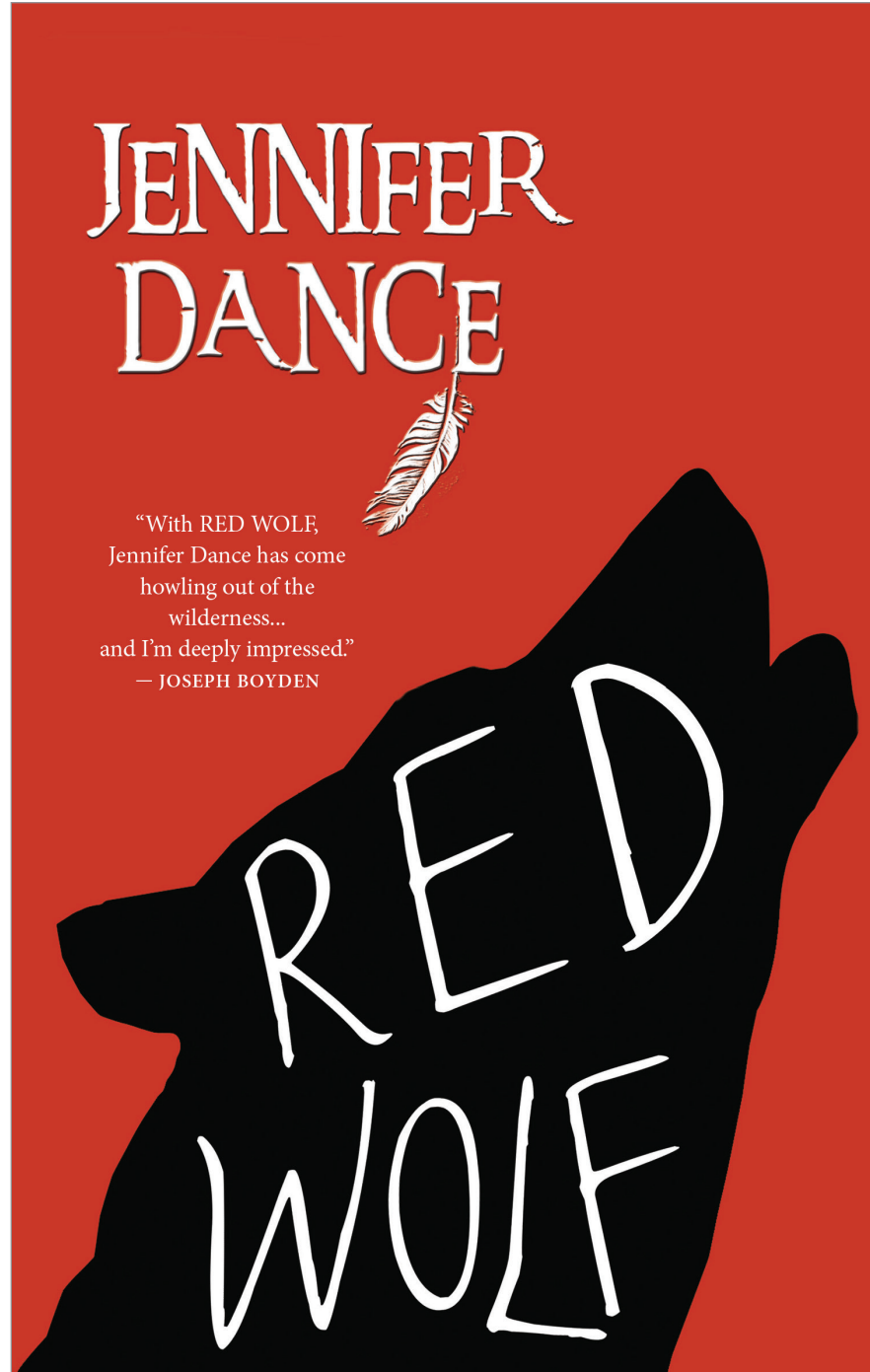


# TEACHERS' GUIDE



Developed by Jennifer Greenham and Jennifer Dance ©2016

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Although this guide is designed for Grade 5-6, it can be used with older students who can delve more deeply into the topics.

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# IMPORTANT NOTE

## The Use of the “S” Word in *Red Wolf*

The word “savage” is as offensive to First Nations, Metis and Inuit (FNMI) today, as the “N” word is to people of African descent. It was, however, the word that white settlers used to describe the indigenous people of North America. *Red Wolf* is historical fiction, and the author uses the word only in its historical context. This word should never be used today to describe FNMI people. A discussion about this word with students should take place to ensure that they understand we do not use this racist word in conversation today.

## Possible Class Discussion Topics

- Look up the word “savage” in the dictionary to determine the meaning. When used as a noun, it is considered very offensive. Explain why this word should no longer be used to refer to people.
- If this word is inappropriate, why was it often used by the white settlers when they encountered Aboriginal people for the first time?
- Can the word “savage” be used to describe Crooked Ear or wolves in general? Discuss why/why not.
- The author chose to use this word throughout her book. Explain why she made this decision. Do you support this decision?

# BEFORE READING *RED WOLF*—TEACHER ACTIVITY

Before reading *Red Wolf* with their class, teachers are encouraged to learn more about residential schools and expand their own understanding of current Aboriginal issues.

The following link is recommended.

Where are the Children: <http://wherearethechildren.ca/>

## **The Apology**

Read Stephen Harper’s 2008 apology to former students of Indian Residential Schools.

<https://www.aadnc-aandc.gc.ca/eng/1100100015644/1100100015649>

The problems caused by separating children from their parents for over 140 years don’t just disappear overnight, just because someone says I’m sorry. For survivors, and their families, the pain runs very deep. Young people today, born long after the schools closed down, are still affected by what happened all those years ago. Teachers need to be sensitive to this, especially with FNMI students.

## **Truth and Reconciliation**

One hundred and fifty thousand children attended Indian Residential Schools between the 1873 and 1996. Some former students made allegations of abuse and neglect. The Truth and Reconciliation Commission travelled the country, studying the records and gathering testimonies from surviving students and even former staff members. It was a voluntary process that was completed in June 2015. It is now evident that many children were abused at these schools and many children died, buried in unmarked graves. The truth has been told! Now we must work toward reconciliation. Justice Murray Sinclair of the TRC says that reconciliation is not an aboriginal problem, it is a Canadian problem. It involves all of us. Jennifer Dance believes that reconciliation is the most pressing social need in Canada today, and that reconciliation will not happen unless our young people understand the tragedy and the long lasting effects of the residential school system on the original people of this country. It was in this spirit of reconciliation that she wrote *Red Wolf*. And it is in this same spirit that she hopes you will use her book in your classrooms.

## **Further Readings about Truth and Reconciliation**

- [www.trc.ca](http://www.trc.ca)
- [www.nctr.ca](http://www.nctr.ca)
- [www.jenniferdance.ca/redwolf.html](http://www.jenniferdance.ca/redwolf.html)

## **Further Readings about Residential Schools**

Project of Heart: Illuminating the Hidden History of Indian Residential Schools in BC (online book)

<http://www.bctf.ca/HiddenHistory/eBook.pdf>

*National Post* Article: <http://news.nationalpost.com/news/canada/assault-on-residential-school-students-identities-began-the-moment-they-stepped-inside>

# BEFORE READING *RED WOLF*—FULL CLASS ACTIVITY

## SETTING A CONTEXT FOR READING—THE VISITORS EXERCISE

(Adapted from the Alien Exercise with permission from the Winnipeg Health Authority Aboriginal Cultural Awareness program)

This exercise is designed to create a visceral understanding of oppression, specifically Aboriginal people in Canada. It is most effective, however, if used before *Red Wolf* is read, since prior knowledge of the residential school system may colour the students' emotional reaction to the exercise. Only at the end of the exercise will the situation be compared to the Indian Act and residential schools.

### Introduction

Start by explaining to the students that you are going to read a short story, and that you want them to put themselves into the story by closing their eyes and imagining themselves in the situation that is described. Tell them to observe how they feel as the story progresses, since they will be asked questions about their feelings at the end of the story.

### The Story

*(Read the story slowly and clearly without inflection that might transmit your bias thus influencing how the students react)*

Imagine yourself living happily in your own community. You have friends and family. You are comfortable here. It's where you belong.

One night an unfamiliar, unknown flying ship lands in your community.

The Visitors are friendly. They give you gifts from their world... fantastic personal devices called "Trackers" which are connected to the Galaxy-Wide-Web (GWW). It's light years ahead of your own. You don't hold the device like a phone. The visitors painlessly slip it under your skin so that pictures and words form right in your head.

They make a law called the Human Race Act. They ask you to login so that you can get free food, advanced medical treatment, and the best education in the Galaxy. They give you an identity number. It's loaded onto your personal device, keeping track of the benefits you are entitled to.

Then things start to change. Your old cell phone gets no signal. Your computer doesn't work, neither does your cable or satellite TV. You can still connect to the GWW on your personal tracker, but it blocks you from talking to your friends or watching your favourite shows. And most of it is in a different language, one that you can't understand. But it knows where you are all the time.

The Visitors take over the management of the movie theatre, the mall, the arena, all of the places you go for fun. They say they are making them better. But then they make them for Visitors only. They put up signs saying 'No Originals'.

They invite you to an intergalactic celebration just outside of town. They take you there on buses. But when you arrive you discover that you have to stay there. Every time you try to leave your tracker gives you a powerful zap. The house they give you is small, and the water in the taps is dirty. There is no school.

But they say they will send you to school on the mothership, so that you can learn their language and become more like them. It will be an intergalactic educational experience that will help you become part of the new world. You have no choice. Education at the mothership is one of the laws included in the Human Race Act.

Tomorrow you start the journey to the mothership with the other young people from your community. None of the adults will be going with you. You don't know when you will see them again. You don't know when you will be able to come back home.

### **Discussion Questions**

\*\* Record the responses on chart paper for future reference when reading *Red Wolf*. This exercise may help students to better understand the characters and their choices.

1. Give me single words for how you feel right now as you prepare to leave your home.
2. How do you feel toward the Visitors in this story? What do you want to tell them?
3. If you were in this situation, what would you do?
4. Over time, how might your behaviour change? Explain these changes.
5. If you were able, what would you tell the people in another community where you knew the Visitors were going next?
6. When the Visitors ban Originals from places like the movie theatre and mall, does this remind you of anything you have read or heard about from other texts?

### **Conclusion**

This activity is about power and control. It shows how strongly you can feel when someone takes away your choice about fundamental issues. This form of control has taken place all over the world, including Canada. Aboriginal people in Canada were treated this way by the newcomers... the settlers. But for Aboriginals, it didn't just last for a few minutes, like this exercise. It lasted for their entire lifetime, and the lifetime of their children and their children's children for five generations.

## **Student Writing Response**

Pretend that you have been told that you must leave for the mothership tomorrow. Write a diary entry that explains your reaction to the Visitors, your feelings about the experiences you have faced so far, and your predictions for the future.

The purpose of the diary entries is to capture how individual students feel after this exercise. Re-reading the entries once the novel is complete will allow students to compare their reactions to those of the characters in the book.

## **Author Interview**

Either before, during, or after reading *Red Wolf*, read the interview with Jennifer Dance at [www.jenniferdance.ca/bio.html](http://www.jenniferdance.ca/bio.html) (Shared with permission)

This biography was written with students in mind and is crafted to be shared with them. Teachers are encouraged to consider when they want to share it with their class. It could be used before, during, or after reading *Red Wolf*. Teachers should think carefully about the purpose for sharing the biography with their class and to create response questions that match that purpose. Some sample questions are included below.

### **Before Reading *Red Wolf***

Based on what you learned about the author from this interview, what do you think the main themes of *Red Wolf* will be? What details from the interview made you think this?

### **During Reading *Red Wolf***

Do you think that knowing a bit about Jennifer Dance and her personal history causes you to react differently to her novel? Explain why or why not.

### **After Reading *Red Wolf***

Author Jennifer Dance was shocked that her own children did not learn about residential schools and the treatment of Aboriginals in Canada so she wrote this book. Do you feel that historical fiction is an effective way to learn about the past? Explain why or why not, using details and examples from *Red Wolf* to support your thinking.



# DURING THE READING OF *RED WOLF*

## DISCUSSION/RESPONSE QUESTIONS

The following discussion questions focus on several main skills: identifying point of view, responding to and evaluating the ideas presented in texts, and using specific details from the text to support student thinking.

The primary purpose of these questions is to improve the reading skills of students, not to simply check their understanding of the content of the novel. However they will also promote thoughtful consideration of the topics and a more thorough understanding of the residential school system. Most junior teachers will choose to read *Red Wolf* aloud to their class. By completing some questions orally as a class, others in pairs and some independently, teachers can further develop the skills used by their students as the book progresses. It is not recommended that teachers create booklets with questions for the students to complete independently. It is also important to note that students do not need to respond to 50 questions. A large number of questions are included so that teachers can choose those that best address the curriculum expectations they are working on and to meet the needs of their learners.

To scaffold the learning for students, teachers could begin the learning cycle by creating shared experiences for their class. For example, students can orally share their thinking, the teacher then recording their ideas onto the board/chart paper/screen for all to view. It is valuable for students to learn that there is often more than one answer to a question, and that to make their thinking valid, they need to include relevant text details. They also benefit from seeing the direct relationship between the success criteria being used in class and how it is used to assess their responses.

It is important that teachers co-create success criteria with their students. Sample success criteria is included below to help get you started.

| <b>SUCCESS CRITERIA—EXTENDED THINKING</b>  | <b>MET</b> | <b>NOT YET MET</b> |
|--|------------|--------------------|
| I responded to the assigned prompt and stayed on topic.  |            |                    |
| I provided specific examples/details from the text to support my answer.   |            |                    |
| I included my own thinking about the assigned topic that goes beyond what I read in the text (i.e. using background knowledge, making connections to my own experiences. |            |                    |
| My answer is organized into a concise paragraph.   |            |                    |

### CHAPTERS 1-3

1. *Red Wolf* begins by describing Crooked Ear's experiences with wolf trappers who kill his family. What clues did the author use so the readers would know that the story was being told from a wolf's point of view?
2. Why do you think the author chose to begin the story this way? Explain why this introduction is effective/ ineffective.
3. The Indian Agents, Mister Hall and Mother Hall, are all shown to have very racist opinions of Red Wolf and his family. What feelings do you have as a reader when you hear comments like this?
4. In your own words explain the meaning of the following line: "HeWhoWhistles had protected his woman from the fire-stick, but he couldn't protect his son from the government."
5. Compare Red Wolf's first experiences with school to your own experiences using descriptive adjectives. Use a Venn diagram or t-chart to organize the responses.
6. Red Wolf is confused about why his father has brought him to school. What evidence is there in the text to suggest that HeWhoWhistles was unhappy that Red Wolf was at the residential school?
7. StarWoman's perspective is not included in much detail in the first few chapters. If you were to include her thoughts about Red Wolf going off to school, what might she say?

### CHAPTERS 4-7

8. At the end of chapter 4, Red Wolf has a dream about Nanabozho and Ma'een'gun. Explain how this dream is similar to the actual relationship between Red Wolf and Crooked Ear. Catholic or Christian schools may wish to explore the relationship between Creator, Nanabozho, and Ma'een'gun with that of the Trinity.
9. The students in the school do not appear supportive of each other. Explain why you think this might be.
10. Explain why Henry could be considered a bully. Use specific detail from the text to support your thinking.
11. In chapter 7 the nurse is introduced. Compare her to Mrs. Hall.
12. At the end of chapter 7, Red Wolf has a dream about his former life with his family at Clear Lake. By including this dream, what does it show us about Red Wolf's character after being at the residential school for a few weeks?

### CHAPTERS 8-10

13. a) Red Wolf often questions whether or not his parents still love him. Predict how this confusion might impact his relationship with his parents and his sister when he sees them again.  
b) Discuss how being separated from their parents for many months without explanation might impact the actual relationships between residential school survivors and their families.

14. The punishment of being sent into the crate is an example of child abuse at its worst. Explain why the Indian Agent seemed to take pleasure in punishing Red Wolf this way. How would you describe him as a character?

15. In chapter 9, when Red Wolf is describing the events from the Christmas pageant, the adverbs are all written in italics. Explain why the author chose to change the font and what it means to you as a reader.

16. a) In chapter 10, Crooked Ear returns to his former pack. When he first locates them, “The pack stared at him with an aloofness that bordered on hostility.” Explain the meaning of this line.

b) Crooked Ear spends the winter with the pack, and gradually their attitude towards him begins to change. “The alpha’s anger was replaced by cool disregard and tolerance.” Using details from the text explain what caused this change in attitude.

17. Chapter 10 is told from Crooked Ear’s perspective. What did you learn about wolves from this chapter? Do you feel that using a wolf’s point of view helps you to better understand wolves? Explain why or why not.

### **CHAPTERS 11-13**

18. The governor comes to inspect the school and during lunch he says to Father Thomas, “I’m sure you’ll agree with me that the residential school system is working wonderfully well. The government builds the schools and provides the funding, and you, at Bruce County, use that money to transform children’s lives. Obviously you do more than just provide an education. You are civilizing the Indians, teaching them good behaviour, good manners, the difference between right and wrong.” Discuss your reaction to this comment and the governor’s opinion of the First Nations people.

19. Father Thomas and the governor have conflicting ideas about how to educate the older students in the school. Explain why Father Thomas is shocked by the governor’s comments. Explain your own reaction to what the governor says.

20. Why would Mother Hall decide to burn the letters sent to the students from their families rather than let them read them? Do you feel all the characters who are school employees would have done the same as Mother Hall? Discuss, using text details to support your thinking.

21. Turtle knows that the punishment for visiting his sister will be harsh. Explain why he feels it is worth it to visit his sister? Would you have done the same thing if in his position? Explain why or why not, using details from the text and your own thinking.

22. What clues does the author use to let the readers know that the neighbour who lives next to the school is a kind man who doesn’t necessarily agree with the way the students are treated?

23. Think about the response of the nurse when she learns that Red Wolf’s father has not returned to pick him up, and compare her response to those of Father Thomas, Mister Hall, and Mother Hall.

## CHAPTERS 14-17

24. a) When Red Wolf returns home to his family he has a difficult time adjusting to being with them again and doesn't talk much to them. The narrator states, "An unnatural silence settled over the family. When they spoke to him, he answered in monosyllables, or not at all. But Red Wolf was comfortable with silence. He had learned over the past year that silence usually meant safety." Explain why Red Wolf might now believe that it is best to stay silent. Use details from the text to support your thinking.

b) Red Wolf is hesitant to talk to his parents about his experiences at the residential school. Explain why you think this might be.

25. When leaving to return to the school, Red Wolf cries when he says goodbye to Crooked Ear but shows no emotion towards his mother. Discuss your reaction to this.

26. The theme of bullying is discussed in chapter 15 when Red Wolf compares his experiences with Henry to the pecking order of chickens. Do you feel that Red Wolf's explanation is accurate? Why or why not?

27. Explain the significance of Red Wolf asking for a haircut in chapter 15. What does this tell us about Red Wolf's character?

28. In chapter 16, when Red Wolf returns home to his family, he tells his parents that his name is George and that they should call him that instead of Mishqua Ma'een'gun. Notice that moving forward from here, the narrator also refers to Red Wolf as George. Explain why you think this is.

29. Explain why you think the farmer helped George to escape from the school? Use details from the text to support your thinking.

30. The Indian Agent has no trouble causing fear in town with his made-up story about the wolf who killed the boy he was tracking. Discuss some of the negative ideas that people have about wolves. Do you feel the book *Red Wolf* helps to promote wolves in a positive, negative, or neutral way?

## CHAPTERS 18-21

31. Explain the use of alliteration in the following line: "The noises of the night became sinister in solitude: the rustling of a roosting bird; a twig spiralling to the ground; a bat flitting through the branches."

32. When George is alone in the forest and making decisions without the influence of adults, do you feel that he connects to his Anishnaabek childhood or the lessons learned from attending the residential school? Explain your thinking.

33. The Indian Agent was pleased that the people from the town would likely start poisoning wolves and does not care about how this will impact other living things in the environment. Brainstorm other examples of how thoughtless human actions can impact the living things around them in negative ways.

34. When captured to be returned to the residential school, George feels that his family does not love him as much as Crooked Ear does. Why might he feel this way? Do you feel that these feelings are realistic?

#### **CHAPTERS 22-24**

35. a) Reread the first paragraph of chapter 22, then reread the prologue of *Red Wolf*. Why do you think the author chose to begin the book with this scene?

b) Why do you think the first paragraph of chapter 22 and the prologue are slightly different?

c) What is your reaction when you learn that it is Henry who is stomping his boot? Why him and not another character?

36. George believes that his mother cares more for alcohol than she does him. What is your opinion of this? Support your thinking by using details from the text and what you know about alcohol from health class.

37. a) How do the adults from the residential school and their biased comments about his parents and other Aboriginals cause Red Wolf to believe that, “Indians were savages, drunks, good-for-nothings.”

b) Sadly, although the residential schools are closed, there are still Canadians who have this biased opinion of First Nations people today. What can be done to teach them otherwise so that they understand that this way of thinking is racist and incorrect?

38. The first few pages of chapter 23 describe how humans have changed the land to meet their needs (i.e. farming, forestry). Explain how these changes would make life more challenging for wolves, like Crooked Ear, and other wildlife.

39. Like George, Crooked Ear also moves with the hierarchy of the pack. Explain what you think this means and why it is just as important to Crooked Ear as it is to George.

*\*\* Note: Chapter 24—topics mentioned in this chapter include castrating pigs and killing chickens. Sensitive readers or younger students might find it difficult to process the violence. Child abuse is also brought up, though more alluded to and not examined in detail. Determine the class discussions that are appropriate or need to take place for your particular group of students. It is important that you carefully preview this section prior to reading it aloud to students so you can predict the questions your class might have about these topics.*

40. When George is released from school and begins looking for a job, one shopkeeper says he cannot hire him, stating, “It’s the customers, see. They won’t stand for it. They won’t tolerate your dirty hands touching the produce.” Explain what the shopkeeper means by this.

41. The purpose of the residential schools was to assimilate the First Nations so they blended into Canadian society. In chapter 24, George determines this will not be easy, but he still doesn’t challenge this idea. What is your reaction to the idea of assimilation? Consider your understanding of present day Canada, a multicultural society that welcomes immigrants and refugees from around the world.

## CHAPTER 25-28

42. George feels comfortable with Daisy, the Clydesdale horse, and bonds with her in much the same way that he did with Crooked Ear. Do you believe that the connection between humans and animals can be this strong?

43. Were you shocked when Bill suggests that he plans to leave Daisy to George in his will? Explain why or why not.

44. a) In chapter 26, George's memories from the past influence his decision in the present. Discuss what makes this statement true.

b) Have your own past experiences ever impacted your choices? If this has happened, describe the situation.

c) Do you feel that George made the right decision at the end of this chapter when he chose to return Daisy to the barn? Explain why or why not.

d) Can you think of another character in the story who also wanted to escape with a loved one? Discuss foreshadowing.

45. A government official suggests to George that he consider becoming a Status Indian. Learn more about this topic by visiting Indigenous and Northern Affairs Canada website:

<http://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021>

46. In chapter 27 George is confused and tries to figure out what to do with his future. Discuss the possible choices and why he is pulled in several directions.

47. What was your reaction when you learned the truth about HeWhoWhistles and his confrontation of the Indian Agent?

48. At the end of the book, the narrator begins to refer to George as Red Wolf again. What does this change signal to the reader?

49. Does the end of the book leave the reader with a sense of despair or a sense of hope? Discuss both sides using details from the text and your own thinking to support your opinion.

# AFTER READING *RED WOLF*—STUDENT ACTIVITIES

## COMBATting STEREOTYPES

Statistics tell us that that high-school dropout, incarceration, substance abuse, depression, and suicide are current problems faced by Canada’s Aboriginal population. But despite the challenges, communities are rebuilding their culture and rising above the events of the past. Balance the tragic historical fiction discussed in *Red Wolf* with current success stories. Here are some suggestions to get you started.

Success stories organized by topic from Aboriginal and Northern Affairs Canada:

<https://www.aadnc-aandc.gc.ca/eng/1100100014455/1100100014459>

Nunavik Youth Hockey Program—the link between school and hockey to build a better future for youth and the rest of the community:

<https://www.youtube.com/watch?v=-EGSVDcWsv8&index=30&list=PL4946433BFCC65E6C>

Sports—Tom Longboat, Ted Nolan and his sons Brandon and Jordon, Jordon Tootoo, Mary Spencer:

[https://www.historicacanada.ca/content/heritage-minutes/tom-longboat?media\\_type=40&media\\_category=](https://www.historicacanada.ca/content/heritage-minutes/tom-longboat?media_type=40&media_category=)

Interview with Carey Price, who grew up on a reservation in British Columbia:

<http://www.firstnationsdrum.com/2015/08/carey-price-urges-first-nations-youth-to-take-advantage-of-every-opportunity/>

Arts—Chief Dan George, Graham Greene, Buffy Sainte-Marie, Susan Aglukark, Norval Morrisseau

Political—Elijah Harper, James Bartleman, newly elected MPs including Hunter Tootoo and Jody Wilson-Raybould

Environmental—First Nations people have always recognized that human health and wellbeing depends on the health of the environment. They understand the connectedness between everything in the natural world and have practiced what we now call sustainability for countless generations. [www.afn.ca](http://www.afn.ca) As our water, air, land and climate becomes more and more threatened, the rest of the world is waking up to this wisdom.

See the list of FNMI heroes from the Four Winds STEAM Project with short biographies here:

<https://www.steambtt.ca/fnmi-canadian-heroes/>

## THE ELEMENTS OF STYLE TO COMMUNICATE MEANING—SIMILES

| SIMILES FOUND IN <i>RED WOLF</i>  | WHAT I THINK THE SIMILES MEAN |
|---|-------------------------------|
| Ch. 5—"Red Wolf scrambled to his feet, the foreign surroundings crashing into him like a charging bull moose."  |                               |
| Ch. 6—"Like a swarm of bees swooping into flowers, the boys homed in on their own pegs."  |                               |
| Ch. 6—"A man was bearing down on him, a cane tapping the floor. Red Wolf froze like a frightened fawn, hoping the predator would pass him by."                                  |                               |
| Ch.13—"The boys ran across the field like ants to a carcass, grabbing armloads of hay and flinging them up onto the moving wagon, their fatigue vanishing with the excitement." |                               |
| Ch.22—"The child watched the priest's mouth open and close like a fish left on the rocks."  |                               |



1. Author Jennifer Dance uses similes to help the reader understand her characters. Choose one of the similes above and explain what you learned about the character because of it. Use details from the text and your own ideas to support your thinking.

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2. The similes above all reference animals. Explain why the author may have decided to compare her characters to animals in nature. Use what you know about the characters and the plot to support your thinking.

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## EXAMINING THE EDITING PROCESS

*“Unless you have a first edition of Red Wolf, the following error will not be in your book. Publishers try hard to ensure there are no mistakes in the printed book, but a few mistakes always slip through. When you spot an error in a book, email the publisher with the information. They will be pleased to hear from you and will make the correction in the next reprint.”*

—Jennifer Dance

### Read the following excerpt from the first edition of *Red Wolf*, Chapter 3

He noticed that her long grey skirt was fastened at the waist with a leather belt and that rawhide strips hung from the belt, dangling almost to the ground. The woman fingered them as she spoke. Suddenly, with a flick of the wrist, she sent the strips flying through the air. They snaked around Red Wolf’s bare calves with a stinging slap. He jumped away, yelping at the unexpected pain. He bit his bottom lip and wiped away the tears with the back of his hands.

1. Did you spot the spelling mistake? If not, read the passage again—this time slowly and looking carefully for the mistake. Record the error below.

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2. Explain why this error is hard to spot?

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3. Despite using spell-check this error was missed. Discuss the limitations of spell-check programs.

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## READING SKILLS—EXTENDING UNDERSTANDING—EXAMINING POINT OF VIEW

Sir John A. Macdonald was the first Prime Minister of the new country of Canada. In the following speech, from 1883, he explained his position on residential schools.

“When the school is on the reserve, the child lives with its parents who are savages and though he may learn to read and write, his habits and training and mode of thought are Indian. He is simply a savage who can read and write. Indian children should be withdrawn as much as possible from the parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men.”

### Discussion Questions

1. Discuss your initial reaction to this speech by John A. Macdonald.
2. John A. Macdonald makes it clear that he disapproves of the Aboriginal way of life. Find examples from the book *Red Wolf* where the characters share a similar point of view to that of the Prime Minister.
3. In 1883 when John A. Macdonald spoke these words and then went on to make residential schools law for Canada’s indigenous people, was he thought to be a racist? If he said these words today would he be considered a racist?
4. This quote from a former Prime Minister is an example of how point of view can change with time. View the following video of our current Prime Minister, Justin Trudeau, as he shares his school experiences with the Truth and Reconciliation Commission.

<http://youtu.be/581HAf4QjN0>

### Student Response

Pair students up. Ask one student to take on the role of Justin Trudeau and another student to take on the role of John A. Macdonald. Ask the students to carry on a conversation where they justify their thoughts about residential schools. Use details from the novel *Red Wolf* to support your opinions.

# THE HUMAN CHAIN—UNDERSTANDING THE LASTING IMPACTS OF RESIDENTIAL SCHOOLS

Imagine the links of a chain. Each link is a new generation: You are the biggest link, right at the bottom of the chain. You are linked to your parents. And they are linked to their parents, and their parents, going way back into history. Linked together the chain is strong. The People are strong.

For thousands of years, wisdom and knowledge flowed down this chain. There were no books, so everything passed down through the spoken word... By ceremonies, by singing and dancing, by drumming and storytelling.

Love passed down the chain, too. The love of a parent was felt by the child, who was then able to pass it on to his own children. But separating children from their parents broke the chain.

## Activity

Make a human chain with arms linked, hands clasped, muscles tensed. Pull in both directions like a tug-of-war. Feel the strength of the human chain. Experiment to learn that several people linked in a chain have more strength than one person alone. When the chain breaks, discuss what we are left with in real terms.

## Discussion Questions

1. Explain the strength you felt as a part of the chain. How does this represent the bonds felt between family and community members?
2. Explain how residential school might have “broken the chains” for some families.
3. What do you feel it will take to help “fix the broken chains” for residential school survivors and their families?

## MEDIA TASK 1—WHAT’S IN A COVER?

**Learning Goal: We are learning to evaluate book covers and the techniques and conventions used to communicate the author’s message.**



*“The cover needs to catch your eye and say pick me up and read me. The red colour helps do that. Plus red is an obvious choice because of the title of the book. The silhouette of the wolf’s head symbolizes the dark and hidden part of Canada’s history. And the feather works in several ways: In the old days a feather was used like a pen—they’d dip the end in ink and write with it. A feather is still a symbol of writing, even today, so we hung a white feather from my name because I’m a white writer. Plus the feather hints that there’s a First Nations theme.*

*I wanted the reader to look at this cover and think that the story is about a wolf, rather than a residential school, because I figured that young people would rather read a book about a wolf than about a residential school, so I used the wolf as a hook... to pull you into the story and keep you there while you learned about residential schools.*

*The three covers are similar so that it’s easy for the reader to recognize that all three are by the same author. If you liked the first book, you will be drawn to the other two, also.”*

—Jennifer Dance

**Student Response Questions**

1. Read the cover explanation written by Jennifer Dance. Do you feel that the image of a wolf was an appropriate image choice for the cover? Explain why or why not.

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2. Was using a similar design style for all three of her books a wise decision? Explain why or why not.

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## MEDIA TASK 2—WHAT’S IN A PHOTO?



Study this photo of a Cree boy, given the name Thomas Moore when he started school. It shows him before he entered the school, and after. These photos are just as well-known today as they were in 1897. This link will give teachers additional ideas for the following questions: <http://wherearethechildren.ca/timeline/#32>

### Discussion Questions

1. Do you think these photos are staged and, if so, why? Use details from the photos and details from the text *Red Wolf* to support your thinking.
2. What do you think the main message of these two photos might be?
3. Propaganda is information that is created by the government to promote an idea or message, though the information might be misleading, exaggerated or biased. Many people feel these photos are examples of propaganda. How might these images have helped to promote residential schools in a positive way during the 1890s?
4. Search for other images of former residential school students. Discuss whether you think they are staged or candid and what makes you think that way.

Jennifer Dance says: “Today, photo day at school is a big deal. We usually try to look our best. It was the same in the residential schools. There are not many photos because photography was quite time consuming and expensive back then. Most of the photos in the archives were taken to show the children in a good light.”

## UNDERSTANDING WOLVES AND THEIR EFFECT ON THE ECOSYSTEM

In this story, both Crooked Ear and Red Wolf are treated unfairly.

1. List the similarities between the ways that they are treated by the settlers.
2. Go deeper, identifying the similarities between wolves and people, their lifestyle, mannerisms and qualities.

**Wolves play an important part in balancing an ecosystem. Watch the following two videos:**

- <https://www.youtube.com/watch?v=ysa5OBhXz-Q>
- <https://www.youtube.com/watch?v=NI5l8aumEWE>

3. What happens to an ecosystem when wolves are removed?
4. What happens to an ecosystem when wolves are reintroduced, using Yellowstone Park as an example.
5. Throughout the history of the old world wolves have been hated and persecuted. Name a children's story in which the wolf is the villain. When Europeans came to North America, they brought that same mindset. However Native North Americans have always revered the wolf.

**Look at the following websites:**

- <http://www.pbs.org/wnet/nature/the-wolf-that-changed-america-wolf-wars-america's-campaign-to-eradicate-the-wolf/4312/>
- <http://www.indians.org/articles/timber-wolves.html>
- <https://wildwisconsinwolves.omeka.net/natives>

6. Rewrite the children's story that you named in question 5, making the wolf more true to his real nature.

Today, wolves in Alberta and B.C. are shot from helicopters in provincial culls designed to save the woodland caribou from extinction. This topic is covered in Jennifer Dance's third book, *Hawk*. Older students may wish to look into this in further detail.

- <http://www.citynews.ca/2015/09/20/b-c-to-increase-wolf-cull-says-its-the-best-plan-to-save-endangered-caribou/>
- <http://www.huffingtonpost.ca/news/alberta-wolf-cull/>

Farmers often shoot wolves because they kill livestock, thereby threatening their livelihood. And hunters shoot wolves for sport.



## Student Activities

Research the current rules about culling, trapping, snaring, and shooting wolves in your area.

Armed with all of this information, do you agree with the killing of wolves? If not, then write a letter to the relevant authorities (e.g. provincial government) outlining the reasons why culling and/or hunting should be stopped.



## MORE BOOKS BY JENNIFER DANCE



### PAINT

*CCBC's Best Books for Kids & Teens (Fall 2015)—Commended*

The life story of a painted mustang set against the backdrop of America's Great Plains in the late 1800s.

It's the late 1800s. A Lakota boy finds an orphaned mustang foal and brings her back to his family's camp, naming her Paint for her black-and-white markings. Boy and horse soon become inseparable. Together they learn to hunt buffalo, their fear of the massive beasts tempered by a growing trust in each other.

When the U.S. Cavalry attacks the camp, the pair is forced onto separate paths. Paint's fate becomes entwined with that of settlers, who bring irreversible change to the grassland, setting the stage for environmental disaster. Bought and sold several times, Paint finally finds a home with English pioneers on the Canadian Prairie.

With a great dust storm looming on the horizon, man and horse will need to work together if they hope to survive.



### HAWK

When a First Nations teen rescues a fish-hawk from a tailings pond in Alberta's oil sands, he has no idea that soon they will both be fighting for their lives.

As a cross-country runner, Adam aims to win gold in the upcoming provincial championship. But when he is diagnosed with leukemia, he finds himself in a different race, one that he can't afford to lose. He reclaims the name Hawk, given to him by his grandfather, and begins to fight for his life and for the land of his ancestors and the creatures that inhabit it. With a little help from his grandfather and his friends, he might just succeed.