



# Activity Snapshots



The eight units in this teacher resource guide illustrate examples of how authentic resources can be incorporated in primary classrooms. These units, however, represent only a small fraction of the possible ways in which authentic texts can be used to address a range of curricular areas.

The following pages identify some additional quick “snapshot” ideas for teachers wanting to use more First Peoples texts in their classrooms. (For detailed information about each title – including reading level, Nation of origin, and publisher – refer to *Authentic First Peoples Resources K-9*, available online at [fnesc.ca/authenticresources](https://fnesc.ca/authenticresources).)

► ***B is for Basketball: An Alphabet Book*** – Robert Davidson, Students and Teachers of School District No. 50 (Haida Gwaii)

Prior to reading, ask students if they have heard of or attended the All Native Basketball Tournament in Prince Rupert. Discuss the history and cultural importance of the tournament. After reading the book as a class, select a sport or activity enjoyed locally, and have students work in groups to produce their own pages for a similar alphabet book.

► ***Birdsong*** – Julie Flett

► ***Dancing with the Crane*** – Jeannette Armstrong

Use the books for personal reading if a student is going through a loss or grieving process. The books can also be used for class discussions about birth, death, intergenerational relationships, life cycles, seasonal changes, and grief.

► ***Dipnetting with Dad*** – Willie Sellars

Use this book as preparation for or follow-up to a fishing trip. Discuss purposes of fishing, water safety, fishing techniques, and fish preparation techniques. Point out that fishing today remains very similar to what it was hundreds of years ago while emphasizing the importance of multi-generational teachings, family values, and community living. The book includes a glossary that can be used to teach young readers about looking up new words.

► ***From the Mountain to the Sea: We Live Here; From the Mountains to the Sea: We Share the Seasons; From the Mountains to the Sea: We Are a Community*** – Brenda Boreham & Terri Mack

Use this large-format book series, which focuses on the journey of a river from its source in the mountains to the sea, to compare seasonal changes, local wildlife, local plants, and seasonal practices. Themes include change, salmon cycles, river ecosystems, seasonal cycle, Kwakwaka'wakw ways of life, stewardship, culture, values, and talking circle structures. Extend into place-based learning (see *Connecting Learning to the Land and Place* on page 15).

► ***Gifts from Raven*** – Kung Jaadee

Use this book to focus on the idea that everyone is unique and has a special gift to share with the world. Students can research the local First Peoples language(s) in and/or around their community and compare them with the Haida words located in the book's glossary.

► ***Go Show the World: A Celebration of Indigenous Heroes*** – Wab Kinew

This book, based on the lyrics of a rap song, celebrates a variety of contemporary and historic heroic Indigenous people in North America. Discuss the message of the story: “We are people who matter, yes, it’s true; now let’s show the world what people who matter can do”. Students could then brainstorm names and attributes of people who inspire them.

► ***How the Fox Got His Crossed Legs*** – Collected by Virginia Football, translated by Rosa Mantla & Mary Siemens

► ***How the Coho Got His Hooked Nose*** – Laverne Adams, as told by Teresa Michell

► ***How the Robin Got Its Red Breast*** – Collected by Virginia Football, translated by Rosa Mantla & Mary Siemens

Brainstorm with students what they wonder about animals (e.g., why does a skunk smell, why does the fox have a bushy tail). Select other stories that answer these questions. Students can then create their own stories to explain other animals they wonder about.

► ***Janneli’s Dance*** – Elizabeth Denny

► ***Dancing in My Bones*** – Wilfred Burton and Anne Patton

► ***I Like Who I Am*** – Tara White

► ***Powwow Dancing with Family*** – Perry Smith

Use these texts in conjunction with lessons that teach traditional First Peoples dances. Discuss how dances are learned, and then expand into a discussion of what knowledge or skills students have learned from an Elder, grandparent, or someone else in the community. Link dancing with cultural diversity, identity, relationships, and belonging.

► ***Just a Walk*** – Jordan Wheeler

Have students draw their own picture book of an adventure or walk in their community. Prior to the walk, brainstorm the types of local wildlife and habitats they may encounter. After the walk students could create a map of the community they live in that depicts the distance they walked and what wildlife and/or habitats they encountered.

► ***The Little Hummingbird*** – Michael Nicoll Yahgulanaas

Use this book to focus on the idea that every little bit counts and everyone has the power to do something. Discuss the natural environments and the different types of natural hazards found in the province. Ask students to name the many “little things” they can do to make their world a better place. The book could be used in conjunction with the animated film version of the story, *Flight of the Hummingbird*: [mny.ca/en/video/33/flight-of-the-hummingbird-video](http://mny.ca/en/video/33/flight-of-the-hummingbird-video).

► ***Magical Beings of Haida Gwaii K-3*** – Sara Davidson & Terri-Lynn Williams-Davidson

Prior to reading the book, ask students the following questions: What are supernatural beings? What are ways we can connect to the land and to place? After reading the book revisit the above questions and discuss ways students can make connections to the land and place.

► ***Nunavummi Reading Series: Inuit Games*** – Thomas Anguti Johnston

Discuss the types of games students like to play, the types of games that are popular in their community, and why it is important to stay physically active. Students could research one or more the First Peoples games from their community and compare them to the games in the book. As a follow-up, students could teach one or two of the games they learned about, and its cultural significance, to another class.

► ***Orca Chief*** – Roy Henry Vickers

Use this book to discuss themes such as Pacific Ocean species, human impacts on marine life and habitats, respect for the environment, cultural teachings, and forgiveness. Follow-up activities for the book could include learning about the bodies of water located in or near your community as well as the wildlife and habitats connected to them. Students could also research natural resources found in the community, and brainstorm ways they could show respect for the environment.

► ***Shi-shi-etko*** – Nicola I. Campbell

Use this book to discuss themes such as family, traditional knowledge, and residential schools. Use in conjunction with a nature walk, focusing on descriptive words for what students see hear and touch. Ask students to share the special places they like to visit.

