

Bringing Métis Children's Literature to Life—Roogaroo Mickey

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Overview of Story: Telling stories has been a Métis tradition for generations. Papayrs or Mooshums and Mamayrs or Kookhums share stories with their grandchildren, parents share stories with their children, and friends share stories with one another! Some stories are for fun while other stories teach lessons to young ones, and some do both. The favoured stories of many are about tricksters like Chi-Jean, or about Roogaroos, Métis werewolves. In *Roogaroo Mickey*, Mamayr tells Louis and Charlie a Roogaroo story from when she was a little girl. But Roogaroos aren't real ..., right?

Themes in this book:

- Family
- Roogaroo (Métis character)
- Helpfulness

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Sequence

Math

- Graphing

Social Studies

- Cultural folklore

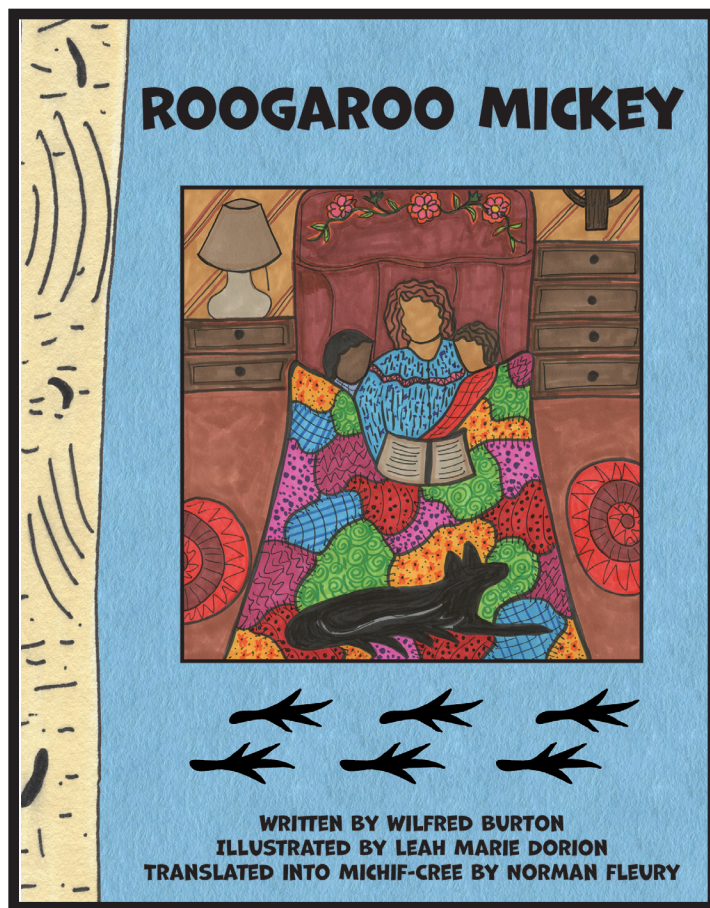
Health/Physical Education

- Feelings

Before Reading: Before reading the book, let the students know that it is about a grandmother telling her grandchildren bedtime stories, and the story was inspired by an Elder. Ask them, "What stories do you like to hear before bed? Do you have favourite stories that you like before going to sleep? Are all stories read or are some of them told to you? Would you listen to scary stories before bed?"

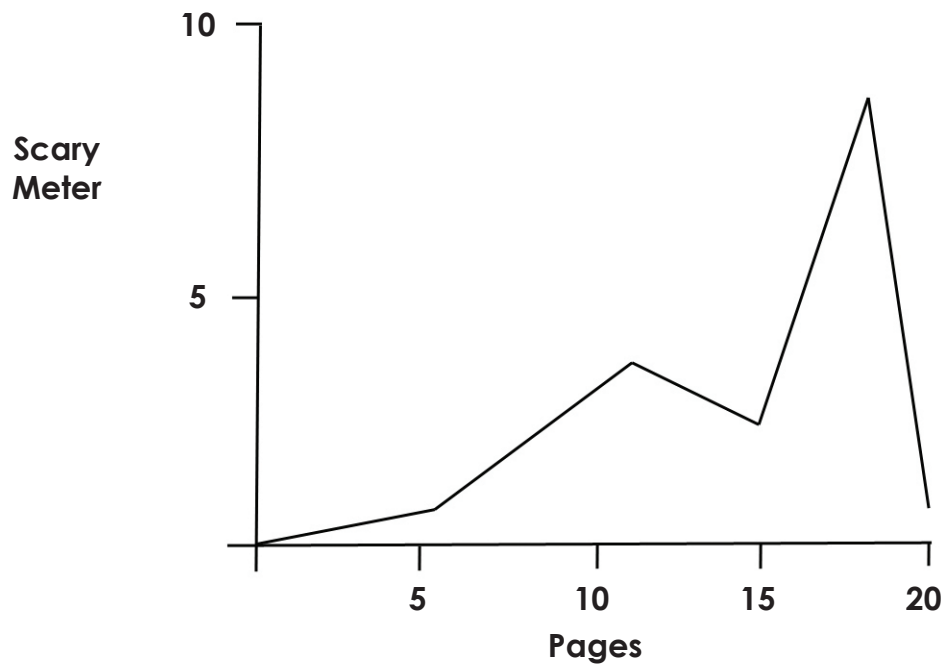
- Get the students to quickly sketch what they think a Roogaroo looks like.
- Tell the students they are going to stop periodically throughout the story to judge how scary the story is on a "Scary Meter" from one to ten. (One is not scary and ten is very scary).

During Reading: As the story is read, stop periodically (about every two to four pages) and ask the students to score the scariness. In this way, you can plot or graph the climax of the story.



After Reading:

- Review the “Scary Meter” graph and discuss the scariest parts of the story. Reflect on why the author used this feature in the story (To keep readers interested. To trick the reader, etc.).
- Return to the sketch and edit it based on new information from the story. Connect this to problem/solution.



* example of the “Scary Meter.”

Additional Post-Reading Lesson for *Roogaroo Mickey*:

Persuasive Writing: I Believe in Roogaroos/I Don't Believe in Roogaroos Lesson

Persuasive writing is an important skill, and this story is conducive to stating a position. Do you believe or not believe in Roogaroos? The purpose of persuasive writing is to persuade the reader to a point of view on whether or not Roogaroos exist. It requires the writer to form an opinion and adopt a sense of authority on the subject matter. The writer will develop their argument in a sequential, rational way, providing reasons and examples to support the point of view. Begin by having a Think/Pair/Share on whether or not Roogaroos exist. Use a graphic organizer to prepare a written argument (prewriting phase), by including the following:

- **Write the introduction.** The writer sets up the issue. The writer briefly states the different opinions and explains your purpose for writing. It usually begins with a topic sentence stating the main idea. It also serves as the outline for the paragraphs that will follow.
- **Write at least three paragraphs that support the main topic.** The writer explains his/her opinion with reasons and examples to support it. Each paragraph supports one main idea with details (consisting of more than three sentences). Use ideas written on the graphic organizer to compose these paragraphs.
- **Finish the piece with a concluding paragraph that summarizes the essay.** It is similar to the introduction, but do not repeat what you've already written in the same way. The purpose of the conclusion is to leave the reader with a strong impression of your thoughts and ideas.
- If time permits, have students write their opposing position, or conduct a debate or structured controversy activity.



Graphic Organizer for Persuasive Writing

Paragraph #1—Introduction

Attention grabbing beginning:

Description of issue:

Opinion stated:

Paragraph #2	Paragraph #3	Paragraph #4
Reason #1	Reason #1	Reason #1
Evidence to Support (details and examples)	Evidence to Support (details and examples)	Evidence to Support (details and examples)

Paragraph #5—Conclusion

Restate opinion:

Summarize your three reasons:

Call to action or closing statement:



Tableaux Activity:

- Place students in small groups (3-4 people) and give them a photocopy of one of the pages (or do a verbal scenario). Don't let other groups see or hear it.
- Have the students create a tableaux using all of their group members. Their job is to act it out, then when the teacher says "Freeze" they stay still until ... (They can use props, etc. Give some time for discussion and practice).
- Upon the call of "Freeze," the other students (not part of this tableaux) will try and guess the part of the story they are depicting. Once they've guessed it correctly, the group can "unfreeze."

