

Bringing Métis Children's Literature to Life— The Flower Beadwork People

Author: Sherry Farrell Racette
Illustrator: Sherry Farrell Racette
Translator: Norman Fleury

Overview of Story: A vibrantly-illustrated social history of the Métis by artist Sherry Farrell Racette. This book was originally produced as a special project to commemorate the one hundredth anniversary of the 1885 Resistance.

Themes in this book:

- Métis history
- Voyageurs and trading
- Clothing and food
- Family and communities
- Métis arts and crafts
- Transportation
- Music and dance
- Celebrations

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Comprehension strategies
- Analyze and interpret

Math

- Symmetry
- Currency

Science

- Interdependence of humans and animals
- Diversity of living things in local ecosystems

Arts Education

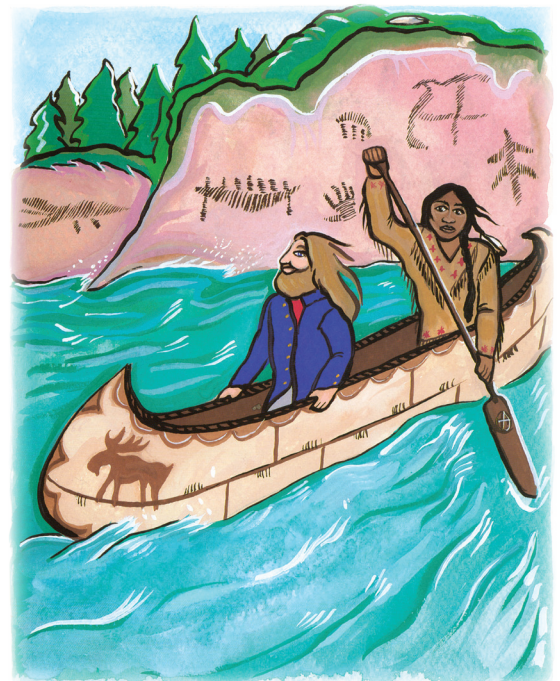
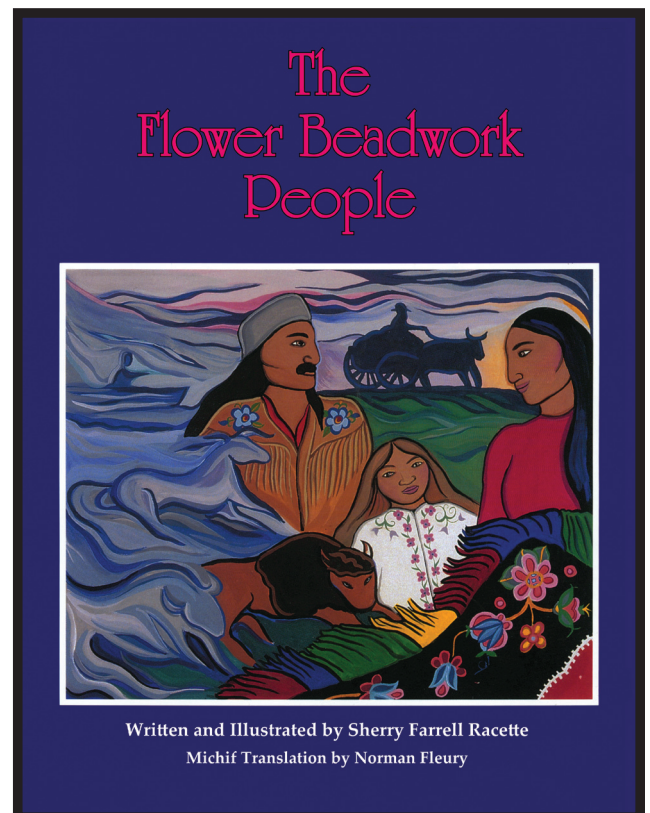
- Beadwork/quillwork
- Dance

Social Studies

- Interactions and interdependence of nations
- Relationship with the land
- Aboriginal heritage
- European influence
- Cultural change
- Historic events

Health/Physical Education

- Healthy lifestyles



Before Reading: Before you have the students read on their own, model **Tracking Thinking** by having all students code while doing a shared reading of one paragraph. Distribute one paragraph to all the students and have them read it out loud together. After reading the short paragraph, code the text: 1) something they already know, 2) something new, 3) something they may be confused by. (See code below) In this way, students will know what to do when reading independently.

During Reading: As students read sections of *The Flower Beadwork People* have them track their thinking in the following manner: Using stickies have the students read a paragraph, then stop and code or photocopy sections of the book so students can code right on their copy.

Tracking Thinking Codes:

✓ checkmark= something already known

L = new learning

? = question (record the question)

?? = confusion

* = important information

C = connection/reminds me of

! = exciting

After Reading: After a set period of time, share the stickies in small groups or as a large group. Teachers can direct students to use only two or three codes at a time if it is too confusing. *Introduce the codes gradually and by the end of the school year, students will be able to use all codes automatically, particularly if the chart is posted in the classroom.

Additional Post-Reading Lessons for The Flower Beadwork People:

Countdown Activity:

Countdown is an adaptation of the old "Twenty Questions" game where students are encouraged to work together to synthesize information and to process this information in a way that narrows the possibilities.

1. Students are paired or grouped.
2. One student per group is asked to privately write down any item related to *The Flower Beadwork People* (person, location, event, animal, etc.) This slip of paper is then concealed/hidden.
3. Students take turns asking the speaker questions that can only be answered "yes" or "no" or "I don't know."
4. The questioning group only has a preset number of questions they can ask.
5. Students need to listen very carefully so they don't waste a question by repeating it.
6. The goal is for the students to guess what was on the hidden piece of paper.

Adaptation of this game: Students can have an item written on a piece of paper and stuck to their back while they move around the room asking questions of each other. The student with the piece of paper on their back doesn't know what is on the paper. They must ask questions of the others who can see the paper. Others can respond by saying "yes" or "no," or "I don't know."

Adaptation: Collect the student-generated ideas for future use and to check if both concrete and abstract suggestions are being made.

