

The Day of Sucwentwecw

April 7th, 2016

Secwepemc News

Grades 6 to 12

Teaching Resources



-Kelsey Jules illustration

School District #73 (Kamloops/Thompson)

Day of Suwentwecw April 7th, 2016

April 7, 2016 marks the 3rd Annual Day of Suwentwecw (acknowledging one another) in School District 73, an initiative that acknowledges the Secwepemc and Nlaka'pamux Nations, their traditional territories and histories. The theme for this year is "Identity through Storytelling," which is based on two of the First Nations Principles of Learning:

"Learning requires the exploration of one's identity,"

"Learning is embedded in memory, history and story."

Once again, the day will be marked by the hosting of assemblies in all district schools. Each school has the opportunity to invite an Elder or representative from the Aboriginal community within our district to be part of their assembly. Schools Kamloops will recognize and acknowledge the Secwepemc People. Schools in Logan Lake will recognize and acknowledge the traditional territories of the Nlaka'pamux People.

In addition to recognizing and honouring the Traditional Territories and the People on whose territories we live and work, the theme of "Identity through Storytelling" will provide an opportunity for all schools to recognize and learn about other First Nations, Métis and Inuit cultures and their unique contributions to Canadian society.

All schools in the district will receive a Day of Suwentwecw resource package, including a special edition of the 'Secwepemc News', resources booklets with grade-appropriate lesson plans, and activities related to the theme. The lessons and activities have been developed to be flexible and fit within a variety of learning outcomes in the BC curriculum.

Electronic copies of all the resources, including the big book and the special edition newspaper, developed for the 2014 Day of Suwentwecw can be found on School District #73 (Kamloops/Thompson) Aboriginal Education web site: sd73aborignaleducation.weebly.com

Helpful Tips

Useful links and Pronunciation:

Sucwentwecw: *Sue-cwhen-twecw*

Secwepemc: *Shec-whep-emc*

Secwepemculecw: *She-wep-meh-ewel-ewe*

weyt-k: *waytk "hello"*

kukwstsétsemc: *cooks-jam "thank you"*

More audio to accompany the above at: <http://www.firstvoices.com/en/Secwepemc>

More great resources on the Secwepemc at:

- [Okanagan Mainline Regional Network](http://www.okmainregion.net/index.php?page=education.inc&menu=education)
<http://www.okmainregion.net/index.php?page=education.inc&menu=education>
- [Land of the Shuswap](http://www.landoftheshuswap.com/index.html)
<http://www.landoftheshuswap.com/index.html>
- [Spirit Map](http://spiritmap.ca/)
<http://spiritmap.ca/>

Good websites, student friendly:

- [Secwepemc-Kuc](http://secwepemc.sd73.bc.ca/)
<http://secwepemc.sd73.bc.ca/>
- [Secwepemc Traditional Lifestyle](http://www.secwepemc.org/adc/tlmnpg.html)
<http://www.secwepemc.org/adc/tlmnpg.html>
- [Secwepemc Cultural Education Society](http://www.secwepemc.com/indexhtml.htm)
<http://www.secwepemc.com/indexhtml.htm>

Videos:

- [Secwepemc World View](https://www.youtube.com/watch?v=VUPxbeHviDo)
<https://www.youtube.com/watch?v=VUPxbeHviDo>
- [Secwepemc Cultural Education Videos](http://www.secwepemc.com/html/videos.htm) -choose from a selection of 18
<http://www.secwepemc.com/html/videos.htm>

...and please visit our Cross-curricular website at:

<http://sd73aboriginaleducation.weebly.com/>

Path:

[www.sd73.bc.ca](http://www.sd73.bc.ca;);

Choose *Programs*> Aboriginal Ed > then choose *Secondary* from the right sidebar

Identity through Storytelling

Where we come from *is our story*. It is our identity. Each one of us has a story, whether we know it or not.

In Aboriginal cultures, when we introduce ourselves, we tell a little about where we come from, and who our families are. It is a story that places us in this world; our identity. As each one of us continues our journey through life, our world grows, and our story grows. It is important through education - including schooling, to positively nurture one's identity in order to become more further established in this life.

Personal stories and oral histories were once the only way of situating ourselves within this world. Because so many people have such limited knowledge of their backgrounds today, online ancestry websites have become busy places for the general population. How ironic it is, that we spend so little time interacting in person with family members, and now substituted that time with technology to learn about our past!

Traditional Aboriginal stories play a vital role in cultural transmission and preservation in Indigenous cultures throughout the world. They include oral narratives that are used to teach skills, transmit cultural values and morals, convey news, record family and community histories, and explain the natural world. Along with narratives, the oral tradition also includes oratory (formal speech) and song. In recent history many oral narratives have been recorded in audio or visual recordings, which have then been transcribed into writing.

Aboriginal societies regularly tell stories — about adventures, ancestors, or different aspects of the land. Through stories and songs, Aboriginal people keep their history alive and pass stories on to subsequent generations. Aboriginal storytelling is a communal experience. Stories bring people together to share a past, to explain the seemingly inexplicable in creation, or to instruct -a powerful story might also help children see the consequences of their actions. Stories are an important teaching tool to educate young people about the important values and beliefs, and retold so that the listener may reflect for deeper understanding.

Aboriginal *teaching* stories fall into different categories. Some have explicit morals or a story can be open-ended. In open-ended stories the lesson is subtle, possibly even obscure, and is left to the students or listeners to discover. The discovery story educates listeners gradually. The morals of the story reveal themselves to the listener, as his or her maturity and life experiences develop. Elders are often the storytellers and it is their generational role to pass on the history and events through storytelling.

Many Aboriginal stories have a trickster (often Coyote or Raven) character who causes many different things to happen. Trickster's personality is very charming and he is able to transform himself into different objects. He mischievously tricks people and he has the ability to change people's forms. Trickster is usually the character who holds the lessons in a story, which often explains social norms. He will often die in the story, but frequently returns to life.

Storytelling still serves to brighten the long, cold winter nights. In some Aboriginal and Metis communities, there were individuals who acted as "professional" storytellers (typically Elders), who travelled from camp to camp during the storytelling seasons.

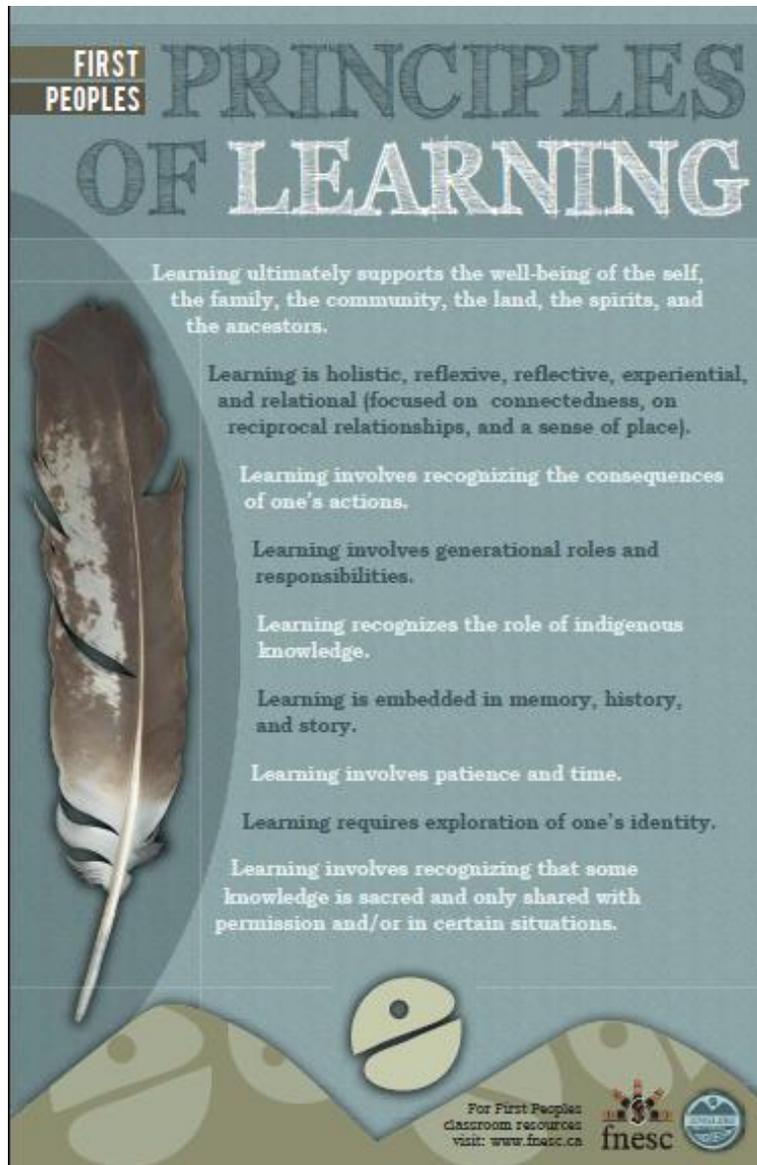
In our classrooms, it is essential that students learn to expand their concept of "story" in two distinct ways: to move away from the concept of story as fiction, and to move away from the concept that a written story is inherently superior to or more valid than one told orally.

By revisiting and honouring the skill of storytelling, though the chosen “stories” and activities within this year’s Day of Suwentwecw activities, we hope that you are able to help your students become more solidly situated in this world by learning *their* story.

Teachers are encouraged to link these lessons utilizing the [Aboriginal Learning Standards](#)

(extracted from the revised curriculum) to their respective Grade/Content areas. All BIG IDEAS, curricular Competencies and Content areas are in this document

First Peoples Principles of Learning



Joe Michel (1929-2009) An Elder's Story

First Peoples Principles of Learning in this lesson:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning involves generational roles and responsibilities
- Learning requires exploration of one's identity
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time

Driving question:

Have you ever had a monumental task that you have been driven to accomplish, yet externally, every bit of common sense says *it can't be done!* Each corner you turn is met with negativity and frustration, but you press on ...and then finally, to everyone's amazement: **YOU ACHIEVE YOUR GOAL!!**

Joe Michel managed to accomplish a lot with a firm footing in both traditional Secwepemc culture and mainstream society. He maintained a unique balance and was a "first" in many arenas during his time. Since contact, there has existed a driving force, which has significantly impacted Aboriginal people's lives in Canada.

*What and how might these forces have shaped Joe Michel's life story?
Historically, why might Joe's accomplishments have been challenging to achieve during his lifetime?*

Background (Gain general background information):

1. View Wab Kinew video: *A Walk Through History*
<http://www.cbc.ca/8thfire/2012/01/wab-kinews-walk-through-history.html>
2. Read Joe Michel Article in *Secwepemc News Special Edition*

Core Competencies:

Creative Thinking	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Record new information & analyze text (Take notes on information from written source):

Make notes on the achievements and when (date-wise) these may have occurred

<http://www.freetech4teachers.com/2015/08/six-tools-for-creating-online-timelines.html#.Vr5lqvkrLVR>

Enter into Google drive

-share and discuss

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Read & Research (Gain general background information):

1. Students will view: [Kamloops Indian Band Timeline](#)

–focus on top 3 lines to research the impacts of Canadian History on Aboriginal people on a local scale

(NOTE: Although this is not Joe’s immediate community, it demonstrates some of the fairly local events that were occurring at this time)

2. Students will also view: <http://spiritmap.ca/timelinegl.html>
3. And <http://www.secwepemc.com/timeline-history.html>
4. And for an even more extensive study of the historical context, students can view *Aboriginal Timeline* document (in Teacher Resources)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Pair & Share (Communication & sharing of ideas):

Each student will choose a/several areas of interest from these historical documents to focus on, and describe how this may have impacted Joe’s life or accomplishments. Depending on ability, students may be working in pairs

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Create Technology work on project (Create useful / informative material):

Students use a medium of technology to develop their project. (Mock interview, pamphlet, PPT, Drama....)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Presentation (Delivery of project through chosen medium):

Present project to class -and perhaps community

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Reflection Journal (Growth):

Written journal entry on what student learned through this project and further probing questions, as well as any further inquiry which may have come about as a result of classmates’ presentation.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Teacher Notes & Resources

Technology Skills:

Students will choose their desired medium of research and presentation and meet with teacher to indicate their choice. (Teacher may wish to view sd73aboriginaleducation.weebly.com to vet appropriate links for students to access).

Likewise, students will choose their presentation medium early on in the assignment. Students may wish to work in pods as they are designing their presentation, as it may be useful to share design ideas, but at the secondary level, research on this assignment should be completed independently.

Presentation of Learning:

- Oral recording / presentation
- Visual recording/ presentation/ slide show
- PPT
- Brochure
- Timeline
- Graphic novel

Resource documents and websites:

- Web based Graphic organizer: <http://www.freetech4teachers.com/2015/08/six-tools-for-creating-online-timelines.html#.Vr5lqykrLVR>
- Google Docs
- [Kamloops Indian Band Timeline](#)
- Students will also view: <http://spiritmap.ca/timelinegl.html>
- *Aboriginal Timeline* document [part 1](#), [part 2](#), [part 3](#)
- Residential School Timeline: <http://wherearethechildren.ca/en/timeline/>
- BCTF Aboriginal Timeline: <http://www.bctf.ca/uploadedFiles/POH/timelineENG.pdf>
- Historica Canada Aboriginal Timeline: <http://www.thecanadianencyclopedia.ca/en/timelines/first-nations/>

Traditional Stories (Compare & Contrast)

First Peoples Principles of Learning in this lesson:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, -and the ancestors
- Learning involves recognizing the consequences of one’s actions
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time

Driving question:

Often we listen to traditional Aboriginal stories and we question afterward: *what was that all about? Are they still relevant? Why or why not?*

Aboriginal stories have so much meaning within the words. We rarely glean but a fragment of this understanding on first exposure, however. The process can become an interesting challenge –and a deeper and a more expansive understanding becomes evident after each version of the story is taken in. Much like a detective, we will learn to uncover a deeper meaning with each opportunity to read, view or listen to a story. (See notes at beginning of Lesson Guide and in Secwepemc Newspaper- Day of Suwewecw, 2016)

Can you make deeper understanding of a/some traditional Aboriginal story(s)? There are several underlying clues as you begin your quest as a “story detective!”

Background (Listening, gaining general background information/asking respectful questions):

If possible, have a community member visit and speak about significance of legends/stories. Students will listen (observe), take notes and respectfully inquire to further personal understanding

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Background (Gaining general background information/asking respectful questions):

(Teacher to adjust for Grade appropriate number of legends)

Together view an:

- Inuit Legend: <http://www.thecanadianencyclopedia.ca/en/article/inuit-myth-and-legend/>
- or any one of a number of *Raven Tales* DVDs if you have access to them in your school, you may also book them through the [HGEC Library](#)
- Secwepemc Legend: <http://www.secwepemc.com/song---dance-videos.html> -scroll down to *Day & Night by Ken Thomas*

Read:

- Metis-Cree Legend (Canadian Museum of History): <http://bit.ly/1PXoUeq>
- Haida Legend (First People –The Legends): <http://bit.ly/1Lqa9f0>

Listen to:

- a selection of audio legends at: <http://www.cbc.ca/radio/ideas/thelegendsproject>
- a Secwepemc Legend (CBC Radio Legends of the Shuswap audio): <http://bit.ly/1R4YPJC>
- more selection in Teacher Resource list at end of lesson

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Record 1st & 2nd impressions of legend(s) (Make notes on information from each legend):

Read/view/ listen to choice of legend(s) for enjoyment, and record first impressions, then repeat recording second impressions in Google doc.

Using templates from previous page and Teacher Resources at end of lesson

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Pair & Share (Communication & sharing of ideas):

Students will partner up and share their initial impressions of the legends, through discussion

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Background (Gaining general background information):

Read background information on legends and stories, in *Day of Suwewtwecw*, Secwepemc News 2016 Special Edition

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Record new information & analyze Story (Make notes for information from legend/s):

Record findings of legend on Google doc.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Extension & Variation:

Read & Research (Gain general background information on each legend’s location and habits/lifestyle of the region):

*Teacher may wish to have more senior students choose a legend from 2 different regions to compare legends to find contrast and comparison in legends. Geography and localized worldview, spiritual, reciprocal and respectful connection to the environment -will be evident in the legend. Map websites attached at end of this lesson

Why is this so?

What does it reflect?

There will/may be a difference in trickster characters, plants, landscape features, etc. Likewise, the theme of story reflects location of the respective people’s worldview through habits/lifestyle, behaviours of the people, conveyed in these legends. Use Free4Teachers charts (<http://bit.ly/20WGrdW>) to record in comparison/contrast chart

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Create Technology work on project (Create useful / informative material):

Students use a medium of technology to develop their project. (Mock interview, pamphlet, PPT, Drama....)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Presentation (Delivery of project through chosen medium):

Present project to class (and perhaps community) of findings of project

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Reflection Journal (Growth):

Written journal entry on what student learned through this project and further probing questions, as well as any further inquiry which may have come about as a result of classmates' presentations

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Teacher Notes & Resources

Technology Skills:

Students will choose their desired medium of research and presentation and meet with teacher to indicate their choice. (Teacher may wish to view sd73aboriginaleducation.weebly.com to vet appropriate links for students to access).

Likewise, students will choose their presentation medium early on in the assignment. Students who wish to work in pods who are designing their presentation may find it useful to share design ideas, but at the secondary level, research this assignment should be completed independently.

Presentation of Learning:

- Oral presentation of story> then findings
- Visual recording/ presentation/ slide show of story> then findings
- PPT presentation/ slide show of story> then findings
- Brochure

Resource documents and websites:

- Web based Graphic organizer: <http://www.freetech4teachers.com/2015/08/six-tools-for-creating-online-timelines.html#.Vr5lqvkrLVR>
- <http://www.freetech4teachers.com/>
- Google docs

Website resources for teacher to provide to students upon pre-viewing:

- <http://www.cbc.ca/radio/ideas/legends-of-the-shuswap-1.2913217>
- <http://firstnationspedagogy.ca/storytelling.html>
- Using *Storytelling as a Way of Knowing* - an interesting document
- Storytelling - *The Art of Knowledge*
- [Teaching Storytelling in the Classroom](#) -with some video clips
- [Indigenizing the Curriculum: the Importance of Story](#)
- Information on [Legends and Stories](#) - student reading
- Great background [LOCAL information on Coyote in a short video clip](#)
- Two Secwepemc Legends: *Coyote & Grizzly Make the Seasons, & The War With the Sky People*
- Various FN legends - local and other areas on [CBC](#)
- Great explanation of local [Secwepemc Legends](#)
- More background information and [several local Secwepemc Legends](#)
- Some more [First Peoples Legends](#)
- [FN Stories and classroom ideas for teachers](#)
- [Aboriginal Salmon Legends](#)
- [BC Aboriginal symbols and legends](#)
- "Nanabush" legends videos from Eastern Canada
- [Creation Stories](#) from various areas
- [Secwepemc Creation / Origin Story](#)
- [Bringing Métis Children's' Literature to Life](#) - lesson plans and some great ideas
- Video clips of four [Métis authors](#)
- [Inuit Legends](#)-with video clips
- <http://www.native-languages.org/transformer.htm>
- <https://www.aboriginalbc.com/blog/meet-coyote-an-aboriginal-legend/>

Maps:

- [Language Map](#)
- [The Canadian Atlas of First Peoples](#)
- [First Nations Profiles Interactive Map](#)
- [First Nations Peoples Map of British Columbia](#)
- [First Peoples Language Map of BC](#)
- [The Canadian Atlas of First Peoples](#)
- [Geomatics and Cartographics Research](#) - featuring Indigenous knowledge

Suggested Format for Compare and Contrast

(Please also review Page # 4 of this guide for further information on legends)

An Aboriginal Story may:

- contain four events: four is important for some First Nations, four seasons, four winds, four directions, four stages of life, four races (yellow, red, black, white)
- reflect life and/or nature
- be based on facts and truths
- begin in the past to explain a lesson about how people should behave
- explain how things came to be
- serve to explain particular landmarks, which remind us of these lessons
- involve the changes of the inner spirit
- involve a character (trickster) who is part human and part spirit and is able to transform
- serve as metaphors for real life
- present things in an order that can have meaning

First Nations Legend Study

Title:

Traditional group from where *this* version originates:

Characteristics that define this legend:

Reference to Numbers:

Animals:

Trickster:

Transformations:

Lessons:

Clues that localize the legend to the area it is being told:

Charlotte Manuel: An Elder’s Story

First Peoples Principles of Learning in this lesson:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Driving question:

In the Secwepemc News -April 2016 edition, Charlotte Manuel mentions with deep regret, that she wasn’t able to obtain her graduation diploma. This was an important goal that she had set for herself.

She has however, become an important pillar in her community. She now shares vast cultural and spiritual knowledge with her community and family members, and she humbly speaks of many cultural practices that she sustains –despite thwarted efforts by government policies throughout history to eliminate them. These are teachings and lessons that she acquired from her own skilled people and family members, not from a classroom.

How might you convince her that she has surpassed her own personal goal (of graduating) and now become a teacher to many?

Background (Gaining general background information):

Read *Charlotte Manuel – An Elder’s Story* in Secwepemc News Special Edition

Core Competencies:

Creative Thinking	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Record new information & analyze text (Take notes on information from written source):

Make notes on the achievements she mentions and record estimated dates that these achievements may have occurred.

Enter into Google doc

-share and discuss

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Read & Research (Gain general background information):

Students will view: [Kamloops Indian Band Timeline](#)–to which Charlotte belongs and:

<http://spiritmap.ca/timelinegl.html> & <http://www.secwepemc.com/timeline-history.html> , to research the impacts of historical impacts on Aboriginal people on a local scale. Add pertinent to be added to Google docs

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Read & Research (Gain general background information):

Have students read UBC article on the *Marginalization of Aboriginal Women* at: <http://bit.ly/1ebeWVN>

-with special focus on: Indian Act Gendered Discrimination

Add notes into Google doc.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Pair & Share (Communication & sharing of ideas):

Students will partner up and discuss some of the challenges that Charlotte may or may not have encountered in her life thus far -with respect to the challenges presented in timelines and document on Aboriginal woman.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Listen, View, Read & Research (Gain general background information):

Work may be done in groups or pairs.

Re-read "Charlotte Manuel" article from Day of Suwewecw (Secwepemc News 2016 Edition) highlighting in a Google doc, all the references she makes to her informal education and her connections to her culture/family/land.

To learn more first hand, about these traditional practices Charlotte mentions, the school FNEW may be consulted. The FNEW may suggest an invited guest -or assist in arranging a trip to an outside source such as the museum/ethnobotany gardens, or a trip outside, to learn more about plants. She mentions medicines, Saskatoon berries, choke cherries, wild asparagus, family feasts, gatherings, ceremonies, childrearing practices, beading, sewing (moccasins), regalia, dance, traditional dance, songs, language, and stories. Charlotte also speaks of the tradition of horsemanship with great respect. For more information on this topic and the ties to the local Aboriginal culture see websites listed in Teacher Resources.

-Resource sites are listed in Website collection under *Resources* at end of lesson, and most libraries hold a limited selection of text materials

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Partner & Group Work (Communication & sharing of ideas):

Students will partner up and discuss some of the challenges that Charlotte may or may not have encountered in her life thus far -with respect to the challenges presented in timelines and document on Aboriginal woman.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Create Technology work on project (Create useful / informative material):

Students use a medium of technology to develop their project to honour Charlotte from the information they have gathered. (Mock interview, pamphlet, PPT, Drama....)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Presentation (Delivery of project through chosen medium):

Invite Charlotte and present the project to her -and perhaps others in the community, as well

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Reflection Journal (Growth):

Written journal entry on what student learned through this project and further probing questions, as well as any further inquiry which may have come about as a result of classmates' presentations

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Teacher Notes & Resources

Technology Skills:

Students will choose their desired medium of research and presentation and meet with teacher to indicate their choice.

Teacher may wish to view sd73aboriginaleducation.weebly.com to vet appropriate links for students to access. Likewise, students will choose their presentation medium early on in the assignment. Students who wish to work in pods who are designing their presentation may find it useful to share design ideas, but at the secondary level, research this assignment should be completed independently.

Presentation of Learning:

- Oral recording / presentation:
- Visual recording/ presentation/ slide show
- PPT
- Brochure
- Graphic novel
- Drama

Additional Background Notes:

Elementary Teacher Federation of Ontario

(<http://www.etfo.ca/Resources/ForTeachers/Documents/The%20Learning%20Circle%20-%20Classroom%20Activities%20on%20First%20Nations%20in%20Canada.pdf>):

In most First Nations [Aboriginal] societies, “family” signifies not only parents and their children, but a broad network of grandparents, uncles and aunts, and cousins. In some First Nations societies, members of the same clan are considered family.

Historically, the extended family was the basic unit of survival in First Nations societies. It would have been impossible to subsist on the land without everybody working together. Every member of the family had an important role to fulfill and everyone was expected to contribute to the general welfare of the family. Often, family needs were put ahead of individual desires.

Young mothers and fathers were often busy securing and preparing food. Parenting was traditionally undertaken by members of the extended family. Children also learned from other members of the community with special skills, such as traditional plant knowledge or artistic abilities. The education of children was both a family and a community responsibility.

Elders in First Nations communities have always been greatly respected by community members. Elders bridge the ancient traditions and beliefs of First Nations, and the influences of today.

Elders fulfill many roles. They are teachers, philosophers, historians, healers, judges and counselors. Elders are the primary source of all the knowledge that has been accumulated by their communities, generation after generation; they are the keepers of spiritual ceremonies and traditional laws that have sustained First Nations through thousands of years. Elders are respected for their wisdom and life experience and they play a critical role in First Nations communities as advisors for new generations.

Students should be made aware that one must earn the right to become an Elder in a First Nations community. Not all Elders are seniors, nor are all old people Elders. Some Elders may, in fact, be quite young. Elders are honoured because they have gifts of insight and understanding, and they are willing to share the knowledge that they possess.

The residential school policy severed the bond between many First Nations children and Elders in First Nations communities. This began with the schools’ introduction in the 1830s and continued to the 1950s, when a majority of them were closed. These schools eliminated or reduced severely the role of the Elders in the education of First Nations children.

Website links:

Smoking Salmon: <https://www.youtube.com/watch?v=rYTUUOsbY1g>

Tanning a hide: <https://www.youtube.com/watch?v=jUWapxnhxgA>

Smoking Deer Meat: <https://www.youtube.com/watch?v=f4yY6BwHAWI>

Saskatoon Berries: <https://www.youtube.com/watch?v=6nsw8hbFKGQ>

Mary Thomas on Moccasin making: <http://www.secwepemc.com/reference-videos.html>

Valuable on-line resource for the Secwepemc:

- [The Secwepemc](#) OMR Project
- [Land of the Shuswap](#)
- [Spirit Map](#)

Good websites, student friendly:

- [Secwepemc-Kuc](#)
- [Secwepemc Traditional Lifestyle](#)
- [Secwepemc Cultural Education Society](#)

Videos:

- [Secwepemc World View](#)
- [Secwepemc Cultural Education Videos](#) - choose from a selection of 18

Check out Current Exhibit and Photo Gallery at [Secwepemc Museum](#)

[Great Secwepemc PPT](#) resource for teachers and students.

Cowboy Life: Garry Gottfriedson on *Riding and Writing*

<http://www.cowboylife.com/index.asp?p=231&cmd=viewarticle&nArticleID=411>

- [Legends of our Times](#) - Native Ranching & Rodeo Life on the Plains & Plateau: Artisans, Poets & Artists

Celebrate an Aboriginal Hero!

First Peoples Principles of Learning in this lesson:

- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning requires exploration of one’s identity.
- Learning involves recognizing the consequences of one’s actions.

Driving question:

Heroes shape us and often help to drive our goals. If you think back to when you were a child, you can probably think of heroes who guided or helped you to carve out your dreams. What makes a hero? Who is/was *your* hero? *What makes this person your hero...a personal connection?...similar interest? Relationship?*

Suppose you were living in a time that a unique characteristic determined that for some reason, despite the accomplishments, *your* hero was no longer deemed “fit” to be in the limelight. This is what happened to Aboriginal people in Canada. They may have been viewed as heroes in their own communities, but despite all that they accomplished, they were not recognized because of their origin/race ...***in Canada!*** Fortunately, that is now changing.

Choose an Aboriginal hero who you are interested in. Showcase his/her story and celebrate the accomplishment at a ceremony that none will forget! Share it with the school and offer it as an open event for others (parents, community, and local media) to join in.

Background (Gaining general background information):

As a class:

View video CBC Top 10 Canadian Heroes: <http://www.cbc.ca/news/canada/top-10-canadian-heroes-list-includes-pierre-trudeau-jack-layton-1.2676398> for 2014 -Note that not one Aboriginal is on the list

- Show class on overhead screen CBC Top 10 Indigenous Heroes: <http://www.cbc.ca/news/aboriginal/top-10-indigenous-heroes-includes-elijah-harper-alanis-obomsawin-1.2678637>
- CBC News: Record 10 Indigenous MPs elected: <http://www.cbc.ca/news/aboriginal/indigenous-guide-to-house-of-commons-1.3278957>

(Don’t be surprised if students are unaware of many of these people) Discuss WHY these are not as popular in mainstream media!

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Background & Motivation (Gaining general background information):

As a class~

- View Wab Kinew on Heroes: <https://www.youtube.com/watch?v=3UI4KmHlzMc>

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Record new information & analyze new information (Take notes on information from written & viewed sources):

Students will make notes on the heroes and some of the interests that they share with those heroes
Although video clips are included with these links, do not show them at this time, but instead offer students the opportunity to do so further in their own individual study

<https://www.steamtt.ca/fnmi-canadian-heroes/> , <http://www.heroines.ca/people/aboriginalleaders.html>

Have students enter their interests into Google doc -share and discuss

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility
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More background and choices (Gaining general background information)

Offer list of Aboriginal Heroes from Teacher Resources

Students will read the article on the late Joe Michel and the Charlotte Manuel story (local heroes) in *Day of Suwewtcw Special Edition* 2016 newspaper

They may use these as guides for their own study

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Research (Acquire information about topic for presentation):

Students will research their own chosen hero's story to research in whatever means they choose, which may include personal interviews/recordings (any/all recordings will require advance permission from the participant)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Record new information & analyze (Take notes on information from a variety of sources):

Make notes on their own chosen hero's achievements and when (date-wise) these may have occurred and enter into Google doc

Share and discuss

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility
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Create Technology work on project (Create useful / informative material):

Students use a medium of technology to develop their project. (Real/Mock interview, pamphlet, PPT, Drama....)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Presentation (Delivery of project through chosen medium):

Present project to class (and perhaps community) of findings of project, if possible, have honoured hero visit

Core Competencies:

Creative Thinking X	Critical Thinking	Communication X	Social Responsibility X	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Reflection Journal (Growth):

Written journal entry on what student learned through this project and further probing questions, as well as any further inquiry which may have come about as a result of classmates' presentations

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Teacher Notes & Resources

Presentation of Learning:

- Oral recording / presentation
- Visual recording/ presentation/ slide show
- PPT
- Brochure
- Timeline
- Graphic novel
- Drama/Song

Technology Skills:

Students will choose their desired medium of research and presentation and meet with teacher to indicate their choice. (Teacher may wish to view sd73aboriginaleducation.weebly.com to vet appropriate links for students to access).

Likewise, students will choose their presentation medium early on in the assignment. Students who wish to work in pods who are designing their presentation may find it useful to share design ideas. At the secondary level, research on this assignment should be completed independently.

List of Possible Choices for Aboriginal Heroes

Newly Elected MPs and MLAs

Stewart Philip

Len Marchand (Senior) – Liberal Party MP/Senator

Len Marchand (Junior) Kamloops Judge

Jordin Tootoo – Nashville Predators, hockey player

Waneek Horn-Miller – Olympic co-captain in Sydney 2000, Water Polo Athlete

Alwyn Morris- Olympics 1984 – Kayaking Athlete

Phil Fontaine – National Chief of the Assembly of First Nations (AFN) 1997

Evan Adams – Actor/Doctor 2002

Adam Beach – Actor

Darrell Dennis- Secwepemc Actor/Writer/Theatre Performer

Susan Aglukark- Singer/Songwriter

George Leech- Guitarist/Songwriter

Chief Dan George- Actor/Writer

Dr. Freda Ahenakew-Educator/Curriculum Developer

Dakota House- Actor/Presenter

Wab Kinew –Rap artist and TV personality

Drew Hayden Taylor -Author

Elijah Harper –MLA/Claims Commission

Tantoo Cardinal- Actor/Producer

Tom Jackson-Queen’s Jubilee Medal Recipient/Actor/Musician

Steven Point- Provincial Court Judge

Barb Cranmer-Film-maker/Messenger of Stories

Charlotte Manuel –Tk’emlups Elder

Joe Michel- Secwepemc Language Activist/ Teacher/ Aboriginal Achievement

Mary Thomas-Honorary Doctorate University of Victoria/Secwepemc Elder

Dr. Nathan Matthew-Honoree Buffet Award/Chief/Education/Former Secwepemc Chief

Dr. Ron Ignace-Chief/Language Activist/Secwepemc Chief

Manny Jules-Indian Taxation/former Secwepemc Chief

Ted Nolan

Garry Gottfriedson –author, dancer/drummer/rancher

Richard Wagamese –Ojibway author

Bill Reid

Mary Two-Axe

Tecumseh

Graham Greene

Big Bear

Terrence Tootoo

Ovide Mercredi

Norval Morriseau

Maria Campbell

Tom Longboat

Tomson Highway

Buffy Sainte-Marie

Pauline Johnson

Angela Chalmers

Louis Riel

Family Member

Community Member

More Aboriginal Leaders:

- http://secwepemc.sd73.bc.ca/sec_home/sec_resourfs.html - out of date, some of these leaders have passed on, but good local information
- <http://www.ydli.org/cultinfo/bios.htm#joemichel>
- <http://www.cbc.ca/player/play/2196606942>
- [Saskatchewan Indian Cultural Centre](#)
- [Federation of Saskatchewan Indian Nations](#)
- [Cradleboard Project](#)
- [Aboriginal Links](#)
- <http://music.cbc.ca/#!/Radio2/blogs/2016/2/Bufy-Sainte-Marie-75-things-you-need-to-know-about-the-Canadian-icon>
- <http://www.cbc.ca/player/play/2196606942>
- <http://www.secwepemc.org/ad/chief.html>
- <http://www.tkemlups.ca/chief-and-council>
- Kamloops Indian Band Timeline for more local names:
<http://www.tkemlupsbusiness.ca/downloads/timeline.pdf>

Questions to ask your hero, if possible:

- *How did you become interested in what you do?*
- *What prompted you to choose that path?*
- *What difficulties have you encountered and how did you overcome them?*
- *What do you think your contribution has been?*
- *What are your personal dreams and goals?*
- *Who is your hero? Why?*
- *What advice would you give to students?*

Resources & websites:

HGEC Kit: # 0903

Books:

- http://www.strongnations.com/store/item_display.php?i=558 Great Women from our First Nations
- http://www.strongnations.com/store/item_display.php?i=527 Great Athletes from our First Nations
- http://www.strongnations.com/store/item_display.php?i=1113 Great Musicians from our First Nations
- http://www.strongnations.com/store/item_display.php?i=1114&f Men of Courage from our First Nations
- http://www.strongnations.com/store/item_display.php?i=4327&f Great Writers from our First Nations
- <http://www.strongnations.com/search/?s=environmentalists> Environmentalists from our First Nations

What's Your Story?

First Peoples Principles of Learning in this lesson:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities
- Learning requires exploration of one's identity
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is saved and only shared with permission and/or in certain situations.

Driving question:

Do you know your family story? -if you do, you are one of few who possess an understanding of who you are and where you come from!

Tk'emlups Elder, Charlotte Manuel, reminds us:

...learn your language, songs, and stories. It may be from the past, but it still needs to be passed on. Keep traditions and traditional ways alive - pass it on to future generations. Make sure you remember where you come from and who you are.

This applies to all of us whether we are Aboriginal, or not.

As we move further and further away from communal family meals, face-to-face interactions, and intergenerational gatherings, we tend to spend less time learning from our elders, than perhaps ever before. If you do not take time to record this information, you may be losing your connection to your roots, your sense of belonging, and your family history; you may even be related to someone famous!

Where did YOU come from??

What's your story?

Background (Gaining general background information):

Read through Joe Michel's life story and Charlotte Manuel's story in the Day of Suwentwecw Special Edition 2016 Newspaper

Reflect on the highlights in their respective lives, where they came from, the importance of their families and the value in what they learned from their own family members

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication	Social Responsibility	Positive Personal & Cultural Identity	Personal Awareness & Responsibility X
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Reflect on your own individual life and what you presently know (compiling known personal information):

Where have you come from? Who are your parents? What is important to you?

Record in Google doc.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Gather & document further information (Acquire information for project/presentation):

Students will fill out Family Tree with known information. Encourage them to include DOB and all information they have on hand

Family TREE is in Teacher Resources at end of lesson.

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Pair & Share (Communication & sharing of ideas):

Discuss findings with partner and share

Discuss approaches to seeking further family information

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility
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Interview - Record new information (Take notes on information from source):

-Suggestions for questions in Teacher Resources at end of this lesson

Speak with a/family member(s) to learn as much about family history as possible

Respect must be exercised with recording (permission), as well as patience and possibly some sensitivity with questions

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility X	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Analyze information & work on chosen project format:

Make notes on dates Enter into Google doc

or (<http://www.freetech4teachers.com/2015/08/six-tools-for-creating-online-timelines.html#.Vr5lqvkrLVR>)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility
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Create Technology work on project (Create useful / informative material):

Students use a medium of technology to develop their project. (Mock interview, pamphlet, PPT, Drama....)

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Presentation (Delivery of project through chosen medium):

SHARE YOUR STORY DAY

Invite family members in for sharing of project

Core Competencies:

Creative Thinking X	Critical Thinking	Communication X	Social Responsibility X	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Reflection Journal (Growth):

Written journal entry on what student learned through this project and further probing questions, as well as any further inquiry which may have come about as a result of classmates' presentations

Core Competencies:

Creative Thinking X	Critical Thinking X	Communication X	Social Responsibility	Positive Personal & Cultural Identity X	Personal Awareness & Responsibility X
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Teacher Notes & Resources

Technology Skills:

Students will choose their desired medium of research and presentation and meet with teacher to indicate their choice. (Teacher may wish to view sd73aboriginaleducation.weebly.com to vet appropriate links for students to access).

Likewise, students will choose their presentation medium early on in the assignment. Students who wish to work in pods who are designing their presentation may find it useful to share design ideas, but at the secondary level, research this assignment should be completed independently.

Presentation of Learning:

- Oral recording / presentation
- Visual recording/ presentation/ slide show
- PPT
- Brochure
- Timeline
- Graphic novel
- Drama/Song/Mime

Websites:

<http://www.storyarts.org/classroom/roots/family.html>

****Teacher Please Note:**

There may be sensitivity that some students may experience about their family heritage/lineage, since not all students may be aware of whom their biological parents are, or may have reason to feel secretive about this. Out of respect for this sensitivity, they may require some adaptations to their project.

Possible starter questions to initiate discussion -they need not all be asked.

Often only a few questions are necessary, the rest are naturally covered in informal discussion.

- *What is your name and do you know how you came to have that name?*
- *What kinds of things did your family do for fun?*
- *What kind of responsibilities (work or chores) did you do?*
- *What is your favorite funny family story?*
- *What was your favorite food that was prepared in your family?*
- *Did your family have a special tradition?*
- *Do you remember any story that your parents told you that would be oral history that has been passed down from generation to generation?*
- *Do you know any family recipes that have been handed down to you?*
- *What kinds of songs did you learn from your parents?*
- *Do you ever use any old family remedies or medicine?*
- *Did you have any traditions or celebrations that were held at holidays or special times?*
- *What did you do for entertainment when you were my age?*
- *What kinds of fads do you remember?*
- *What were your favorite games and/or toys -as a child?*
- *How did your clothing at my age compare to my clothing today?*
- *What do you remember most about discipline in your family?*
- *Compare transportation when you were my age to my transportation today.*
- *Describe any items that you or other family members have that have been handed down through generations of the family.*
- *What is your favorite story about you and/or your family?*
- *Where did you live?*
- *Who lived in your house with you as a child?*
- *Did your family ever move?*
- *What is/was your favourite place?*
- *Where did you go to school?*
- *Where did you go to shop for food or clothes?*
- *Any relatives remembered? Grandparents or Aunts and Uncles?*
- *Who were your favorite cousins?*
- *Who were your neighbors?*
- *Did you have any favorite teachers?*

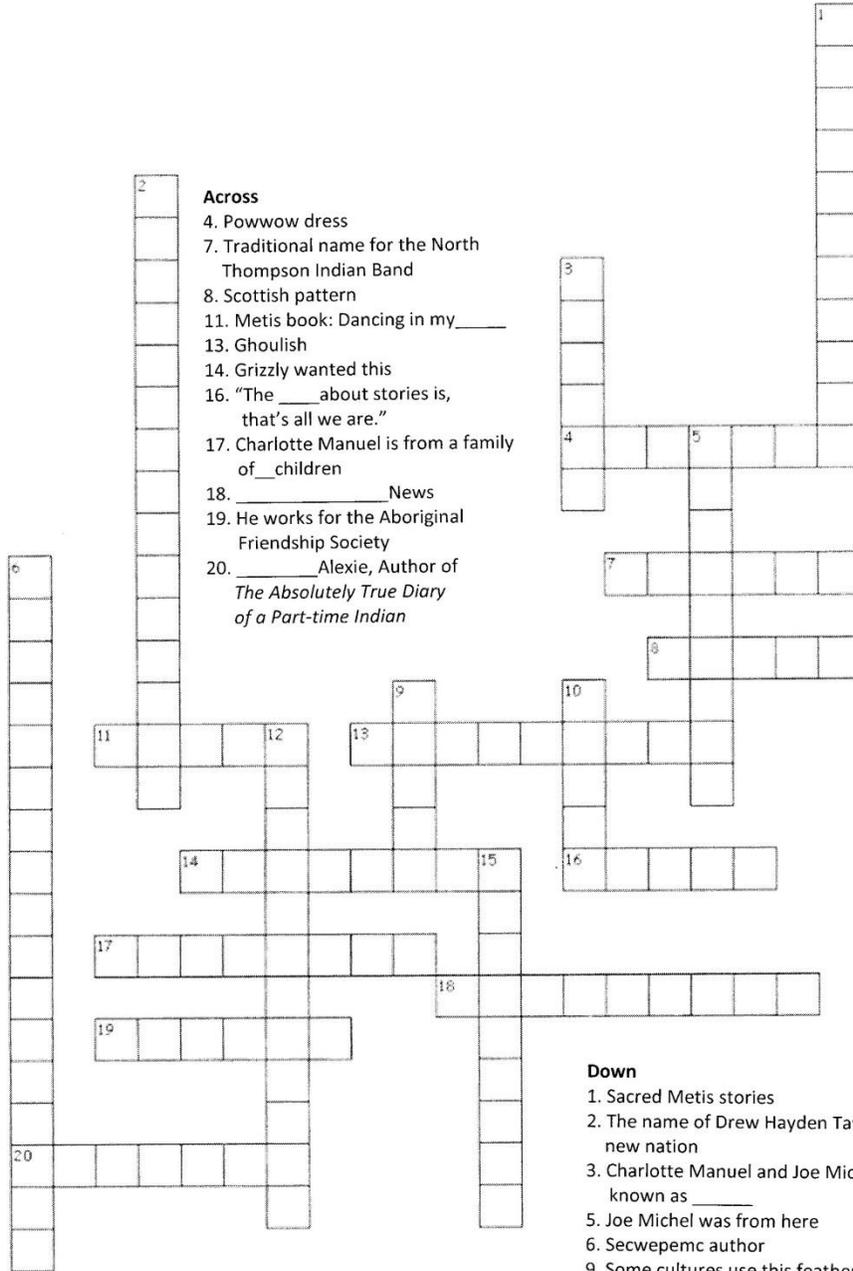
Teacher background notes:

Elementary Teachers Federation of Ontario

<http://www.etfo.ca/Resources/ForTeachers/Documents/The%20Learning%20Circle%20-%20Classroom%20Activities%20on%20First%20Nations%20in%20Canada.pdf> (from pg. 23)

Family histories of First Nations are extremely important. Children were regularly told stories about members of their family, living and deceased. Family histories were kept intact by passing on the teachings and experiences of the Elders. If children knew their family history, then they would know who they were, and what responsibilities they had. A teacher's own family history may be the starting point for a lesson on the history of families. By telling the history of your family, you can model to the students what you would like to hear from them. This could include the number of people in your family, your cultural background, where you lived when you were growing up, what your parents and grandparents did, and any other stories important to your family history. Ask students to find out more about their own family history.

Day of Sucwentwecw Brain Buster



Across

- 4. Powwow dress
- 7. Traditional name for the North Thompson Indian Band
- 8. Scottish pattern
- 11. Metis book: Dancing in my _____
- 13. Ghoulish
- 14. Grizzly wanted this
- 16. "The _____ about stories is, that's all we are."
- 17. Charlotte Manuel is from a family of _____ children
- 18. _____ News
- 19. He works for the Aboriginal Friendship Society
- 20. _____ Alexie, Author of *The Absolutely True Diary of a Part-time Indian*

Down

- 1. Sacred Metis stories
- 2. The name of Drew Hayden Taylor's new nation
- 3. Charlotte Manuel and Joe Michel are known as _____
- 5. Joe Michel was from here
- 6. Secwepemc author
- 9. Some cultures use this feather in place of a talking stick
- 10. Coyote wanted this
- 12. This year's Day of Sucwentwecw theme: *Identity Through _____*
- 15. The number of feathers on Secwepemc staff

Read your copy of Day of Sucwentwecw -*Secwepemc News 2016*, to begin your search!

