

Journeys of the spirit III
Teacher's Guide

This guide accompanies “Student Activities: Journeys of the Spirit III.”

*The theme of this anthology is as the name suggests, journeys of the spirit.
Learners from across Canada share their fears, dreams, and
relationships in this third collection of learner's voices.*

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introduction

The theme of this anthology is as the name suggests, journeys of the spirit. Learners from across Canada share their fears, dreams and relationships in this third collection of learner’s voices. Ningwakwe Learning Press is proud to publish writings such as these because they highlight the resiliency and bravery of learners in literacy programs.

Group discussions and further study with the various subjects found in the highlighted pieces will be highlighted at the end in the Go Further section of the guide.

rubrics

The Rubrics (except the last rubric) are designed for student self-assessment. After the student has finished the first Rubric in Part 1, check their work and their assessment of their work. This will give you a chance to see if the student understands and is comfortable with the level of the material being presented. This will also present a chance to decide how you would like to have the student proceed with the written sections.

BEFORE READING

Review the ‘Go Further’ section to familiarize yourself with the activities that are suggested. Before beginning this lesson, make sure you are comfortable with the content

REVISITING THE STORY AND SELF REFLECTION

These sections are to be completed in full sentence format by the student, marked and corrected for grammar as indicated in the Rubrics. They will be used as an introduction to the five-paragraph essay format.

Note: If the student is having a lot of trouble with the grammar and sentence structure but has no trouble with the comprehension, feel free to create separate lessons for the student and not worry so much about the grammar and structure aspect of their writing as they work through the book.

AFTER READING

ANSWERS

Part 1 Journeys of Learning School Bus and Finding My Way

A. Comprehension Check

Choose the best answer

1. In “School Bus,” where are the children returning to?
 - a. Toronto
 - b. Home
 - c. **School**
 - d. Grandma’s house

2. In “School Bus,” what is in the brown paper bag?
 - a. Sandwiches
 - b. T-shirt and a pair of jeans**
 - c. Library books
 - d. Slingshots

3. In “Finding My Way,” what does the writer say is a gift from the Creator?
 - a. Breath**
 - b. Gratitude
 - c. Loyalty
 - d. Voice

4. What do “School Bus” and “Finding My Way” have in common? They are both about:
 - a. School buses
 - b. Summer
 - c. Toys
 - d. Residential School**

B. Revisit the Story

What does the writer of “Finding My Way” say about his birth parents giving up their children to the Catholic Children’s Aid Society (CCAS)? What were two of the things that his parents were struggling with? Do you think that his parents might have been struggling with other things? What do you think they may have been struggling with?

- That he understands they wanted better for their children
- Depression and a lack of parenting skills
- They might have been dealing with poverty, literacy issues, other health issues or substance abuse

C. Self-Reflection

Both of these stories are about memories of residential school. For many Aboriginal people, memories of residential school are sad and still hurt after all these years. Do you have a sad memory that you have been able to heal from? What were the strengths you had to find in yourself to heal from that memory?

Write a short poem (8 lines) about your strengths.

First Rubric

Use the first Rubric as a quick assessment of the student’s comfort level with the material.

Part 2 Journeys to Healing By Me! and All Alone

A. Comprehension Check

Choose the best answer

1. In “By Me!,” what does the writer do when she is told to drown?
 - a. Swim
 - b. Dive
 - c. Float**
 - d. Boat

2. In “By Me!,” the writer says that she grew without:
 - a. Food and clothes
 - b. Water and sun**
 - c. Water and fun
 - d. Food and water

3. At the beginning of “All Alone,” what emotions is the writer feeling?
 - a. Lonely, sad, fearful**
 - b. Depressed, angry, lonely
 - c. Sad, confused, angry
 - d. Disappointed, lonely, fearful

4. In “All Alone,” why does the writer spend time in the hospital?
 - a. Diabetes
 - b. Broken leg
 - c. Chicken pox
 - d. Tuberculosis**

B. Revisit the Story

In “By Me!,” the writer talks about the battle that she has won. What battle do you think she is talking about? Why do you think it was so hard for her?

- She is talking about her battle to be herself and be independent.
- It was hard for her because of other people’s expectations and ideas about how she should live her life.

C. Self-Reflection

In both of the pieces the authors feel like they have accomplished something great. In “By Me!,” the writer feels like she has won a battle and in “All Alone,” the writer feels like she has been able to heal from the abuse and trauma she lived through as a young child.

What is your greatest accomplishment? Write a short poem (8 lines) about this accomplishment.

In the poem give the reader one piece of advice about how they can learn from your struggle.

Part 3 Journeys of Love

Glen Spence: My Life and Times and Good Old Days

A. Comprehension Check

Choose the best answer

1. What does Glen Spence think is the key to living long and being happy?
 - a. Partying
 - b. Eating well
 - c. Maintaining a good outlook on life**
 - d. Writing in your journal every day

2. What do sweats do for Glen?
 - a. They are healing
 - b. He has visions in them
 - c. They are a way to forget about his problems
 - d. They help with his problems**

3. Where is the child playing in “Good Ole Days”?
 - a. In the water
 - b. On a bed
 - c. In the river
 - d. **In the sand**

4. What is the writer remembering in “Good Ole Days”?
 - a. **An old friend he had forgotten**
 - b. Where he used to play
 - c. Who his old friends were
 - d. What toy cars were like back then

B. Revisit the Story

Glen writes that he is not afraid of dying. What does he think will happen when he dies? Why do you think he believes this? What do you think happens when we die?

- He will be welcomed with open arms by the grandfathers
- Because of his traditional teachings

In “Good Ole Days,” the writer is remembering a happy time from his childhood. As an adult what does he want to do? What is your happiest memory from childhood?

- He wants to fall on his knees and start playing again

C. Self-Reflection

If you found out that you only had 14 years left to live, what would be the top 5 things you would want to do before you died? Make a list of these 5 things.

Part 4 Journey to Identity and Culture

Powwow Jeans and Bringing Time Back and Forth

A. Comprehension Check -Choose the best answer

1. In “Powwow Jeans,” what does the Elder think youth need?
 - a. **Guidance and assistance**
 - b. Education and commonsense
 - c. Help and prayers
 - d. Guidance and prayers

2. In “Powwow Jeans,” about how old is the Elder?
 - a. 65
 - b. 89
 - c. 45
 - d. **70**

3. In “Bringing Time Back and Forth,” what was once outlawed?
 - a. **Potlatches**
 - b. Canoes
 - c. Women paddling canoes
 - d. Celebrations

4. For the writer in “Bringing Time Back and Forth,” the experience she went through was:
 - a. Important
 - b. Tiring
 - c. **Spiritual**
 - d. Calming

5. Describe the belt buckle the Elder has on in “Powwow Jeans.”
 - Cowboy trying to ride a bucking bull

6. How many communities were visited in “Bringing Time Back and Forth”?
 - Eight

B. Revisit the Story

Why do you think the young person was disappointed after visiting the Elder in “Powwow Jeans”?

It is possible he was expecting an easy solution to the problem he came to ask the Elder about. The Elder tried to let him know that many things take time.

C. Self-Reflection

The last line of “Bringing Time Back and Forth” is “It is though I am the community and the community is me.” The author feels a very strong connection with her culture and her community after the 100 mile canoe ride. Think about a time in your life when you felt part of a community. What did it feel like? Write a 1-3 paragraph essay about the importance of community today.

Part 5 Journeys of Life and Family **A Life that Goes On and Take a Walk with Me**

A. Comprehension Check **Choose the best answer**

1. In “A Life That Goes On,” the writer didn’t start walking until she was
 - a. 2 years old
 - b. 10 months old
 - c. **16 months old**
 - d. 12 months old

2. FAE stands for
 - a. **Fetal Alcohol Effect**
 - b. Fetal Alcohol Effort
 - c. Feel Alcohol Effect
 - d. Fetal After Effect

3. In “Take a Walk with Me,” where is the author going?
 - a. On to the bus again
 - b. On to the path again
 - c. **On the way up again**
 - d. On the way down again

4. Even though he was screaming inside, the author’s voice;
 - a. Fell down to people around
 - b. Fell deaf to people around**
 - c. Fell loudly to people around
 - d. Fell softly to people around

5. For the author in “Take a Walk with Me,” he feels that forgiveness is easiest when what happens? Was there ever a time in your life when you needed to forgive someone? What did it feel like?
 - When you know life is not yours to decide
 - It might feel hard, or emotional, or very easy

6. In “A Life That Goes On,” what did the author’s children help her to do?
 - They helped her to grow up.

B. Revisit the Story

What does the author in “A Life That Goes On” say to herself in the mirror every day? What other positive things could she say to herself in the mirror that would help her during the day?

- She says “I am a good mother and I will go to school for me and my kids. We will have a better life.”
- She could also say that she is intelligent, a good learner, or that she is providing a great life for her and her kids.

C. Self-Reflection

Both of the stories are about how people have changed their lives in good ways. Do you see some similarities between their stories and your life? If you do, write a 1-3 paragraph essay about how your life is similar to theirs.

Some answers could include, the fact that many times a person only feels suicidal for a short while, suicide can be prevented but you need to involve caring and trained people, you should talk to a counselor, parent or health care provider.

GO FURTHER 

Group Activities:

Here are a few ideas for activities that can be used as a group.

Movie Night

Rent the movie “The Bucket List” starring Morgan Freeman and Jack Nicholson and watch as a group. As a group, create your own bucket lists. What is one of the things on your bucket list that can be done in the next month? Challenge the class to complete at least one thing on their bucket list.

Artist

Have students work in small groups to create a graphic representation of one of the pieces they have studied. Go to <http://www.ontariotimemachine.ca/pdf/comicstrip.pdf> to download the comic template. Let students know that it is not important that they are great artists, just that they get the key components of the story represented in the comic.

Magnetic Poetry

If an office supply store is nearby, purchase a package of magnetic sheets and make magnetic poetry. Have students make word lists or vocabulary lists and print them out. Stick them onto the magnetic sheets and cut them into the word pieces. Then have students work together to make poems. If you are teaching about different kinds of poems, students can work together to make haiku, or different rhyming poems.

Self-directed Activities

99 Ways to Love Your Child

The following is adapted from Trin Meyer Vogsland at

<http://home.cogeco.ca/~rayser3/99ways.txt>

The following verbs show 99 ways we can love our children.

Ideas for activities:

Write a poem using 5 of your favourite verbs

Write an essay about how you love your children or grandchildren

Make an inspirational poster for other parents using the word list

WORD LIST:

Accept	Admire	Adore	Advise	Advocate	Aid	Allow	Amaze
Answer	Applaud	Appreciate	Approve	Ask	Assist	Assure	Attend
Believe	Care	Carry	Celebrate	Challenge	Champion	Charm	Cheer
Cherish	Comfort	Commit	Compliment	Confide	Consider	Console	
Defend	Devote	Discipline	Discover	Educate	Empathize	Empower	
Encourage	Endorse	Enlighten	Excite	Explain	Guide	Hear	
Hold	Honour	Hope	Hug	Imagine	Influence	Inspire	
Involve	Join	Kiss	Know	Laugh	Learn	Like	
Limit	Listen	Marvel	Motivate	Need	Notice	Nourish	
Nurture	Observe	Offer	Participate	Play	Please	Praise	
Protect	Provide	Recognize	Regard	Respect	Respond	Show	
Smile	Speak	Squeeze	Stimulate	Suggest	Supervise	Support	
Surprise	Talk	Teach	Thank	Train	Treasure	Trust	
Understand	Value	Watch	Wish	Wonder			

Poets Laureate

Did you know that Canada has poet laureates? Go to the website

<http://www.poetrymap.ca/poetlaureates.php>

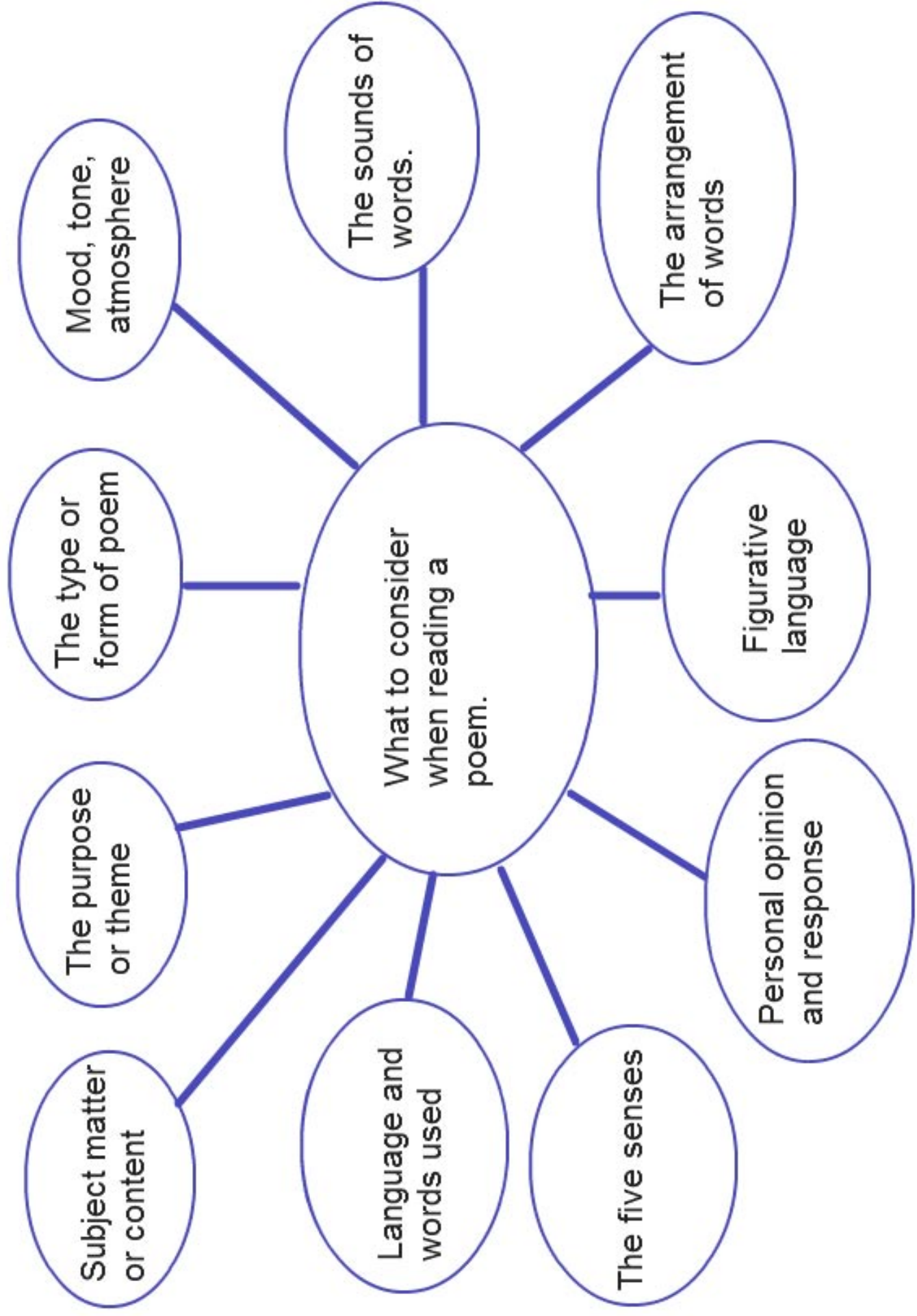
To read about the many poets who have been named a poet laureate. Take some time going through the site and pick one of your favourite poets and poems. Write a small essay about the poet and why you like their poetry. Try writing a poem in the style of your favourite poet.

More about Poetry

A **Y-Chart** is useful in analyzing the sensory imagery in a text by breaking the language into specific classifications: looks like, sounds like, feels like (interpret 'feels like' as both tactile imagery [touch] and the representation of human emotion [feelings]).

Use the examples provided in each segment to guide you in filling up the remaining space with your own analysis. You should have a mixture of: words and phrases showing what you think the images mean; words and





Teacher Name:

Student Name: _____

CATEGORY	4 - Excellent	3 - Good	2 - Needs Work	1 - Review	Score
Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Organization	Arguments and support are provided in a logical order that makes it easy and interesting to follow the student's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the student's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Development and details	Achieves coherent development with specific details and examples.	Has focused but sometimes uneven development. Uses some specific detail.	Has some development but lacks specific detail; may be limited to listing, repetitions; or generalizations.	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the student's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The student's position is restated within the first two sentences of the closing paragraph.	The student's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Student makes no errors in grammar or spelling that distract the reader from the content.	Student makes 1-2 errors in grammar or spelling that distract the reader from the content.	Student makes 3-4 errors in grammar or spelling that distract the reader from the content.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content.	