Acknowledgement

The Aboriginal Curriculum Advisory Committee
Summer Project 2004

Wendy Gervais
Susan Beaudin

Project Coordinator
Joanna R. Landry- Aboriginal Education Consultant

The committee would like to acknowledge and thank the following for their valuable contribution to this project

Regina Catholic School Board, Senior Administration and all staff, for their continued support and commitment to Aboriginal Education

Thank you and God Bless,
As Long as the Rivers Flow

Grade: 4-6

Time: 2 Week study

Subject: Reading Language Arts

Pre-Reading Activities

1. Before reading the story, ask the students to look closely at the pictures on the cover to predict what will happen in the story.
   - What is going to happen in the story? What is the plot? Who are the characters? What is the setting?
   - Discuss the title? What does “As Long as the Rivers Flow” mean? What do they think the story is about?

2. Ask the following questions:
   - How old do you think the boy in the picture is?
   - What culture do you think the boy belongs to?
   - Would you like to go to a school far away from home?
   - What does the word “residential” mean?
   - How would you feel if you could not speak your language in school?
   - What would you do if you could not see your parents for the whole school year?
   - Where do you think the boy in the picture is going to school?
   - Have you heard of residential schools where First Nations’ children received their schooling from the 1880’s to 1980’s?
   - Do you think they wanted to leave their mother and father? Why?
   - What does the word “culture” mean?
• What kind of life do you think the boy lived before going to residential school?

• What kind of activities would the boy in the picture do in the summer?

3. Have the students work in groups to brainstorm how they would cope with not seeing their mother or father for ten months each year. Have them list the things they would miss about living at home.

4. Brainstorm with the class how their lives might be different than a Cree boy who lives in the North. Make a list of the differences.

5. Go to the following websites for teacher and student information about Indian Residential Schools:

   • http://www.canadiana.org/citm/specifique/abresschools_e.html
   • http://www.track0.com/lukiv/masterteacher/aboriginaleducation.html
   • http://www.ainc-inac.gc.ca/ai/rqpi/apo/index-eng.asp
   • http://www.ainc-inac.gc.ca/ai/rqpi/index-eng.asp
   • http://www.afn.ca/residentialschools/history.html
   • http://www.cbc.ca/canada/story/2008/05/16/f-faqs-residential-schools.html
   • http://www.residentialschoolsettlement.ca/English.html
   • http://www.shannonthunderbird.com/residential_schoo ls.htm
   • http://www.turtleisland.org/resources/resources001.htm
   • http://www.irsss.ca/history.html
   • http://www.otc.ca/

6. Have the students work in groups to find information about the authors and the illustrator of this book. Have each group share the information collected with the class.

7. Show the students where to find the publisher’s name and the date the book was published.
As Long as the Rivers Flow – A Summary

Lawrence is a ten-year-old Cree boy who lives near Slave Lake in Northern Alberta. The year is 1944. Lawrence is a happy boy who enjoys his life and loves being with his family. He lives with his father, mother, sister (Maruk), little brothers (Buddy) and (Leonard), and his grandmother (Kokom) and grandfather (Mosoom). The only language he speaks and understands is Cree. His life has been filled with family experiences that have instilled within Lawrence, his Cree culture beliefs and values.

Every summer, the older members of his family go to a summer camp to hunt for food and to gather berries and medicines for use in the winter. Just before the trip, he overhears his Mama and Kokum talking about a school that he and his sister and brothers must go to in the fall. While out checking on his trap line, Papa finds an owl that has been orphaned and brings it home to Lawrence. Lawrence learns how to take care of the baby owl. Lawrence and his family get ready to go to summer camp. Lawrence spends the day before the trip alone and during this time practices many of the skills Uncle Louis taught him about fishing and hunting.

Lawrence and his family arrive at summer camp. Other members of their extended family are there too. The men go hunting and the women gather berries. Kokom asks Lawrence to help her gather plants for the medicines she will use to heal her family during the winter months. She shows him how to thank Mother Earth for the plants. Kokom and Lawrence encounter a big grizzly bear while out gathering plants. Kokom kills the grizzly. Kokom is very proud of the courage Lawrence showed and tells him that once they are home she will put on a feast to celebrate the bravery he showed when they met the bear. Lawrence arrives home to find the baby owl has grown and is becoming more independent. The feast is prepared. Many relatives and friends arrive to celebrate with Lawrence’s family. Lawrence is given a Cree name in honor of his bravery. Stories are told far into the night. Mosoom tells the children that they have the responsibility to care for the land “as long as the rivers flow”. Lawrence goes out by himself and returns home to hear the news that he and his sister and brother have to leave to go to a school far away. Everyone is sad and there is a lot of crying. The next day, the priests come to take them away.

As Long as the Rivers Flow is a story about one summer in the life of a young Cree boy and how he learned many traditional Cree ways from his family. His informal education was interrupted by residential schooling. Many children were taken away from their families to go to a school far away from their parents. In these schools, they could not speak their First Nation’s language. They had to learn English and learn new and strange ways of worshiping God. They were told that their First Nation’s cultural ways were wrong and that they had to forget their language and culture. Many children did not go home until the summertime and returned to the school every fall until they were sixteen years old. Many were very unhappy during their school years. A large number of children, now adults, continue to suffer from bad memories of the many unhappy times they had at Residential school.
<table>
<thead>
<tr>
<th>English Words</th>
<th>Cree Words</th>
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<tr>
<td><strong>Chapter One</strong></td>
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<tr>
<td>clacked</td>
<td>Ooh-Hoo – owl</td>
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<tr>
<td>trap line</td>
<td>Minos - cat</td>
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<tr>
<td>roost</td>
<td>Mosoom – Grandfather</td>
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<tr>
<td>lean-to</td>
<td>Kokom – grandmother</td>
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<td>wapoose - rabbit</td>
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<td>canopy</td>
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<td>Oskiniko – Young Man</td>
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<td><strong>Epilogue</strong></td>
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<td>residential</td>
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## Vocabulary Words

Define the following words used in the story.

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<tr>
<th>Word</th>
<th>Definition</th>
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<td>clacked</td>
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<td>swiveled</td>
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<tr>
<td>residential</td>
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</table>
Comprehension Questions
Chapter One – *Ooh-Hoo Means Owl*

1. What was peering out from Papa’s knapsack?

2. Why would a baby owl have a sharp beak?

3. Why must the owl eat “wild meat” and not “butter and jam”?

4. Why did Papa say that Lawrence “was already wise in the ways of their people”?

5. What name did the children give the owlet?

6. How did Lawrence help the owlet learn to fly?

7. Why did the owlet need its parents?

8. How did Lawrence’s Mama and Kokom get ready for winter?

9. What kind of house did Lawrence’s family live in?

10. What did Lawrence overhear his Mama and Kokom talking about? What did they say about the school he would be going to?

11. Lawrence went fishing and as he walked to the creek, he used his five senses. Give examples

12. How did Lawrence know the tracks were not made by a grizzly?

13. Who was Lawrence’s hero and why?

14. Did Lawrence know that he had much more to learn from his uncle? Explain
Comprehension Questions
Chapter Two – The Summer Camp

1. Where are Lawrence and his family going?

2. How did they make sure they had all the supplies they needed? List the supplies and indicate what they would be needed for.

3. Who did Lawrence and his family meet on their way to camp?

4. What jobs were the children given when they arrived at the camp?

5. What was used to make the beds? Why?

6. Look at the camp scene and describe what you see.

7. Describe how the berry racks were made.

8. How did Kokom thank Mother Earth for the berries?

9. What question did Lawrence ask his Mama as she examined his elbow and what was her response?

10. Why didn’t Lawrence go hunting with his Papa?

11. In your own words, describe how Lawrence practiced his skills on the family of beavers.

12. How did Lawrence come to understand what the hunters meant when they talked about patience and discipline?

13. Did he fool the beaver? How did he know?
Comprehension Questions
Chapter Three – Grizzly!

1. What did Papa mean when he said, “Your Kokom is equal to anyone”?

2. What did Kokom and Lawrence take with them when they went to gather special medicines?

3. Why did Lawrence like listening to his Kokom?

4. What are the following plants used for: sage, muskeg, and rat root?

5. How did Kokom thank Mother Earth as she gathered the plants?

6. What clues did Kokom have that there was something not right?

7. Describe how big the grizzly bear was.

8. When are grizzlies most dangerous?

9. Describe how Kokom and Lawrence stayed safe and how Kokom killed the bear.

10. What did Kokom say to the bear as she sat beside it?

11. Why were Papa and Uncle Louis surprised?

12. List the ways the family used the different parts of the bear.

13. Why was Kokom going to make a feast in Lawrence’s honor?
Comprehension Questions
Chapter Four – As Long as the Rivers Flow

1. What change greeted Lawrence when returned home from camp?

2. List the foods that were being prepared for the feast.

3. What happened after the feast?

4. What name was given to Lawrence and why?

5. Why did Mosoom say “The future in your hands” to his grandchildren?

6. How did Oskiniko (Lawrence) spend the day after the feast?

7. What happened when he returned home?

8. What did Mama tell the children?

9. How did Lawrence, Maruk and Leonard react to the news?

10. Why couldn’t Papa and Mama keep them at home?

11. What were some of the questions Lawrence had while he was in the shed with Ooh-Hoo?

12. Who picked them up? What language did they speak? What did they have to ride in?

13. Why is Papa angry and standing with his fists clenched?

14. What was the last thing Lawrence saw as he was leaving home?
Comprehension Questions
Epilogue

1. How many children were taken from their families to go to residential school?

2. How young were some of the children?

3. What would happen to these children if they spoke their First Nations language?

4. How long were the children away from home?

5. What did the children do in these schools?

6. What school did the author Lawrence go to?

7. What language beside English did these children have to learn?

8. How would life in residential school be different than living at home for Lawrence?

9. When did Lawrence return home? How did Lawrence feel when he returned home?

10. Did he ever capture that feeling of freedom he had before residential school?

11. How did he become a writer?

12. What do many First Nations people still suffer from today?

13. How are they learning to cope with these memories?
What is a Simile?

A simile is a comparison of two things that are not the same. The words (like, as or than) are used in the story. Draw your interpretation to the simile below.

“The bear was as tall as their house”.
Vocabulary – Word Search

Find the English and Cree words in the list below.

As Long as the Rivers Flow

| A | s | L | o | n | g | a | s | t | h | e | R | i | v | e | r | s | F | l | o | w |
| x | s | a | r | y | b | e | t | n | a | s | a | b | m | m | o | z | v | t | p | j | o | l | s |
| h | i | w | h | g | e | m | u | i | r | p | b | c | s | w | o | q | d | o | u | c | k | s | k |
| m | u | r | i | f | f | l | e | g | n | h | b | j | k | l | s | a | g | e | m | n | o | v | i |
| n | o | e | a | s | d | f | g | h | e | j | i | k | l | p | t | g | e | k | s | u | m | o | n |
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| t | e | c | a | n | o | p | y | r | s | G | r | a | n | d | m | a | t | f | d | m | d | s | k |
| c | o | e | a | d | n | b | s | n | o | r | e | a | g | r | e | a | t | c | r | e | e | k | o |
| l | n | b | u | f | f | a | l | o | v | a | e | m | b | r | o | t | h | l | e | r | o | m | e |
| e | a | s | a | s | k | k | m | o | m | n | a | a | b | m | m | c | w | a | q | s | h | o | y |
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| t | o | g | n | e | t | o | h | e | r | a | l | n | l | t | c | h | e | e | b | t | r | e | n |
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| b | e | r | y | s | o | m | e | o | n | e | g | t | m | i | P | a | p | a | h | z | d | a |
| p | b | r | o | n | c | b | u | s | t | e | r | j | s | n | f | d | k | i | l | e | n |
| s | p | r | u | c | e | b | o | u | g | h | s | a | r | a | s | a | y | d | d | u | B | a | f |
| s | t | o | r | y | t | e | l | l | e | r | c | e | r | l | e | u | y | l | t | g | f | v | e |
| t | e | a | c | h | e | r | m | a | r | k | k | i | n | o | t | s | t | e | z | h | y | u | a |
| s | o | r | a | t | r | o | o | t | x | s | d | t | y | o | e | u | i | l | j | z | m | v | s |
| o | t | a | m | u | w | i | n | f | i | h | b | e | r | h | l | i | o | l | d | c | i | a | t |
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| g | r | u | b | c | x | b | W | a | h | t | p | r | i | s | o | n | a | M | a | r | u | k | g |

Lawrence              clacked           Ooh-Hoo                Buddy
trap line               Minos               owlet                 Leonard
roost                   Mosoom              Grandpa               Louis
lean-to                 Kokom                Grandma               Maruk
grub                    wapoose             rabbit                moose hide
canopy                  otamuwin            Papa                  moccasins
Oskiniko               Young Man           Mama                 harness
prison                  grizzly             creek                 stumps
berry                   school               bronco buster        spruce boughs
sage                    muskeg              tobacco               rat root
rifle                   bannock             Whiskers              feast
storyteller             As Long as the Rivers Flow
### Story Timeline

**Illustrate** in chronological order the beginning, middle and end of the story.

<p>| | |</p>
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<tbody>
<tr>
<td><strong>Beginning</strong></td>
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<td><strong>Middle</strong></td>
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<td><strong>End</strong></td>
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</table>
# The Setting, The Plot, Character Study

Complete the following.

## The Setting

1. Where did this story take place?

2. What changes would you have to make in your daily life to live in a setting such as this?

## The Plot

1. What is the main idea of this story?

2. Give four reasons why you feel this is the main idea.

   •
   •
   •
   •

3. Explain why you think this book was written
A Character Study

1. Pretend you are Lawrence.

2. Write about an adventure in your life as Lawrence.

3. Share your story with the class.

Why I liked or didn’t like this story...
Traditional Cree Cultural Beliefs and Values

Find examples in the story of the following Cree ways knowing.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>How Lawrence’s Papa gets food for his family</td>
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<td></td>
<td><em>Papa checks his trap line, Papa hunts for food for the winter while at summer camp</em></td>
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<tr>
<td>2.</td>
<td>How Lawrence understands nature and the ways of the animals</td>
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<td>3.</td>
<td>How Mama and Kokum make clothing for the family</td>
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<td>4.</td>
<td>How the gathering of berries and plants</td>
</tr>
<tr>
<td>5.</td>
<td>Setting up the summer camp</td>
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<td>6.</td>
<td>How Lawrence can recognize animal tracks</td>
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<td>7.</td>
<td>Some plants and their uses</td>
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<td>8.</td>
<td>The use of tobacco</td>
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<td>9.</td>
<td>Protection from animals</td>
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<td>10.</td>
<td>A ceremony to honor someone</td>
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<td>11.</td>
<td>How Cree people entertain themselves in the evenings</td>
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<tr>
<td>12.</td>
<td>Earning a special name</td>
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<tr>
<td>13.</td>
<td>Responsibility for taking care of Mother Earth</td>
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</table>
### Cross-cultural Teachings Ideas

The following experiences will give the students an understanding of the Cree culture from First Nation Elders, parents and community members.

1. Invite a Cree Elder to the classroom to talk about the Cree traditions, beliefs and values. It is important to approach the Elder with the correct protocol (usually tobacco). Let the Elder know what you would like him/her to talk about (e.g. animal tracks and signs, feasts, relationship between human and nature, oral storytelling, taking care of Mother Earth, foods that the Cree people ate long ago, hunting, fishing and trapping, etc…).

2. Invite a Cree person who makes moccasins and/or other traditional clothing to come into the classroom and demonstrate and/or present various items.

3. Visit your local museum or a heritage site that has a traditional First Nations cultural display.

4. Have the students work in groups to learn the safety rules for camping in the bush. Go to websites, books, magazines, videos, films. Have students make a power point presentation showing various safety rules and present it to another class or to the school.

5. Research animal tracks found in Saskatchewan. Have students illustrate different animal tracks and how the can be recognized.

6. Research various plants that are used traditionally by the Cree people. List them and indicate what they are used for.

7. Invite a Cree Elder to talk about the gift of tobacco and traditional feasts. Ask the Elder to assist the class in hosting a feast for the class or school.

8. Invite a First Nations person to the class and make some bannock (fried or oven baked).

9. Have the students discuss the lost opportunities for First Nations children to learn about their culture when they went to residential school. Discuss how these children would have lost their languages, beliefs and values. Invite a First Nations person who went to residential school to the class. Have that person talk about the life they lived in these schools. After the visit, have the students compare the life a Cree child living at home versus living in a residential school.

10. Have students examine their school days to identify the similarities and differences between their school and the residential schools. A list of websites describing residential schools can be found in the pre-reading activities.
### Feelings Exhibited by the Characters

Characters in a story may be sad, happy, excited, angry, puzzled, etc… Choose three characters from the story and complete the chart below.

<table>
<thead>
<tr>
<th>Name of Character</th>
<th>Feelings</th>
<th>Cause of Feelings</th>
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**Characters**

1. Choose one character from the story and list six questions you would ask him/her if you had the chance to have a conversation with him/her. List six characteristics that you think you have in common with this character.

<table>
<thead>
<tr>
<th>Questions I would ask</th>
<th>Characteristics I have in common with him/her</th>
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</thead>
<tbody>
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<td>5.</td>
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<td>6.</td>
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2. Write a letter to your favorite character in the story.

_Dear _____________

_Sincerely,_

___________________________
### Setting of the Story

Describe the setting where each of these events happened in this story.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
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<tbody>
<tr>
<td><strong>Chapter One</strong> – Lawrence goes fishing</td>
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<td><strong>Chapter Two</strong> – The summer camp</td>
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<td><strong>Chapter Three</strong> – Gathering medicine plants</td>
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<tr>
<td><strong>Chapter Four</strong>- Mama telling the children about school</td>
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<tr>
<td><strong>Epilogue</strong> – Describe the setting of the residential school you see in the picture (Smokey River, Donnelly, Alberta)</td>
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<tr>
<td><strong>My favorite setting in the story is</strong></td>
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</table>
Research Ideas

The Grizzly and the Black Bear

List the physical similarities and differences between grizzly and black bears. Use the Venn diagram on page 27.

This site is for Teachers for grade and subject specific activities, games, worksheets on Bears.
http://www.kidzone.ws/lw/bears/index.htm

Have students work in groups to prepare a report on the Grizzly and/or Black bears. Have them include where they are found, feeding behaviors and foods, where they go in the winter, how to react when a bear is near, problems with bears,

Information about these bears can be found on the following websites:
http://srd.alberta.ca/
http://www.macecanada.com/Bears/black_bear.htm
http://www.bearinfo.org/gbusa.htm
http://www.bearinfo.org/id.htm
http://www.bearinfo.org/bearsafety.htm
http://www.bearplanet.org/
http://www.bearaware.bc.ca/
http://www.bear.org/website/
http://42explore.com/bears.htm
http://www.whyte.org/bears/
http://www.kidzone.ws/lw/bears/index.htm
Research - Bears and First Nations Peoples

To learn about the bear and some of the legends and myths surrounding the bear and First Nations cultures use the following:

Books:
*Wesakejack and the Bears* by Bill Ballantyne and Linda Mullin
*The Boy Who Lived with the Bears* by Joseph Bruchac and Murv Jacob
*The Earth under Sky Bear's Feet* by Joseph Bruchac
*Bear Walker* by Joseph Bruchac
*Mayuk the Grizzly Bear: A Legend of the Sechelt People* by the Sechelt Nation

Websites:
http://www.indians.org/welker/bear.htm
http://hazel.forest.net/whootie/stories/longwint_body.html
http://www.dnr.state.wi.us/org/caer/ce/EEK/critter/mammal/bears.htm
http://www.library.vcu.edu/tml/speccoll/ThreeBears.html
http://www.42explore.com/animaltracks.htm
http://www.bottlebooks.com/bearoilstory/bearsoil.htm

Research - Owls

Go to the following websites for information on the owl:

http://www.enchantedlearning.com/subjects/birds/info/Owl.shtml This site has the information and the some quizzes already to go!

http://myowls.tripod.com/

http://estabrook.ci.lexington.ma.us/Owls/Owls.html A fourth grade research project

http://aviary.owls.com/owls.html

http://sd.essortment.com/owlsuperstitio_rgra.htm some superstitions about owls
**Indian Residential Schools**

It is important that the students understand what happened to three generations of First Nations children when they were taken from their homes and educated in Residential Schools.

1. Access the following Teaching Treaties in the Classroom Resource Guides K-6 from the Office of the Treaty Commission,
   

2. Go to the Office of the Treaty Commission website for access to the following teacher created lessons for grade 4 – 6 on Residential School.
   

3. The Battleford’s Friendship Centre completed a curriculum project to help students and teachers understand the legacy of residential schools in Canada. A Teacher’s Guide for Grades K – 5 is available. The guide contains several lessons and the information for teachers and students.

4. Additional Residential School Websites
   - [http://www.canadiana.org/citm/specifique/abresschools_e.html](http://www.canadiana.org/citm/specifique/abresschools_e.html)
   - [http://www.track0.com/lukiv/masterteacher/aboriginaleducation.html](http://www.track0.com/lukiv/masterteacher/aboriginaleducation.html)
   - [http://www.afn.ca/residentialschools/history.html](http://www.afn.ca/residentialschools/history.html)
   - [http://www.residentialschoolsettlement.ca/English.html](http://www.residentialschoolsettlement.ca/English.html)
   - [http://www.shannonthunderbird.com/residential_schools.htm](http://www.shannonthunderbird.com/residential_schools.htm)
   - [http://www.turtleisland.org/resources/resources001.htm](http://www.turtleisland.org/resources/resources001.htm)
   - [http://www.irsss.ca/history.html](http://www.irsss.ca/history.html)
5. Residential School Video Clips
   - http://archives.cbc.ca/society/education/topics/692/
   - http://www.youtube.com/watch?v=m74nyjEbxo4

6. Literature
   Bruchac, J. (2005). **Code talker: A novel about the Navajo marines of World War Two.** New York: Dial Books. SUMMARY: After being taught in a “boarding school” that Navajo is a useless language, Ned Begay and other Navajo men are recruited by the Marines to become code talkers, sending messages during World War II in their native tongue. Grade 5-9.


   Campbell, N. I., & Lafave, K. (2008). **Shin-chi’s canoe.** Toronto, ON: Groundwood Books. SUMMARY: The story of two children’s experiences at a residential school. Shi-shi-etko is about to return for her second year, but this time she is accompanied by Shin-chi, her 6 year old brother. As they begin their journey, Shi-shi-etko tells her little brother about all the things he must remember. Grade Pre-school – Grade 3.


   Dumont, M. (2007). **Initiations: A selection of young Native writings.** Penticton, BC: Theytus Books. SUMMARY: These 21 essays, include poetic prose, fiction, non-fiction, biography and poetry. This collection reflects the winning entries of the Aboriginal Youth Challenge writing competition. Grade 7-12

   Lingman, M. (1991). **Sammy goes to residential school.** Waterloo, ON: Penumbra Press. SUMMARY: Tells the story of Sammy, a Cree child who is removed from his northern reserve to attend residential school.

   Loyie, O. and Constance Brissenden (2008). **Goodbye Buffalo Bay.** Theytus Books. This story is based on Larry Loyie’s six years at a residential school. Upon his return home, Lawrence finds his beloved traditional First Nations life gone. He feels like a stranger in his own family, until his grandfather’s guidance helps him find his way.
SUMMARY: A fictional account of five children sent to First Nations boarding school, based on the recollections of a number of Tsartlip First Nations people. These unforgettable children are taken by government agents from Tsartlip Day School to live at Kuper Island Residential School. The five are isolated on the small island and life becomes regimented by the strict school routine. Grade 4-7

SUMMARY: Her name was Seepeetza when she was at home with her family. But now that she’s living at the Indian residential school her name is Martha Stone, and everything else about her life has changed as well. Told in the honest voice of a sixth grader, this is the story of a young Native girl forced to live in a world governed by strict nuns, arbitrary rules, and a policy against talking in her own dialect, even with her family. Seepeetza finds bright spots, but most of all she looks forward to summers and holidays at home. Grade 4-7.

7. **DVDS and VIDEOCASSETTES**

**Back to Blanket** (Videocassette) 1991. Oakville, Ontario. Magic Lantern. 1 VHS (30 min.) SUMMARY: Native People who attended residential schools across Canada during the years up to 1988 recall their experiences and attempt to explain the impact it had on their lives. Grade 5-8.

**Cruel Lessons.** [DVD; Videocassette]. (1999). Toronto, ON: Five Corners Communication. 1 DVD or 1 VHS (26 min.) + teacher’s guide. SUMMARY: Native seniors, including three Manitobans, remember the painful world of residential schools. They were assigned numbers, forbidden their own language, and constantly told that their culture was inferior. Their life stories are a harrowing account of physical, emotional and, in some cases sexual abuse. Personal recollections are interspersed with archival footage to give viewers multiple perspectives. Audience: Grades 7-12.

**The Bear Stands Up** (Videocassette) 1994. S.I. Woody Creek Productions. 1 VHS (29 min.) SUMMARY: This video is a portrait of Tlingit elder Esther Shea of the Tongass Bear Clan. She dedicated her life to teaching the language, songs and values of Tlingit traditional life. This is Esther's story--her journey from the land and sea. As a child, she was sent away to mission school and forced to keep her culture locked inside. Many years later, she set out to rediscover her cultural identity. She began to reawaken traditions long in hibernation. She began to teach and help her culture stand up again. Esther shows how reclaiming native traditions and rediscovering cultural roots are an important part of the healing and wellness process. Grade 7-12.
Answers Key - Comprehension Questions

Chapter One – Ooh-Hoo Means Owl

1. An owlet
2. Because it eats wild meat
3. because it will have to return to the forest when it is big enough
4. Lawrence knew that owls need darkness during the day
5. Ooh-Hoo
6. Putting on gloves and going to the shed every evening so that the owlet would sit
   on his hand and learn to fly
7. To learn how to fly and to learn how to be an owl
8. Mama tanned hides so that Kokom could make winter clothing
9. a log house
10. A school far away that the children will go to. It was like a prison
11. Touch – cut a fishing pole with his knife, Hearing – he heard a squirrel chatter,
    Seeing – identified the tracks of a black bear, saw an eagle, Smelling – he
    smelled wild mint in the air, and Taste – he ate fried fish and bannock for
    breakfast
12. The grizzly’s tracks are deeper and wider than those of a black bear.
13. Uncle Louis was the best tracker and hunter he knew
14. As Lawrence walked home he was thinking that he wanted to know as much as
    his Uncle Louis.
Chapter Two – *The Summer Camp*

1. To their summer camp

2. They laid all their supplies on the ground and looked to see if they had everything. Pots and pans – cooking, ax and hatchet – for cutting and chopping wood, sacks - to carry the dried meat and berries, blankets – for keeping warm at night, tarps – for drying berries and to keep everything dry, turnips, onions and potatoes - to eat while at camp

3. Aunt Rosie, Uncle James, and Cousins Clara, Leo, William and Sammy.

4. Rub down the horses and hauling wood for the fires.

5. Spruce boughs they kept the frogs and mice away.

6. Look at the camp scene and describe what you see.

7. The same spruce poles were used every year. Lawrence wove willow tree branches between the poles to make a table

8. Kokom put some tobacco into the earth where she picked the medicines.

9. He was competing with Sammy to see who could pick faster. Lawrence tripped, spilled all his berries and scraped his elbow.

10. He asked her if he was going to school and his Mama told him not to worry about school.

11. He was still too young to walk for miles and sleep overnight with only one blanket to cover with.

12. In your own words, describe how Lawrence practiced his skills on the family of beavers.

13. He had to wait a long time for the beaver and had to be quiet and still.

14. Yes, the beaver swam to the opposite side of the river without realizing Lawrence was near.
Chapter Three – Grizzly!

1. She was as good as anyone. She could hunt and fish better than most. She was a bronco buster and rode horses every day.

2. A lunch, a gunny sack and Kokom’s old .22 rifles.

3. It was fun; she talked to the animals and told him how to recognize the plants she used for medicines.


5. By putting some tobacco in the ground where the plants had been.

6. Whiskers was not around and the forest was still

7. He was standing up and was as tall as a house

8. When they stand up and when a person runs from it

9. They stayed still, Kokom threw her knapsack in front of the bear to get its attention away from the, she slowly raised her rifle and shot. They waited until they were sure the bear was dead before they moved.

10. She thanked him for giving up his spirit and not killing them.

11. Because the bear was the biggest the ever saw.

12. For meat, bear grease for a rub, claws and teeth for gifts of honor, hide for a rug.

13. For his bravery during the encounter with the grizzly.
Chapter Four – As Long as the Rivers Flow

1. Ooh-Hoo was not at home he was out practicing flying.

2. Moose stew, fresh baked bread and special foods for the Elders and storytellers like smoked fish, and duck soup

3. Everyone gathered to listen and tell stories.

4. Oskiniko - because of his bravery

5. Because it is up to them to care for the land for it is theirs for as long as the rivers flow.

6. He walked through the bush and visited his favorite places. He picked and ate chokecherries and he went swimming.

7. His Mama asked him to gather the children because she had something to tell them.

8. They were going to go to a school far away and someone would be coming in a couple of days.

9. They did not want to go and they were crying

10. Because if they kept them at home they would go to prison.

11. What would happen without Mama and Papa, what would he eat in school, where would he sleep, what would happen to his brothers and sister, and who would take care of Ooh-Hoo.

12. Two priests. English. The back of a big truck with high sides pulled up.

13. He did not want his children to go with the priest and he knew he was helpless to stop them.

14. The sky because the sides of the truck were too high for him to see anything else.
Epilogue

1. Tens of thousands
2. As young as two years old
3. They were strapped or had their mouths washed with soap
4. for a long time
5. They worked hard chopping wood, working in eh gardens and fields, sewed their own clothing, washed their clothes, cleaned floors and worked in the kitchen. They spent very little time reading and writing therefore, many children could not read or write when they left these schools.
7. Latin so they could participate in church which was conducted only in Latin.
8. See story for comparisons.
9. At the age of fourteen, Like a stranger
10. No, things were never the same.
11. He taught himself how to type
12. From the many bad memories of the unhappy times in these schools.
13. They are relearning their traditions and talking about the past.