences withing groups and communities</p> <p>demonstrate respect for their individual rights and the rights of others</p> <p>recognize and respect how the needs of others may be different from their own.</p>	<p>Students will:</p> <p>examine how they belong and are connected to the world:</p> <p>What different types of communities or groups do you belong to?</p> <p>What helps us recognize different groups or communities (landmarks, symbols, colors, logos, clothing)?</p> <p>In what ways do we belong to more than one group or community at the same time?</p> <p>In what ways do we benefit from belonging to groups or communities?</p> <p>What are our right and responsibilities at home, at school, in groups, and in communities?</p>	<p><i>My Family; Penny Condon</i></p> <p><i>Amikoonse; Ferguson Plain</i></p> <p><i>Chester Bear, Where Are You? Peter Eyvindson</i></p> <p><i>Mama, Do You Love Me? Barbara M. Joosse</i></p> <p><i>On Mother's Lap; Ann Herbert Scott</i></p> <p><i>Winter Walk With Haley; Jaya Pastedo</i></p> <p><i>My Kokum Called Today; Iris Loewen</i></p> <p><i>Nanabosho Dances; Joe McLellan</i></p> <p><i>Jen and the Great One; Peter Eyvindson</i></p> <p><i>The Great Ball Game; Joseph Bruchac</i></p> <p><i>Ribbon Rescue; Robert Munsch</i></p> <p><i>Eagle Feather: An Honor; Ferguson Plain</i></p> <p><i>Series: Come Learn About First Nations Culture. Titles include:</i></p> <p style="padding-left: 20px;"><i>-The Eagle Feather</i></p> <p style="padding-left: 20px;"><i>-The Sacred Herbs</i></p> <p style="padding-left: 20px;"><i>-The Medicine Pouch</i></p> <p style="padding-left: 20px;"><i>-The Dreamcatcher</i></p> <p style="padding-left: 20px;"><i>-The Talking Circle</i></p> <p style="padding-left: 20px;"><i>-The Drum</i></p> <p style="padding-left: 20px;"><i>-The Medicine Wheel</i></p> <p><i>The Other Way to Listen; Byrd Baylor</i></p> <p><i>Blackfoot Children and Elders Talk Together; The Library of Intergenerational Learning Native Americans; E. Barrie Karasch</i></p> <p>*****</p>

Values and Attitudes	Knowledge and Understanding	Literature Links
	Symbols continued	<p><i>The Lakota Hoop Dancer; Jacqueline Left Hand Bull</i></p> <p><i>The 'circle' is a sacred symbol that is the foundation of all things for Aboriginal communities around the world. Introduce the concept by sharing the book "Lakota Hoop Dancer", which introduces the following concepts about the symbolism of the circle: relationship; connectedness; keeping traditions alive; unity; equality; harmony; balance; cycles of life; bridging of past and present, present and future. Summarize learning by inviting a hoop dancer to perform for the school.</i></p> <p><i>Use bibliography of the Sacred Circle [see references] to introduce a wide selection of stories and experiences.</i></p> <p><i>Invite an Elder in to the classroom to share teachings of the Medicine Wheel (Sacred Circle). This lesson will introduce the importance of the four colors and the meanings of the four directions.</i></p> <p><i>Teachings of the Sacred Circle differ according to regions and the different keepers of knowledge (Elders). Develop local resources by recording local teachings (ensure permission from the community; some prefer to keep these teachings within the oral tradition). This written form will allow students to make reference back to the teachings and perhaps bring new knowledge and awareness to their families. [See local resources developed by Edmonton Catholic Schools].</i></p>

Values and Attitudes	Knowledge and Understanding	Literature Links
<p>Students will:</p> <p>value the groups and communities in which they belong</p> <p>demonstrate a willingness to share and cooperate with others</p> <p>appreciate how their actions might affect others and vice versa</p> <p>demonstrate a willingness to resolve issues and/or problems peacefully</p> <p>assume responsibility for their individual choices and actions</p>	<p>Students will:</p> <p>determine what makes their communities thrive:</p> <p>In what ways do people cooperate in order to live together peacefully?</p> <p>How do groups make decisions? In what ways do people help one another at home, at school and in groups to ensure the vitality of the community?</p> <p>How do actions and decisions contribute to the well-being of groups and communities?</p> <p>How does caring for the natural environment contribute to the well being of our community?</p>	<p><i>How Food Was Given (from Kou-Skelowh/We Are the People: A Trilogy of Okanagan Legends); Okanagan Elders Council</i></p> <p><i>How the Chipmunk Got His Stripes; Joseph and James Bruchac</i></p> <p><i>How the Turtle Got His Shell; Joe McLellan</i></p> <p><i>The Story of Chakapas: A Cree Legend; Annie Downes Catterson</i></p> <p><i>How the Mouse Got Brown Teeth: A Cree Story for Children; Freda Ahenakew</i></p> <p><i>Strength in Unity: An Ottawa Legend (from Legends of the Elders); John W. Friesen</i></p> <p><i>The Great Ball Game; Joseph Bruchac</i></p> <p><i>Inspector McTree Visits His Native Friends; Marie Faulds Resmer</i></p> <p><i>Jen and the Great One; Peter Eyvindson</i></p> <p><i>A Winter Walk With Haley; Jaya Pastedo</i></p> <p><i>Ribbon Rescue; Robert Munsch</i></p>

Values and Attitudes	Knowledge and Understanding	Literature Links
	<p>....distinguish geographic features to their own communities:</p> <p>What are some familiar landmarks and places in my community?</p> <p>Why are these landmarks and places significant features of the community?</p> <p>What are some of the differences between rural and urban communities?</p> <p>Where is my community on a map/globe?</p>	<p><i>What's the Most Beautiful Thing You Know About Horses?</i> <i>Richard Van Camp</i></p> <p><i>If You're Not from the Prairies; David Bouchard</i></p> <p><i>Winter Walk with Haley; Jaya Pastedo</i></p> <p><i>The Trickster and the Rock—A Blackfoot Legend (from Legends of the Elders); John W. Friesen</i></p> <p><i>When Bear Stole the Chinook: A Siksika Tale; Harriet Peck Taylor</i></p> <p><i>See references for lists of resources about Aboriginal communities in Alberta.</i></p>

Grade One
Moving Forward With the Past

General Outcome

Students will demonstrate an understanding of how changes over time have affected their families and influenced how their families and communities are today.

<i>Values and Attitudes</i>	<i>Knowledge and Understanding</i>	<i>Literature Links</i>
<p>Students will:</p> <p>appreciate how stories and events of the past connect their families and communities to the present</p> <p>recognize how their families and communities might have been different in the past than they are today</p> <p>appreciate how languages, traditions, celebrations, and stories of families, groups, and communities contribute to their sense of identity and belonging</p> <p>recognize how their ancestors contribute to their sense of identity within their family and community</p> <p>appreciate people who have contributed to their communities over time</p> <p>recognize how diverse Aboriginal and Francophone communities are integral to Canada's characteristics</p> <p>acknowledge and respect symbols of heritage and traditions in their families and communities</p>	<p>Students will:</p> <p>analyse how their families and communities in the present are influenced by events or people of the past:</p> <p>How have changes affected my family over time (births, deaths, moves)?</p> <p>What is the history of my family's past in our community?</p> <p>In what ways has my community changed over time? (original inhabitants, ancestors, generations, way of life)</p> <p>How have changes over time affected the families and communities in the present?</p> <p>In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?</p> <p>What connections do we have to the Aboriginal, Francophone, and diverse cultures found in our communities?</p> <p>What are some of the examples of traditions, celebrations, and stories that started in the past and continue today?</p>	<p><i>The Whispering Tree; Audrey Penn</i></p> <p><i>My Kokum Called Today; Iris Loewen</i></p> <p><i>Kitaaq Goes Ice Fishing; Margaret Nicolai</i></p> <p><i>Two Pairs of Shoes; Esther Sanderson</i></p> <p><i>Nanabosho and the Cranberries; Joe McLellan</i></p> <p><i>Jingle Dancer; Cynthia Leitisch Smith</i></p> <p><i>The Song Within My Heart; David Bouchard</i></p> <p><i>Eagle Feather: An Honor; Ferguson Plain</i></p> <p><i>Series: Come Learn About First Nations Culture. Titles include:</i></p> <ul style="list-style-type: none"> -<i>The Eagle Feather</i> -<i>The Sacred Herbs</i> -<i>The Medicine Pouch</i> -<i>The Dreamcatcher</i> -<i>The Talking Circle</i> -<i>The Drum</i> -<i>The Medicine Wheel</i> <p><i>The Lakota Hoop Dancer; Jacqueline Left Hand Bull</i></p> <p><i>See bibliography on 'Lessons from our Elders' to share teachings and passing of traditions from Elders to youth.</i></p> <p>*****</p> <p><i>We Are All Related: A Celebration of our Cultural Heritage--</i></p> <p><i>...share this collection of collages with students to learn about important factors that shape our identity. Students should be in older grades in order to complete their own cultural collage as a compilation of all of their learnings.</i></p>

Social Studies Program of Studies
Aboriginal Literature Resource List K-1

What's the Most Beautiful Thing You Know About Horses? Richard Van Camp. Illustrated by George Littlechild. Children's Book Press, 1998. ISBN 0892391855

Jingle Dancer. Cynthia Leitch Smith. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Morrow Junior Books, 2000. ISBN 068816241X

Nanabosho Dances. Joe McLellan. Illustrated by Rhian Brynjolson. Pemmican Publications, 1991. ISBN 0921827148

Maple Moon. Connie Brummel Crook. Illustrated by Scott Cameron. Stoddart Kids, 1997. ISBN 0773760989

The Legend of the Indian Paintbrush. Retold and illustrated by Tomie dePaola. The Putnam and Grossett Group, 1988. ISBN 0698113608

Did You Hear Wind Sing Your Name? An Oneida Song of Spring. Sandra De Couteau Orié. Illustrated by Christopher Canyon. Walker and Company, 1995. ISBN 0802774857

Aurora: A Tale of the Northern Lights. Mindy Dwyer. Alaska Northwest Books. ISBN 0882405497

"The Owl and the Goose—An Inuit Legend". **Legends of the Elders.** John W. Friesen. Illustrated by David J. Friesen. Detselig Enterprises Ltd. 2000. ISBN 1550592025

The Great Ball Game: A Muskogee Story. Retold by Joseph Bruchac. Illustrated by Susan L. Roth. Dial Books for Young Readers, 1994. ISBN 0803715390

Red Parka Mary. Peter Eyvindson. Illustrated by Rhian Brynjolson.
Pemmican Publications, 1996. ISBN 0921827504

My Mom Is So Unusual. Iris Loewen. Illustrated by Alan Pakarnyk.
Pemmican Publications, 1986. ISBN 0919143377

My Family. Written and illustrated by Penny Condon. Gabriel Dumont
Institute, 2001. ISBN 0920915612

Aminkoonse. Written and illustrated by Ferguson Plain. Pemmican
Publications, 1993. ISBN 0921827342

Chester Bear, Where Are You? Peter Eyvindson. Illustrated by Wendy
Wolsak-Frith. Pemmican Publications, 1988. ISBN 0921827083

Mama, Do You Love Me? Barbara M. Joosse. Illustrated by Barbara
Lavalle. Chronicle Books, 1991. ISBN 0811821315

On Mother's Lap. Ann Herbert Scott. Illustrated by Glo Coalson.
Houghton Mifflin Company, 1992. ISBN 0395589207

Winter Walk With Haley. Jaya Pastedo. Photographs by Tessa Macintosh.
Raven Rock Publishing, 1999. ISBN 1894303067

My Kokum Called Today. Iris Loewen. Illustrated by Gloria Miller.
Pemmican Publications, 1993. ISBN 0921827369

Jen and the Great One. Peter Eyvindson. Illustrated by Rhian Brynjolson.
Pemmican Publications, 1990. ISBN 0921827199

Ribbon Rescue. Robert Munsch. Illustrated by Eugenie Fernandes.
Scholastic Canada, 1999. ISBN 0590038710

Eagle Feather: An Honor. Written and illustrated by Ferguson Plain. Pemmican
Publications, 1989. ISBN 0921827121

Series: Come Learn About First Nations Culture. Theresa Meuse.
Illustrated by Arthur Stevens.

-The Eagle Feather: ISBN 0968632025

-The Sacred Herbs ISBN 0968632092

-The Medicine Pouch ISBN 0968632041

The Other Way to Listen. Byrd Baylor and Peter Parnall. Alladin
Paperbacks, 1997. ISBN 0689810539

Blackfoot Children and Elders Talk Together. The Library of
Intergenerational Learning: Native Americans. E. Barrie Kavaseh.
Powerkids Press, 1999. ISBN 0823952282

Lakota Hoop Dancer. Jacqueline Left Hand Bull and Suzanne Haldane.
Photographs by Suzanne Haldane. Dutton Children's Books, 1999. ISBN
0525454136

**Kou-Skelowh/We Are the People: A Trilogy of Okanagan Legends:
How Food Was Given, How Names Were Given, and How Turtle Set
the Animals Free.** Okanagan Elders Council. Illustrated by Barbara
Marchand. Theytus Books, 1999. ISBN 0919441815

When Bear Stole the Chinook: A Siksika Story. Retold and illustrated by
Harriet Peck Taylor. Harper Collins Canada, Ltd. 1997. ISBN 0374109478

How the Chipmunk Got His Stripes. Joseph and James Bruchac.
Illustrated by Jose Aruego and Ariane Dewey. Puffin Books, 2001. ISBN
0142500216

Nanabosho: How the Turtle Got His Shell. Joe McLellan. Illustrated by
Rhian Brynjolson. Pemmican Publications, 1994. ISBN 0921827407.

The Story of Chakapas: A Cree Legend. Edited and illustrated by Annie
Downes Catterson. Collected and transcribed by P. G. Downes. Penumbra
Press, 1995. ISBN 0920806910

How the Mouse Got Brown Teeth: A Cree Story for Children. Retold by Freda Ahenakew. Illustrated by George Littlechild. Fifth House, 1988. ISBN 0920079407

"Strength in Unity:An Ottawa Legend"; **Legends of the Elders.** John W. Friesen. Illustrated by David J. Friesen. Detselig Enterprises Ltd. 2000. ISBN 1550592025

Inspector McTree Visits His Native Friends. Written and illustrated by Marie Faulds Resmer. Rhyme for Reason, 1999. ISBN 0969698070

"The Trickster and the Rock—A Blackfoot Legend"; **Legends of the Elders.** John W. Friesen. Illustrated by David J. Friesen. Detselig Enterprises Ltd. 2000. ISBN 1550592025

The Whispering Tree. Audrey Penn. Illustrated by Barbara Leonard Gibson. Child and Family Press, 2003. ISBN 0878688528

Kitaa Goes Ice Fishing. Margaret Nicolai. Paintings by David Rubin. Alaska Northwest Books, 1998. ISBN 0882405047

Two Pairs of Shoes. Esther Sanderson. Illustrated by David Beyer. Pemmican Publications, 1990. ISBN 0921827156

Nanabosho and the Cranberries. Joe McLellan. Illustrated by Lloyd Swamy. Pemmican Publications, 1998. ISBN 0921827636

The Song Within My Heart. David Bouchard. Illustrated by Allen Sap. Raincoast Books, 2002. ISBN 1551925591.

We Are All Related: A Celebration of our Cultural Heritage. George T. Cunningham Elementary School. Polestar Book Publishers, 1996. ISBN 0968047904

Legends

Fire Stealer. Retold by William Toye. Illustrated by Elizabeth Cleaver. Oxford University Press, 1979. ISBN 195405153.

This common Ojibway legend tells how Nanabozho keeps his people warm by stealing fire from a man's wigwam. Nanabozho does so in a unique and interesting way. Cleaver creates powerful Collage images to illuminate this often-told tale.

How Chipmunk Got His Stripes. Retold by Joseph and James Bruchac. Illustrated by Jose Aruego and Ariane Dewey. Penguin Putnam Inc. 2001. ISBN 0-8037-2404-7.

When Bear brags that he is the strongest, biggest and loudest of all animals, Squirrel goads him into proving it. When Bear cannot meet the challenge, Squirrel begins to brag. WHOMP! Bear's huge paw clamps down on Squirrel, scratching his back as Squirrel tries to escape. This popular legend teaches children the results of bragging and teasing.

How Summer Came To Canada. Retold by William Toye. Illustrated by Elizabeth Cleaver. Oxford University Press, 1969. ISBN 0-19-540290-1.

Elizabeth Cleaver uses vividly colored collage images to assist Toye's retelling of a popular Micmac legend. Many tribes have their stories that tell how the seasons came. This legend tells how Glooscap helped his people from freezing by bringing home the Queen, Summer, who could match the powers of winter by melting everything away.

How The Mouse Got Brown Teeth: A Cree Story For Children. Ahenakew, Freda (translator). Fifth House, 1988. ISBN 0-920079-40-7.

A little boy goes out into the woods to shoot arrows and but accidentally snares the sun. He seeks the help of various animals to free the sun before his grandmother realizes what he has done. In the end, Mouse is the one who does the job, but his teeth become brown in the process. Beautifully illustrated by George Littlechild, this Cree legend teaches a lesson on perseverance.

How We Saw the World: Nine Native Stories of the Way Things Began. C. J. Taylor. Tundra Books, 1993. ISBN 0-88776-373-1.

Mohawk artist C. J. Taylor has chosen nine creation stories to teach and entertain. Lessons of love and respect for Mother Earth are shared along with warnings of what can happen if people and nature are not kept in balance.

Kou-Skelowh/ We Are the People: A Trilogy of Okanagan Legends. Okanagan Elders Council, 1984. Theytus Books. ISBN 0919441815

Maiden of the Mist: A Legend of Niagara Falls. Retold and illustrated by Veronika Martenova Charles. Penguin Books, U.S.A. 1994. ISBN 0-8037-1539-0.

This Iroquois legend tells of a Seneca tribe who long ago faced great sickness and many people died. The chief's daughter Lelawala visits Himu, the thunder God, to ask for help for her people. Himu lives under the thundering great falls... Martenova Charles shared the story of a monstrous horned snake and the birth of Niagara Falls.

Nanabosho: How the Turtle Got Its Shell. Joe McLellan. Illustrated by Rhian Brynjolson. Pemmican Publications, 1994. ISBN 0921827407.

Nanabosho has trouble catching some fish for his supper. Turtle helps him by suggesting the best place to fish. Nanabosho returns the favor by making a shell out of a rock and placing it on turtle's back.

Rainbow Crow. Retold by Nancy Van Laan. Illustrated by Beatriz Vidal. Alfred A. Knopf, Inc., 1989. ISBN 0-394-89577-0.

Children love to hear this tale of how Rainbow Crow became 'Crow' as we know it today. Van Laan retells a Lenape tale told to her by an Elder at a Corn-Planting Ceremony in Pennsylvania.

Van Laan tells the tale of how the Earth grew cold and, to save the animals from freezing, Rainbow Crow flies to the Sky Spirit to ask for help. The Sky Spirit gives the gift of fire. As Rainbow Crow flies back to Earth, the fire singes his feathers and the smoke blows in his mouth, leaving him with a 'cawing' sound. The beautiful imagery accompanies the story to make this a favorite book to share again and again.

Raven: A Trickster Tale from the Pacific Northwest. Gerald McDermott. Voyager Books, 1993. ISBN 0152024492 [pbk]

Raven, the trickster, wants to give people the gift of light. But can he sneak into the house of the Sky Chief and find out where light is hidden? It seems impossible, but if anyone can find a way to bring light to the world, wise and clever Raven can.

The Great Ball Game: A Muskogee Story. Bruchac, Joseph. Illustrated by Susan L. Roth. Penguin Books, 1994. ISBN 0-8037-1539-0.

Joseph Bruchac retells a humorous legend about 'Bat'. Bat wanted to play a ball game with the other animals but was told he didn't belong on either team. In the end Bat wins the ball game and gains great pride in who he is. This legend also shares a common game that was used by many Nations to resolve conflict. Accompanied with astounding pictures that will inspire the greatest imagination, this book will be a favorite for many years to come.

The Loon's Necklace. Retold by William Toye. Illustrated by Elizabeth Cleaver. Oxford University Press, 1979. ISBN 0-19-540675-3.

This Tsmishian legend tells the story of an old man who loses his eye sight and the loon who helps him find it. As a reward, the man hangs a shell necklace around his neck. Loon is so proud of his reward and proudly swims around the lake showing off his new 'necklace'.

The Rainbow Bridge: Inspired By a Chumash Tale. Retold by Audrey Wood. Paintings by Robert Florczak. Voyager Books, Harcourt, Inc. 1995. ISBN 0-15-265475-5.

This creation myth, told by the Chumash people of central California, tells the story of Hutash and her journey to help her people. When the population grew to be too big for their island, Hutash built a rainbow bridge for half of the people to cross onto their new land. Some people made it across the bridge and still live there today. Others fell into the water and became dolphins who frolic in the sea and are known as brothers and sisters of the tribe.

Wisakyjak and the New World. Ballantyne, Adam. Penumbra Press, 1991. ISBN 0-921254-342.

This legend is also known as 'Wisakyjak and the Giant Lynxes and the Making of the New World after the Great Flood'. Cree storyteller Adam Ballantyne tells the most famous of all Wisakyjak stories: how the New World was created. Of all the animals sent down to get a bit of mud for Wisakyjak to build a new Earth, only Muskrat can do the job.

Wisahkecahk Flies to the Moon. Written by Freda Ahenakew. Illustrated by Sherry Farrell Racette. Pemmican Publications, Inc. 1999. ISBN 0-921827-57-1.

Ahenakew has fond memories of her grandmother telling her stories of Wisahkecahk and wanted to provide a similar memory for her grandchildren by creating this legend. Written in English and in Cree, Ahenakew retains the storytelling talents of her ancestors by sharing how Wisahkecahk catches a ride to the moon on the back of Crane's legs. As is the case with many legends, this one explains why crane's have long legs and why we have muskegs.

Between Earth and Sky: Legends of Native American Sacred Places. Joseph Bruchac. Illustrated by Thomas Locker. Harcourt Brace & Company, 1996. ISBN 0-15-200042-9.

In Between Earth and Sky, a man teaches his nephew about the 'sacred places all around us', taking him on a journey by sharing stories of the land. This special book combines cultural storytelling, reverence for Mother Earth, and spiritual connections to the land. It is a must-have for every library.

Aboriginal Literature Resources

Early Literacy Learning (K-2)

Giving Thanks: A Native American Good Morning Message. Swamp, Chief Jake. Printup, Erwin Jr—illustrator. Lee & Low Books, Inc. 1995. ISBN 1-880000-54-7.

Chester Bear, Where Are You? Eyvindson, Peter. Woslak, Wendy—illustrator. Pemmican Publications, Inc., 1988. ISBN 0921827003.

Two Pairs of Shoes. Sanderson, Esther. Beyer, David—illustrator. Pemmican Publications, Inc., 1990. ISBN 0921827156.

Nanabosho: How the Turtle Got Its Shell. McLellan, Joe. Brynjolson, Rhian—illustrator. Pemmican Publications, Inc. 1994. ISBN 0921827407.

Ribbon Rescue. Munsch, Robert. Fernandes, Eugenie—illustrator. Scholastic Canada, Ltd., 1999. ISBN 0590038710.

On Mother's Lap. Scott, Ann Herbert. Coalson, Glo—illustrator. Clarion Books, 1972. ISBN 0395589207.

Passing the Peace: A Counting Book For Children. Brookes, Diane. Penumbra Press, 1990. ISBN 0921254202.

The Great Ball Game: A Muskogee Story. Bruchac, Joseph (retold by). Roth Susan L.—illustrator. Dial Books for Young Readers, 1994. ISBN 0803715404.

Where Did You Get Your Moccasins? Wheeler, Bernelda. Bekkering, Herman—illustrator. Peguis Publishers, Ltd., 1992. ISBN 1895411505.

Did You Hear Wind Sing Your Name? An Oneida Song of Spring. De Coteau Orie, Sandra. Canyon, Christopher—illustrator. Walker Publishing Company Ltd., 1995. ISBN 0802783511.

My Family. Condon, Penny. Gabriel Dumont Institute, 2001. ISBN 0920915612.

Changes. Condon, Penny. Gabriel Dumont Institute, 2000. ISBN 0920915434.

Nanabosho Dances. McLellan, Joe. Brynjolson, Rhian—illustrator. Pemmican Publications, Inc. 1991. ISBN 0921827148.

Eagle Feather—An Honour. Plain, Ferguson. Pemmican Publications, Inc. ISBN 0921827121.

How the Birch Tree Got Its Stripes: A Cree Story For Children. Translated and edited by Freda Ahenakew. Littlechild, George—illustrator. Fifth House Publishing, 1988. ISBN 0920079385.

How the Mouse Got Brown Teeth: A Cree Story For Children. Translated and edited by Freda Ahenakew. Littlechild, George—illustrator. Fifth House Publishing, 1988. ISBN 0920079407.

My Kookum Called Today. Loewen, Iris. Miller, Gloria—illustrator. Pemmican Publications, Inc. 1993. ISBN 0921827369.

The Legend of the Indian Paintbrush. dePaola, Tomis. The Putnam & Grosset Group, 1988. ISBN 0698113608.

Nanabosho and the Cranberries. McLellan, Joe. Swampy, Lloyd—illustrator. Pemmican Publications, Inc. 1998. ISBN 0921827636.

The Story of Chakapas: A Cree Legend. Collected and Transcribed by P.G.Downes. Catterson, Annie Downes—editor, illustrator. Penumbra Press, 1990. ISBN 0920806910.

Jen and the Great One. Eyvindson, Peter. Brynjolson, Rhian—illustrator. Pemmican Publications Inc. 1990. ISBN 0921827199.

The Missing Sun. Eyvindson, Peter. Brynjolson, Rhian—illustrator. Pemmican Publications, Inc. 1993. ISBN 0921827296.

Red Parka Mary. Eyvindson, Peter. Brynjolson, Rhian—illustrator. Pemmican Publications, Inc. 1996. ISBN 0921827504.

Spring Blizzard. Brookes, Diane. Wilcox, Betty—illustrator. Raven Rock Publishing, 1999. ISBN 1894303040.

Carry Me, Mama. Devine, Monica. Paquin, Pauline—illustrator. Stoddart Kids Publishing, 2001. ISBN 0773733175.

The Little Duck—Sikihips. Cuthand, Beth (English). Cuthand, Stan (Cree). Longman, Mary—illustrator. Theytus Books, Ltd., 1999. isbn 0919441742.

Snow Tunnel Sisters. Dorion, Leah. Dorion, Roberta—illustrator. Pemmican Publications, Inc. 2000. ISBN 1894717007.

Snow Bear. Craighead George, Jean. Minor, Wendell—illustrator. Hyperion Books For Children, 1999. ISBN 0786804564.

My Mon Is So Unusual. Loewen, Iris. Pakarnyk, Alan—illustrator. Pemmican Publications, Inc. 1986. ISBN 0-919143-37-7.

A Winter Walk With Haley. Macintosh, Tessa. Pastedo, Jaya—illustrator. Raven Rock Publishing, 1999. ISBN 1-894303-06-7.

Inuit

Non-Fiction

Division I

A Kid's Reference Guide to Iqaluit: Gateway to the Arctic. Jared Keen. Weigl Educational Publishers Ltd. 2000. ISBN 1-896990-55-X.

Arctic Peoples/ Native Americans Series. Mir Tamim Ansary. Reed Educational and Professional Publishing, 2000. ISBN 1-57572-920-2 (lib. bdg) (Div I)

Inuits. Judith R. Harper. Smart Apple Media, 2000. ISBN 1-887068-74-0.

Step Into the Arctic World. Jen Green. Lorenz Books, Anness Publishing Ltd. 2000. ISBN 0-75480-474-7.

The Inuit. Allison Lassieur. Bridgestone Book, 2000. ISBN 0-7368-0498-6. (Div I)

Division II

Art of the Far North: Inuit Sculpture, Drawing, and Printmaking. Carol Finley. Lerner Publications Company, 1998. ISBN 0-8225-2075-3.

Inuits. Judith R. Harper. Smart Apple Media, 2000. ISBN 1-887068-74-0.

Step Into the Arctic World. Jen Green. Lorenz Books, Anness Publishing Ltd. 2000. ISBN 0-75480-474-7.

The Inuksuk Book. Mary Wallace. Owl Books, Greer de Pencier Books, Inc., 1999. ISBN 1-895688-90-6 (bound); 1-895688-91-4 9 (pbk.)

The Nunavut Handbook: Travelling in Canada's Arctic. Nortext Multimedia Inc. 1998. ISBN 1-55036-587-8. (Div II, III)

Division III and IV

Art of the Far North: Inuit Sculpture, Drawing, and Printmaking. Carol Finley. Lerner Publications Company, 1998. ISBN 0-8225-2075-3 (alk. Paper)

Inuit Women Artists: Voices of Cape Dorset. Edited by Odette Leroux, Marion E. Jackson, and Minnie Aodla Freeman.

Step Into the Arctic World. Jen Green. Lorenz Books, Anness Publishing Ltd. 2000. ISBN 0-75480-474-7.

Inuit

Fiction: Division I

Arctic Son. Jean Craighead George. Illustrated by Wendell Minor. Hyperion Books for Children, 1997. ISBN 0-7868-0315-0 (trade); 0-7868-2255-4 (lib. Bdg.)

Beautifully illustrated by Wendell Minor, Craighead George relays the beauty of the North in its basic sense: the land and its people. Take a journey to the beautiful Arctic through the eyes of a little boy new to the community.

Baseball Bats for Christmas. Michael Kusugak. Illustrated by Vladyana Krykorka. Annick Press Ltd, 1990. ISBN 1-55037-144-4 (pbk); 1-55037-145-2 (bound).

Favorite children's author Michael Kusugak shares the story of the arrival of Christmas trees in the community of Repulse Bay, N.W.T. in 1955. Not having seen trees before (the community is above the tree line and the ground is permanently frozen) the children come up with a creative way to use the trees. Readers of all ages will love this story as it appeals to the child in us all.

Circle of Thanks. Susi Gregg Fowler. Illustrated by Peter Catalanotto. Scholastic Press, 1998. ISBN 0-590-10066-1.

One spring morning a mother and son travel out onto the tundra to welcome a set of newborn otter pups. When one tumbles into the water, mother rushes in to rescue it. This in turn creates a chain reaction among the animals to help each other in turn. Fowler shares a wonderful story about the positive effect of helping others within the circle of life.

Dreamstones. Maxine Trottier. Illustrated by Stella East. Stoddart Kids, 1999. ISBN 0-7737-3191-1.

A young boy joins his Captain father on a voyage to the Arctic and explores his new surroundings. One evening he ventures out onto the land and cannot find his way home. Trottier tells a wonderful story of the power of the inukshuk in helping the young boy find his way home.

Pipaluk and the Whales. John Himmelman. National Geographic Society, 2001. ISBN 0-7922-8217-5.

While hunting with her father on dog sled, Pipaluk comes across a bunch of Beluga whales that are stuck in an ice hole. Worried that the whales would starve and die if not freed, Pipaluk and her father gather villagers to help chip away the ice. Some villagers shared their own food (fish) in order to keep the whales alive. Pipaluk is so overwhelmed with the whale's plight that she begins to sing a song. When an ice/breaker vessel arrives to break up the ice and lead the whales out to sea, it is Pipaluk's song that leads them to be free.

Spring Blizzard. Diane Brooks. Illustrated by Betty Wilcox. Raven Rock Publishing, 1999. ISBN 1-894303-04-0.

Susan finds herself lured outside during an Arctic Spring Blizzard, wanting to experience the wind, snow, and freedom to explore. Illustrator Betty Wilcox beautifully captures the exhilarating feeling of falling snow and the wonder of being free on the land.

The Eye of the Needle. Retold and illustrated by Teri Sloat, based on a Yupik tale as told by Betty Huffmon. Alaska Northwest Books, 1990. ISBN 0-88240-535-7.

This magical tale tells of a young boy's hunting journey for food at the request of his grandmother. As he finds his 'catch' he satisfies his growing hunger and eats it instead of bringing it home. This humorous tale teaches about the importance of sharing what you have with others.

The Polar Bear Son: An Inuit Tale. Retold and illustrated by Lydia Dabovich. Clarion Books, 1997. ISBN 0-395-72766-9.

An old woman takes in an orphan polar bear and raises him as her son. One day, fearing that the villagers would hunt the bear for food and clothing, the old woman sends him away. This magical tale tells of the magical bond between mother and child that continues to grow strong even as the children get older.

Inuit

Fiction: Division II

Baseball Bats for Christmas. Michael Kusugak. Illustrated by Vldyana Krykorka. Annick Press Ltd, 1990. ISBN 1-55037-144-4 (pbk); 1-55037-145-2 (bound).

Favorite children's author Michael Kusugak shares the story of the arrival of Christmas trees in the community of Repulse Bay, N.W.T. in 1955. Not having seen trees before (the community is above the tree line and the ground is permanently frozen) the children come up with a creative way to use the trees. Readers of all ages will love this story as it appeals to the child in us all.

Circle of Thanks. Susi Gregg Fowler. Illustrated by Peter Catalanotto. Scholastic Press, 1998. ISBN 0-590-10066-1.

One spring morning a mother and son travel out onto the tundra to welcome a set of newborn otter pups. When one tumbles into the water, mother rushes in to rescue it. This in turn creates a chain reaction among the animals to help each other in turn. Fowler shares a wonderful story about the positive effect of helping others within the circle of life.

Dreamstones. Maxine Trottier. Illustrated by Stella East. Stoddart Kids, 1999. ISBN 0-7737-3191-1.

A young boy joins his Captain father on a voyage to the Arctic and explores his new surroundings. One evening he ventures out onto the land and cannot find his way home. Trottier tells a wonderful story of the power of the inukshuk in helping the young boy find his way home.

Naya, the Inuit Cinderella. Brittany Marceau-Chenkie. Illustrated by Shelley Brookes. Raven Rock Publishing, 1999. ISBN 1-894303-05-9.

Written by the author during her Grade Five school year, this story adds a traditional and cultural twist to the classic fairy tale. Readers will enjoy drawing parallels to the original Cinderella tale.

Northern Lights: the Soccer Trails. Michael Arvaariuk Kusugak. Illustrated by Vldyana Krykorka. Annick Press Ltd., 1993. ISBN 1-55037-339-0 (bound); 1-55037-338-2 (pbk).

Soccer is the traditional game for the Inuit. It is played for hours on nights when the sky is clear and the northern lights are out. Kusugak shares a heart felt story of the Inuit belief that when someone passes away, their 'souls...go up into the heavens' and it is there that they still like to play a game of soccer in the sky...the northern lights.

Pipaluk and the Whales. John Himmelman. National Geographic Society, 2001. ISBN 0-7922-8217-5.

While hunting with her father on dog sled, Pipaluk comes across a bunch of Beluga whales that are stuck in an ice hole. Worried that the whales would starve and die if not freed, Pipaluk and her father gather villagers to help chip away the ice. Some villagers shared their own food (fish) in order to keep the whales alive. Pipaluk is so overwhelmed with the whale's plight that she begins to sing a song. When an ice/breaker vessel arrives to break up the ice and lead the whales out to sea, it is Pipaluk's song that leads them to be free.

The Eye of the Needle. Retold and illustrated by Teri Sloat, based on a Yupik tale as told by Betty Huffmon. Alaska Northwest Books, 1990. ISBN 0-88240-535-7.

This magical tale tells of a young boy's hunting journey for food at the request of his grandmother. As he finds his 'catch' he satisfies his growing hunger and eats it instead of bringing it home. This humorous tale teaches about the importance of sharing what you have with others.

Tiktala. Margaret Shaw-MacKinnon; illustrated by Laszlo Gal. Stoddart Publishing Co. Ltd., 1996.
ISBN 0-7737-2920-8.

Tiktala learns a lesson about carrying on cultural traditions. A village elder has concerns that the stone carvers were motivated to create carvings for money instead of the true animal spirit found within the stone. This story shares the personal journey Tiktala goes on to learn the value of giving gifts from the heart.



The Sacred Circle

The circle symbolizes a uniquely Aboriginal view of life. Circle teachings show us that all living things are connected and exist in balance. The circle is used to symbolize important beliefs, such as: sharing, kindness, humility, trust, respect, wisdom and love; all of which are common to Aboriginal peoples' customs and traditions.

You have noticed that everything an Indian does is in a circle, and that is because the Power of the World always works in circles, and everything tries to be round. The Sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind, in its greatest power, whirls. Birds make their nest in circles, for theirs is the same religion as ours. Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood, and so it is in everything where power moves.

-Black Elk, Oglala

The Circle symbolize life's cycles. Each life enters the circle sunwise, making a complete circle before settling at their place on the wheel. The **East** is the place of awakening, of birth and of spring; the place representing mankind's birth and beginning. Next comes those who represent the **South**, the time of summer, the years of fruitfulness and of rapid growth. Then there are people who come to the **West**, the time of fall, when we reap our harvest, when we have knowledge needed to center ourselves. Last, the people of the **North**, to the winter, the time of resting, for ourselves and the Earth Mother; the place that represents the time when we have white hairs of snow upon our heads, when we prepare to change both worlds and forms.

The circle is integral in Aboriginal ceremony. When we join together in a circle we make a commitment to listen to and learn from all the other members of the circle. We join together to understand self and relationship in a place of gentleness, calmness and acceptance. Everyone belongs in the circle and every voice is heard as equal. Round dances, pow wows, sweatlodges, medicine wheel teachings and sharing ceremonies all honour the sacredness of the circle.

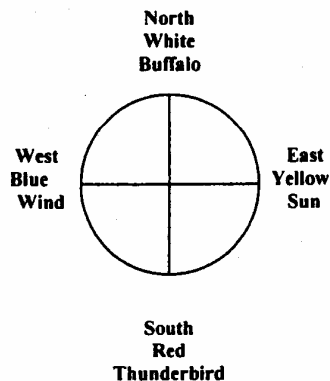
Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.

Chief Seattle

The Medicine Wheel

The interpretations of circle teachings vary from nation to nation. Elders teach about the sacredness of the circle in different ways depending on how the oral history was given to them. As a result, the teachings of the circle are often understood within the context of local belief and custom. The following is a Cree teaching using the Medicine Wheel as given by an Elder from Saddle Lake First Nation.

The Medicine Wheel



The EAST teaches us the beginning, to experience life as we rise each day to see the sunrise over the horizon. The East teaches knowledge. The color is yellow and the sacred plant for this direction is Tobacco. Tobacco is offered to the Creator and spirit of all things and thanks is expressed deeply within the heart. The smoke of tobacco carries these thoughts and feelings to the Creator.

The SOUTH teaches us growth and regeneration of the new beginnings from the East. We are to be thankful and appreciative of all blessings. The color is red and the sacred plant is Cedar. Cedar purifies the body and protects from the negative energy in our life each day.

The WEST teaches us reflection and insights spiritually. It is a great time of introspection. The color is blue and this direction allows us to go within ourselves and be appreciative of us and of the Creator. The sacred plant is Sage, which purifies the body, and this keeps us in good health.

The NORTH teaches us wisdom, purity of thoughts, and healing. The color is white and the sacred plant is Sweet grass, to keep our traveling safe and to keep us protected. White is the color of the Elders' hair and this we respect as the wisdom that is gained through life's experiences.

GIVING THANKS TO EACH DIRECTION

Great Spirit, Creator of all we see, hear, smell, taste and all that we touch,
Mother Earth, provider of all our needs,

We give thanks to the East, land of the rising sun,
We give thanks to the South, from where the growing warmth comes,
We give thanks to the West, where Grandfather Sun rests at night,
We give thanks to the North, from where fresh breezes flow.

We give thanks to the rocks, the plants, the winged ones,
The four-legged ones, the swimming ones and crawly ones,
For giving us food, clothing, medicine and dwellings.

We give thanks to all of our ancestors,
For keeping us in balance and teaching us the ways of Mother Earth.
We give thanks to those who join us in circle for sharing their gifts and their help.

For all of these and for life itself,
We are thankful.

Valuable websites:

<http://www.greatdreams.com/wisdom.htm>

<http://www.garynull.com/Documents/nativeamerican.htm>

[http://www.xploreheartlinks.com/nativeamerican.html#Spirits%20of%20the%20S
ky](http://www.xploreheartlinks.com/nativeamerican.html#Spirits%20of%20the%20S
ky)

If you are interested in having your students participate in a circle ceremony such as a round dance, pow wow, sweatlodge or medicine wheel teaching, please contact the Aboriginal Learning Centre @ 477-2133.

Bibliography

Sacred Circle

The Sacred Circle symbolizes
unity, equality, harmony, and balance.

"When people gather in a circle, everyone is equal and no one is left out"

-Kevin Locke, Lakota Hoop Dancer

Lakota Hoop Dancer. Jacqueline Left Hand Bull and Suzanne Haldane. Photographs by Suzanne Haldane. Dutton Children's Books, 1999. ISBN 0525454136

Ceremony in the Circle of Life. White Deer of Autumn. Illustrated by Daniel San Souci. Beyond Words Publications, 1983. ISBN 094183168X.

Come Learn About the First Nation Culture: The Sacred Herbs. Theresa Meuse. Illustrated by Arthur Stevens. Eastern Woodland Publishing, 2000. ISBN 0968632092.

The Song Within My Heart. David Bouchard. Illustrated by Allen Sap. Raincoast Books, 2002. ISBN 1551925591.

Grandfather Drum. Ferguson Plain. Pemmican Publications, 1994. ISBN 0921827415.

Dance on a Sealskin. Barbara Winslow. Illustrated by Teri Sloat. Alaska Northwest Books, 1995. ISBN0882405594

Nanabosho Dances. Joe McLellan. Illustrated by Rhian Brynjolson. Pemmican Publications, 1991. ISBN 0921827148

Jingle Dancer. Cynthia Leitch Smith. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Morrow Junior Books, 2000. ISBN 068816241X

Vision Seeker. James Whetun. Illustrated by Paul Morin. Stoddart Publishing, 1996. ISBN 0773729266

Places of Power. Micheal DeMunn. Illustrated by Noah Buchanan. Dawn Publications, 1997. ISBN1883220653

Buffalo Dreams. Written and illustrated by Kim Doner. WestWinds Press, 1999. ISBN155868476X

Dreamcatcher. Audrey Osofsky. Illustrated by Ed Young. Orchard Books, 1992. ISBN 0531071138

Changes. Written and illustrated by Penny Condon. Gabriel Dumont Institute, 2000. ISBN 09209153434

Fox Song. Joseph Bruchac. Illustrated by Paul Morin. The Putnam and Grosset Group, 1993. ISBN 0698115619

Solomon's Tree. Andrea Spalding. Illustrated by Janet Wilson. Orca Books Publishers, 2002. ISBN 155143217X

Thirteen Moons on a Turtle's Back: A Native American Year of Moons. Joseph Bruchac and Jonathon London. Illustrated by Thomas Locker. The Putnam Grosset Group, 1992. ISBN 0698115848

Moonstick: The Seasons of the Sioux. Eve Bunting. Paintings by John Stafford. Joanna Cotler Books, Harper Collins Publishers, 1997. ISBN 0060248041

Seasons of the Circle: A Native American Year. Joseph Brucha. Illustrated by Robert F. Goetzl. Bridgewater Books, 2002. ISBN 0816774676

When the Moon is Full: A Lunar Year. Penny Pollock. Illustrated by Mary Azarian. Little, Brown and Company, 2001. ISBN 0316713171

Maple Moon. Connie Brummel Crook. Illustrated by Scott Cameron. Stoddart Kids, 1997. ISBN 0773760989

Between Earth and Sky: Legends of Native American Sacred Places. Joseph Bruchac. Illustrated by Thomas Locker. Voyager Books, 1996. ISBN 0152020624

Blue Roses. Linda Boyden. Illustrated by Amy Cordova. Lee and Low Books, 2002. ISBN 158430037X

Lessons From Mother Earth. Elaine McLeod. Illustrated by Collen Wood. Douglas and McIntyre, 2002. ISBN 0888993129

Did You Hear Wind Sing Your Name? An Oneida Song of Spring. Sandra De Couteau Orie. Illustrated by Christopher Canyon. Walker and Company, 1995. ISBN 0802774857

Jen and the Great One. Peter Eyvindson. Illustrated by Rhian Brynjolson. Pemmican Publications, 1999. ISBN 0921827199

Inspector McTree Visits His Native Friends. Written and illustrated by Marie Faulds Resmer. Rhyme for Reason, 1999. ISBN 0969698070

Giving Thanks: A Native American Good Morning Message. Chief Jake Swamp. Illustrated by Erwin Printup, Jr. Lee and Low Books, 1995. ISBN 1880000547

Annie and the Old One. Miska Miles. Illustrated by Peter Parnall. Little, Brown and Company, 1971. ISBN 0316571202

Bibliography

Lessons From Our Elders

"If the very old will remember, the very young will listen."

Chief Dan George

Jingle Dancer. Cynthia Leitch Smith. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Morrow Junior Books, 2000. ISBN 068816241X

A Man Called Raven. Richard Van Camp. Illustrated by George Littlechild. Children's Book Press, 1997. ISBN 0892391448

Fox Song. Joseph Bruchac. Illustrated by Paul Morin. The Putnam and Grosset Group, 1993. ISBN 0698115619

Red Parka Mary. Peter Eyvindson. Illustrated by Rhian Brynjolson. Pemmican Publications, 1996. ISBN 0921827504

Where Did You Get Your Moccasins? Bernelda Wheeler. Illustrated by Herman Bekkering. Peguis Publishers, 1992. ISBN 1895411505

Nanabosho Dances. Joe McLellan. Illustrated by Rhian Brynjolson. Pemmican Publications, 1991. ISBN 0921827148

Lessons From Mother Earth. Elaine McLeod. Illustrated by Collen Wood. Douglas and McIntyre, 2002. ISBN 0888993129

Legends of the Elders. John W. Friesen. Illustrated by David J. Friesen. Detselig Enterprises Ltd. 2000. ISBN 1550592025

My Kokum Called Today. Iris Loewen. Illustrated by Gloria Miller. Pemmican Publications, 1993. ISBN 0921827369

Eagle Feather: An Honor. Written and illustrated by Ferguson Plain. Pemmican Publications, 1989. ISBN 0921827121

Solomon's Tree. Andrea Spalding. Illustrated by Janet Wilson. Orca Books Publishers, 2002. ISBN 155143217X

Morning on the Lake. Jan Bourdeau Waboose. Illustrated by Karen Reczuch. Kids Can Press, 1997. ISBN 1550743732.

Firedancers. Jan Bourdeau Waboose. Illustrated by C. J. Taylor. Stoddart Kids, 1999. ISBN 0773731385

How the Eagle Got His White Head. Jane Chartrand. Illustrated by zaawaasit mkwa tsun. Kromar Printing, Let. 2002. ISBN 1894717082

Blue Roses. Linda Boyden. Illustrated by Amy Cordova. Lee and Low Books, 2002. ISBN 158430037X

The Song Within My Heart. David Bouchard. Illustrated by Allen Sap. Raincoast Books, 2002. ISBN 1551925591.

Buffalo Dreams. Written and illustrated by Kim Doner. WestWinds Press, 1999. ISBN155868476X

Jason's New Dugout Canoe. Joe Barber-Starkey. Illustrated by Paul Montpellier. Harbour Publishing, 2000. ISBN 1550172298

Annie and the Old One. Miska Miles. Illustrated by Peter Parnall. Little, Brown and Company, 1971. ISBN 0316571202

Little White Cabin. Written and illustrated by Ferguson Plain. Pemmican Publications, 1992. ISBN 0921827261

The Elders Are Watching. David Bouchard. Illustrated by Roy Henry Vickers. Raincoast Books, 2003. ISBN 1551926415