

**Candidate's name:** Sara McManus

Grade/Class/Subject:	Grade 4, English Language Arts Blocks	School:	Any Elementary
Date:	Ideally: Two Weeks Preceding Sept 30 <sup>th</sup>	Allotted Time:	10 x 1-hour blocks
Topic/Title:	'Fatty Legs' Indigenous Novel Study		

**1. LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p>
<p>This lesson is designed to be taught over ten-hour English Language Art blocks. Fatty Legs, written by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (memoir/biography), is a non-fiction story of Margaret's journey from Inuvialuit to Residential School to learn to read. This novel is suitable for Grades 4-7 (ages 9-11) it is an excellent introduction to Residential Schools for students who do not have previous background knowledge, and contains a hope filled and triumphant plot line that covers self-esteem, courage, bravery, and bullying, and touches on abuse. The large print features and artwork by Liz Amini-Holmes make this book appealing to many different students.</p> <p>Ideally, this novel study could be taught during the days leading up to the National Day for Truth and Reconciliation on September 30<sup>th</sup>; however, it is an excellent Indigenous Novel Study to do at any time.</p>

**2. CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

<p><b>Core /Sub-Core Competencies</b> (check all that apply):</p>	<p><i>Describe briefly how you intend to embed Core Competencies in your lesson or the role that they have in your lesson.</i></p>
<p><input checked="" type="checkbox"/> COMMUNICATION – Communicating</p> <p><input type="checkbox"/> COMMUNICATION – Collaborating</p> <p><input type="checkbox"/> THINKING – Creative Thinking</p> <p><input checked="" type="checkbox"/> THINKING – Critical Thinking</p> <p><input checked="" type="checkbox"/> THINKING – Reflective Thinking</p> <p><input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility</p> <p><input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity</p> <p><input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility</p>	<p>Students will specifically use Core Competency Skills through I can statements in their summative assessment project</p> <ul style="list-style-type: none"> <li>○ I can communicate what I have learned.</li> <li>○ I can reflect and think critically.</li> <li>○ I can manage my time for my project.</li> <li>○ I can work on my project responsibly without interrupting others.</li> <li>○ I can honour the authors and First Peoples through respect in my project.</li> </ul>

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### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

<b>FPPL to be included in this lesson</b> <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>This lesson is based on an autobiography of an Inuit Residential School student. The novel shares Inuit traditions and knowledge, as well as Residential School history.</p> <p>Students will spend eight hours studying this novel and the vocabulary words within it that the authors have chosen. Each day, building their knowledge a little at a time.</p>

### 4. BIG IDEAS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Students are expected to understand the BC Curriculum Big Idea (Grade 4 ELA): Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p>This lesson is a novel study of an autobiographical account of a young Inuit girl's journey who is similar in age to that of the students. Students will be able to make connections of similarities and differences between their own educational journey and that of Margaret's while they learn about the history of Residential Schools in Canada.</p>

### 5. LEARNING STANDARDS/INTENTIONS

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding</li> <li>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text</li> <li>• Apply a variety of thinking skills to gain meaning from texts</li> <li>• Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</li> <li>• Demonstrate awareness of the purposes of First Peoples texts</li> <li>• Identify how story in First Peoples cultures connects people to land</li> </ul>	<p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• Forms (such as narrative, exposition, report)</li> <li>• Functions (purposes of text), and</li> <li>• Genres (literary or thematic categories such as fantasy, humour, adventure, biography) of text (i.e.: novels)</li> <li>• text features (how text and visuals are displayed)</li> <li>• literary elements (theme, character, setting, plot, conflict, and purpose)</li> </ul>

## 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?*

Throughout Day 1-8 of the lesson, the teacher will conduct formative feedback through class discussion of Q&A in reviewing the previous day's chapter of *Fatty Legs*. Formative feedback also occurs during the brainstorm of vocabulary words and during the Read Aloud. The teacher should be monitoring for student who are not following along and participating and attempting to discover the reason for it.

A summative assessment will occur through the form of a student choice project where the student must demonstrate the Big Idea, the Curricular Competencies and the Content covered in the lesson. The project includes a proficiency scale self-assessment, which will be taken into consideration in the teacher's final summative assessment for reporting purposes when tied together with other ELA lessons in the term.

## 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

This lesson has been universally designed to be inclusive of all students in the classroom. The format of the novel study is that of a read-aloud accompanied by students following along in the text. This dual method is aimed to increase the reading comprehension of low-level readers, and yet it allows proficient readers to stay engaged in the class activity.

The daily brainstorming for vocabulary words is a class-wide activity that is meant to encourage the participation of all students, regardless of their literacy capabilities while developing deeper vocabulary knowledge for everyone.

Students who struggle with reading or written output and do not have in class support, are not required to finish the daily crossword puzzles, unfinished puzzles can be added student's catch-up work bins for working on during down time, as vocabulary work is always an excellent use of time.

The novel study project offers a wide choice of mediums for students to present evidence of their understanding and learning from this lesson. Students who struggle with written output may opt to create a short video explaining all of the required elements. Artistic students may wish to highlight key words in an artistic poster. Students who like to write have several options, as do students who prefer digital technology.

The timeframe for the project is not excessively lengthy as to ensure there is a fair amount of pressure to keep the class on task, but not stressed either.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

Classroom set of "Fatty Legs" novels

YouTube Read Aloud of "Fatty Legs" [https://www.youtube.com/watch?v=tlv89v\\_KB1E&t=4190s](https://www.youtube.com/watch?v=tlv89v_KB1E&t=4190s)

Day 2 to 9 Vocabulary Crossword Puzzles <https://worksheets.theteacherscorner.net/make-your-own/crossword/>

Resources used:

<https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Fatty- Legs Teacher Guide.pdf>

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>	Pacing
<p><b>OPENING:</b>  <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p> <p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> </ul> <p><i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></p> <p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>➤ <i>review or summary if applicable</i></li> <li>➤ <i>anticipate what's next in learning</i></li> </ul> <p><i>"housekeeping" items (e.g. due dates, next day requirements)</i></p>	<h1 style="color: #0070C0; text-decoration: underline;">Day 1</h1> <ul style="list-style-type: none"> <li>• Background Knowledge Formative Assessment and Classroom Discussion               <ul style="list-style-type: none"> <li>○ Whiteboard Splash Activity                   <ul style="list-style-type: none"> <li>- Have students use different colours of dry-erase markers and write on a section of the whiteboard all their reasons for attending school.</li> <li>- On a different section of the whiteboard, have the students write in only black dry erase all the words they can think of that relate to Residential Schools.</li> <li>- Ask the students if they had ever considered that an Indigenous child may have wanted to go to school? Carefully navigate the discussion around the histories students have been exposed to, both true and false. Validating that every child's experience in school is different now, and it was in Residential Schools too. Allow the conversation to lead into the novel introduction of one Inuit girl's story.</li> </ul> </li> </ul> </li> <li>• Introduce Students to Novel – Fatty Legs by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton. Pass out a class set of novels.               <p>Discuss as a class the form, function, genre, and text features that the students can see at first glance from the book.</p> <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Historical Autobiography</li> <li>○ Large Font</li> <li>○ Mix of Photographs and Illustrations</li> </ul> <p>Write these on chart paper to refer to throughout the lesson blocks as they are content items.</p> </li> <li>• Play Chapter 1-&gt; 00:00 to 12:05 in Video Read Aloud of Fatty Legs <a href="https://www.youtube.com/watch?v=tlv89v_KB1E">https://www.youtube.com/watch?v=tlv89v_KB1E</a>                Circulate the room. Encourage students to follow along with the Read Aloud (with their finger if they struggle more with literacy skills).                 Pause the video if there are any questions or disruptions in the room.</li> <li>• Vocabulary Brainstorm – Have students skim back through Chapter 1 and find any tier 2 level vocabulary words that they can see. Write these vocabulary words onto a piece of chart paper. Discuss each word's meaning/definition as it is written on the chart.</li> </ul>	<p>20 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p>



## Day 2

- Review of Chapter 1 - Use Teacher's Guide Questions to hold a class question and answer session to ensure a thorough review of the first chapter in content and comprehension. (This is helpful for students that were absent the previous day.) [Formative Feedback Process]

20 minutes

### Chapter One Assignment – 28 Points

1. Why did the outsiders "pluck" the students from their homes? (1)  
*The outsiders took young fruit and Dene children from their homes to attend residential school.*
2. When most of us want or need something, we will often just go to the store to get it. What did Otemaun and her family have to do to trade and get supplies? (1)  
*They had to make a five-day journey across the open ocean and through the river delta to buy supplies.*
3. What did Otemaun think was the key to the outsiders' mysteries and who did she think held it? (2)  
*The key to the mysteries was reading and Otemaun felt the outsiders were the source of the mystery and the key.*
4. Why do you think Rosie, Otemaun's half-sister, would not share anything about her four years at school? (1)  
*Answers will vary, but probably Rosie did not have a very good experience and did not want to talk about it.*
5. Why did Otemaun think Alice was chasing the rabbit? Why do you think she had a hard time understanding? (2)  
*She thought Alice was chasing the rabbit because she was hunting it. She had a hard time understanding why a little girl would chase a rabbit if she did not intend to hunt it, skin it, and eat it.*
6. Do you think that Alice from *Alice in Wonderland* was brave to chase the rabbit? (1)  
*Answers will vary. In some ways, it is brave to chase the source of one's curiosity, but there are consequences as well.*
7. What does Otemaun think it must have been like at the outsiders' school? After persisting, what does Rosie say about the school? (2)  
*She thinks that the school is wonderful. Rosie finally tells her that the school was not good because they cut her hair there and made her work very hard and pray all the time.*
8. What does it mean to take everything? (1)  
*Answers will vary. For Rosie, the school "took" her culture and self-worth.*
9. Why do you think that Otemaun's father told the outsiders "no" the previous four summers when they had come for her? (1)  
*Answers will vary. Otemaun's father did not want any more of his children to attend the school because he attended it once and knew what the school could do to children and their culture.*
10. Why do you think that the outsiders want to take the children? (1)  
*Answers will vary. The outsiders want to take the children's indigenous culture from them and turn them into non-indigenous people.*
11. When did this book take place? (1)  
*The book took place over sixty years ago.*
12. How did Otemaun's family travel? (1)  
*They travelled by walking, dog sled, and by boat.*
13. When Otemaun's father told her "no" how did she respond? How do children these days often respond when their parents say no? (2)  
*She decided to wait and ask her father another time. Answers will vary.*
14. What does Otemaun's father tell her about the schools and the outsiders? (2)  
*He said that outsiders do not like stubborn children. They do not teach the children how to hunt or cure meat and clean fish. They do not teach them to make traditional clothing. They tell children that the spirit inside of them is bad and they need to ask for forgiveness.*
15. How does Otemaun feel about the outsiders' songs and dances compared to her own? (1)  
*She felt she would never forget her songs and dances because they were inside of her. She had heard some of the music from the church and wanted to learn how to make this kind of music.*
16. Otemaun has heard that she would be asked to kneel and pray for forgiveness a number of times. What does she think about that? (1)  
*She said that she would be very good and stay out of trouble and that would help her get out of kneeling and praying because her spirit was good.*
17. Why do you think that, for a while, Otemaun stops bugging her father about going to the school? (1)  
*She knew she had to be patient and wait for a chance to ask him again. She would not give up.*
18. What quality does Otemaun possess that her father says the outsiders do not like? Why do you think this is the case? (2)  
*The outsiders do not like stubborn children. Stubborn children are strong children and cannot be made to bend easily to the will of others.*
19. At the end of Chapter One, Otemaun's father uses a rock to demonstrate the change that will happen to her at the school. What comparison does he make and what is the significance? Does Otemaun understand his message? (3)  
*He said that once the rock was jagged and sharp, but the ocean water slapped at it and carried away its angles and edges. Now the rock is nothing but a small pebble. What the ocean water did to the rock is what the outsider school will do to Otemaun.*
20. Why does Otemaun's father finally agree to let her go to the school? (1)  
*He knows that she is clever and will do well in school and if he lets her go, at least she will stop bugging him to go there.*

- Vocabulary Crossword Puzzle from Chapter 1 Tier 2 Words found in Day 1 lesson block made at:

<https://worksheets.theteacherscorner.net/make-your-own/crossword/>

10 minutes

- Play Chapter 2-> 12:05 to 23:54 in Video Read Aloud of Fatty Legs

[https://www.youtube.com/watch?v=tlv89v\\_KB1E](https://www.youtube.com/watch?v=tlv89v_KB1E)

15 minutes

Circulate the room. Encourage students to follow along with the Read Aloud (with their finger if they struggle more with literacy skills).

Pause the video if there are any questions or disruptions in the room.

- Vocabulary Brainstorm – Have students skim back through Chapter 2 and find any tier 2 level vocabulary words that they can see. Write these vocabulary words onto a piece of chart paper. Discuss each word's meaning/definition as it is written on the chart.

15 minutes

➤ REPEATING DAILY PATTERN DURING NOVEL STUDY FOR CONSISTENCY.

## Day 3

- Speed Review Summary of Chapter 1 for absent students.
- Detailed Review of Chapter 2 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 2 – Tier 2 words
- Play Chapter 3-> 23:54 to 38:13
- Vocabulary Brainstorm from Chapter 3

60 minutes

## Day 4

- Speed Review Summary of Chapters 1 & 2 for absent students.
- Detailed Review of Chapter 3 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 3 – Tier 2 words
- Play Chapter 4-> 38:13 to 44:09
- Vocabulary Brainstorm from Chapter 4

60 minutes

## Day 5

- Speed Review Summary of Chapters 1 -3 for absent students.
- Detailed Review of Chapter 4 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 4 – Tier 2 words
- Play Chapter 5-> 44:09 to 55:30
- Vocabulary Brainstorm from Chapter 5

60 minutes

## Day 6

- Speed Review Summary of Chapters 1 -4 for absent students.
- Detailed Review of Chapter 5 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 5 – Tier 2 words
- Play Chapter 6-> 55:30 to 1:03:54
- Vocabulary Brainstorm from Chapter 6

60 minutes

## Day 7

- Speed Review Summary of Chapters 1 -5 for absent students.
- Detailed Review of Chapter 6 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 6 – Tier 2 words
- Play Chapter 7-> 1:03:54 to 1:09:18
- Vocabulary Brainstorm from Chapter 7

60 minutes

## Day 8

- Speed Review Summary of Chapters 1 -6 for absent students.
- Detailed Review of Chapter 7 - Use Teacher's Guide Questions to hold a class question and answer session.
- Vocabulary Crossword Puzzle of Chapter 7 – Tier 2 words
- Play After the Story and Afterword-> 1:09:18 to 1:17:15
- Vocabulary Brainstorm from After the Story and Afterword

60 minutes

15 minutes

## Day 9

- Mega Vocabulary Matching Puzzle Chapters 1 to Afterword  
<https://worksheets.theteacherscorner.net/make-your-own/match-up/>
- Begin 'Fatty Legs' Novel Study Project (Summative Assessment)

45 minutes

In a medium of the student's choosing, students must demonstrate their understanding of the lesson's big idea, their capacity to do the curricular competencies, and their learning regarding the content.



### Novel Study Project

- Choose a method of evidence:
- Handwritten Submission
  - Google Slide
  - Digital Infographic
  - Email Submission
  - Poster Paper
  - Recorded Video
  - Recorded Audio

### Core Competencies – I CAN!

- During your project, remember...
- I can communicate what I have learned.
  - I can reflect and think critically.
  - I can manage my time for my project.
  - I can work on my project responsibly without interrupting others.
  - I can honour the authors and First Peoples through respect in my project.

### CONTENT - KNOW

- Your project must include the following details:
- Name of book, author(s), and illustrators.
  - The book's form, function, and genre.
  - Any text features you noticed in the book.
  - Briefly describe the theme and/or purpose.
  - Name and describe the main characters.
  - Mention the setting(s) of the book.
  - Summarize the story plot.

### CURRICULAR COMPETENCIES - DO

- Your project must:
- Make a personal connection between what you knew before reading 'Fatty Legs' to what you know now about Residential Schools.
  - Discuss your thoughts about the authors retelling this story.
  - Name one way this story was connected to the land.

### BIG IDEA - UNDERSTAND

Your project must use a proficiency scale to self-assess yourself on the big idea of this lesson:  
*Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.*

Emerging	Developing	Proficient	Extending
Exploring the novel, <i>Fatty Legs</i> helped me to begin to understand myself, and I worked on making connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to think about myself, and I made some connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to understand myself better, and I made strong connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to expand my understanding of myself, and I made deep connections in learning about Indigenous cultures and the world we live in.

60 minutes

## Day 10

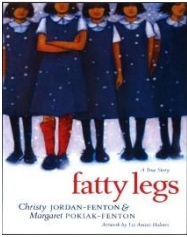
- Continue work on Novel Study Project and hand-in for assessment

### 9. REFLECTION (anticipate if possible)

- Did any reflection in learning occur, e.g. that shifted the lesson in progress?
- What went well in the lesson (reflection on learning)?
- What would you revise if you taught the lesson again?
- How do the lesson and learners inform you about necessary next steps?
- Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?
- If this lesson is being observed, do you have a specific observation focus in mind?

Reflect on each daily lesson. Modify upcoming lessons as needed to meet the needs of learners (instructional agility).

## Appendix I – Assessment: ‘Fatty Legs’ Novel Study Project



### Novel Study Project

Choose a method of evidence:

- Handwritten Submission
- Google Slide
- Digital Infographic
- Email Submission
- Poster Paper
- Recorded Video
- Recorded Audio

### Core Competencies – I CAN!

During your project, remember...

- I can communicate what I have learned.
- I can reflect and think critically.
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Your project must:

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### BIG IDEA - UNDERSTAND

Your project must use a proficiency scale to self-assess yourself on the big idea of this lesson:

*Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.*

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Exploring the novel, <i>Fatty Legs</i> helped me to begin to understand myself, and I worked on making connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to think about myself, and I made some connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to understand myself better, and I made strong connections in learning about Indigenous cultures and the world we live in.	Exploring the novel, <i>Fatty Legs</i> helped me to expand my understanding of myself, and I made deep connections in learning about Indigenous cultures and the world we live in.

**First Nation Literature Unit**

**Fatty Legs – A True Story**

By Christy Jordan-Fenton and Margaret Pokiak-Fenton

Illustrated by Liz Amini-Holmes



*A True Story*

**fatty legs**

*Christy JORDAN-FENTON &  
Margaret POKIAK-FENTON*

*Artwork by Liz Amini-Holmes*

[http://www.annickpress.com/author/Christy\\_Jordan\\_Fenton](http://www.annickpress.com/author/Christy_Jordan_Fenton)



## About the Authors

### Christy Jordan-Fenton



Christy Jordan-Fenton spent her early years on a farm near Rimbey, Alberta. It was common for her to find lambs, calves, and foals in the bathroom on early spring mornings. Brandings, cattle drives, and rodeos were regularly attended events. She moved with her mother and younger brother to Red Deer at the age of seven, and later to Sylvan Lake. Her favorite activities were (and still are) camping and dancing, and she has always loved horses and the mountains.

As a teenager, Christy moved to Orono, Ontario, to live with her aunt and uncle. She attended a rural high school with a population of five hundred students collected from six different communities. Her greatest accomplishments were composing volumes of poetry during math classes, and secretly reading nearly every book by Mordecai Richler during lectures.

Christy joined the infantry reserve in her final semester of high school and spent the next few years travelling from base to base. She was then accepted to Norwich University (VT) in the Corps of Cadets to study Peace, War and Diplomacy. While there, she was part of the Mountain Cold Weather Special Operations Company, played rugby, and often road crazy carpets down the school's ski hill.

Christy was awarded a Rotary Ambassadorial Scholarship in her senior year to study at the University of Queensland in Australia. She then returned to the United States where she worked developing a leadership challenge program for disadvantaged youth, and taught wilderness survival; however, unable to shake the travel bug, she left to spend a year in South Africa. Her fondest memories are of reading stories to street children at night.



Western Canada eventually called her home. She travelled across the prairies working in the oil patch and riding bucking horses in the rodeo, before meeting her husband and settling down. They live on a farm outside Fort St. John, British Columbia, which they share with her mother-in-law Margaret (the main character in both *Fatty Legs* (2010) and *A Stranger at Home* (2011)), three small children, three dogs, a llama, too many rogue rabbits to count, and enough horses to outfit a small town.

A desire to raise her children with a healthy sense of self-esteem rekindled her passion for Native issues. Having a Native step-father and step-siblings gave her an early awareness that she credits for igniting that passion. She is eternally grateful to Margaret for having the courage to share her residential school experiences and for giving her the chance to write about them in not one, but two, books.

Christy's work has appeared, or will appear, in *Jones Ave*, *Prairie Fire*, and an anthology entitled *DiVerseCities 2*. She is also a performing cowgirl poet and hopes to continue to tell stories that promote education, understanding, and healing.

### **Margaret Pokiak-Fenton**



Margaret Pokiak-Fenton was born on Holman Island in the Arctic Ocean, en route with her nomadic family to their winter hunting grounds on Banks Island. She spent her early years on Banks Island. Being Inuvialuit, her young childhood was filled with hunting trips by dogsled, and dangerous treks across the Arctic Ocean for supplies, in a schooner known as the North Star. At the age of eight, she travelled to Aklavik, a fur trading settlement founded by her great-grandfather, to attend the Catholic residential school there. Unlike most children, she begged to go to the school, despite the horrific reputation of residential schools. There was nothing she wanted more than to learn how to read.

She later settled in Tuktoyaktuk where her family had relocated. While working for the Hudson's Bay Company there, she met her future husband Lyle, who was employed on the Dew Line project. She followed him south to Fort St. John. Together they raised eight children.

Margaret is well known for her traditional handmade Inuit crafts and has showcased them at the Northern Arts Festival many times. Most Saturdays she can be found at the local farmer's market in Fort St. John where she sells her beautifully beaded and adorned crafts and the best bread and bannock in the North Peace.

### **About the Text**

Eight-year-old Margaret Pokiak has set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey to attend school, but he warns Margaret of the terrors of residential schools.



At school Margaret soon encounters the Raven, a black-cloaked nun with a hooked nose and bony fingers that resemble claws. She immediately dislikes the strong-willed young Margaret. Intending to humiliate her, the heartless Raven gives gray stockings to all the girls — all except Margaret, who gets red ones. In an instant Margaret is the laughingstock of the entire school.

In the face of such cruelty, Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret, in the end it is this brave young girl who gives the Raven a lesson in the power of human dignity.

Complemented by archival photos from Margaret Pokiak-Fenton's collection and striking artworks from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor will linger with young readers.

**Liz Amini-Holmes – Illustrator**



Liz, an only child, was born in San Francisco, where she still lives today. Most of her family members are very artistic so she was always encouraged to paint, write, or act; however, her mother, herself a successful medical illustrator, did not want Liz to become an artist. She would have preferred her to become a doctor or lawyer, but she knew that once Liz had decided to do something, there was no way she was going to change her mind.

Liz lives in her own tree house in the San Francisco Bay Area with her husband, twin boys, and an ever-growing assortment of pets. She is currently working on writing and illustrating her own picture books.

<http://www.annickpress.com/Fatty-Legs>



## First Nation Literature Unit

### Fatty Legs – A True Story

By Christy Jordan-Fenton and Margaret Pokiak-Fenton

Illustrated by Liz Amini-Holmes



#### *Anticipation Guide*

A. Watch the following *YouTube* videos:

- Deandra Jones Fatty Legs by Christy Jordan Fenton & Margaret Pokiak-Fenton  
<https://www.youtube.com/watch?v=QV3xCHiQJlk> (5:41)
- Fatty Legs Book Trailer  
[https://www.youtube.com/watch?v=1Xr\\_YYIIIdI0](https://www.youtube.com/watch?v=1Xr_YYIIIdI0) (2:23)

B. Read the following statements carefully and participate in a class discussion. After reading the list below and discussing the points, choose **three (3)** statements and write **three (3)** separate paragraphs explaining your thoughts and opinions on the statements that you chose.

1. Why do you go to school?
2. Would you go to school if you didn't have to?

3. What does the word *education* mean to you?
4. What kind of qualities do you think a teacher should have?
5. What does it mean to be an outsider?
6. What does your family have to do if they need food or supplies?
7. What do you really wish you knew how to do?
8. Do you think a person needs to be brave to be curious?

## First Nation Literature Unit

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**Chapter One Assignment: Complete the following questions.**

1. Why did the outsiders “pluck” the students from their homes? (1)
2. When most of us want or need something, we will often just go to the store to get it. What did Olemaun and her family have to do to trade and get supplies? (1)
3. What did Olemaun think was the key to the outsiders’ mysteries and who did she think held it? (2)
4. Why do you think Rosie, Olemaun’s half-sister, would not share anything about her four years at school? (1)
5. Why did Olemaun think Alice was chasing the rabbit? Why do you think she had a hard time understanding? (2)
6. Do you think that Alice from *Alice in Wonderland* was brave to chase the rabbit? (1)



7. What does Olemaun think it must have been like at the outsiders' school? After persisting, what does Rosie say about the school? (2)
8. What does it mean to take everything? (1)
9. Why do you think that Olemaun's father told the outsiders "no" the previous four summers when they had come for her? (1)
10. Why do you think that the outsiders want to take the children? (1)
11. When did this book take place? (1)
12. How did Olemaun's family travel? (1)
13. When Olemaun's father told her "no" how did she respond? How do children these days often respond when their parents say no? (2)
14. What does Olemaun's father tell her about the schools and the outsiders? (2)
15. How does Olemaun feel about the outsiders' songs and dances compared to her own? (1)
16. Olemaun has heard that she would be asked to kneel and pray for forgiveness a number of times. What does she think about that? (1)
17. Why do you think that, for a while, Olemaun stops bugging her father about going to the school? (1)
18. What quality does Olemaun possess that her father says the outsiders do not like? Why do you think this is the case? (2)
19. At the end of Chapter One, Olemaun's father uses a rock to demonstrate the change that will happen to her at the school. What comparison does he make and what is the significance? Does Olemaun understand his message? (3)
20. Why does Olemaun's father finally agree to let her go to the school? (1)

## First Nation Literature Unit

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#### Chapter Two Assignment: Complete the following questions.

1. At the beginning of Chapter Two, Olemaun describes her family's spring migration. How many schooners were traveling with them? How many families were on each schooner? How many days was the trip? (3)
2. Who owned Olemaun's schooner and why was it significant? (2)
3. Who was Old Man Pokiak and why was he significant? (2)
4. What was Olemaun playing with after her father sold his winter catch of furs? (1)
5. What place did Olemaun feel was magical and why? (2)
6. What did Olemaun's mother say to her to try to convince her not to go to school? (1)

7. Why does Olemaun think her mother wants her to stay home from the school? Do you think that Olemaun is correct in her thinking? (2)
8. What things does Olemaun's mother buy her at the Hudson's Bay Company? (2)
9. What do you think was in the white tube that Olemaun's mother bought her? (1)
10. Olemaun's parents wanted to wait until after the first of July to send her to school. What is important about this date and what took place on that day? What reasons does she give for that day being a festive time? (3)
11. What was Olemaun playing with on the first day of the games? (1)
12. Why do you think that Olemaun thought the kids in the garden were "naughty"? (1)
13. Why do you think that the children who got off the boats were feeling so solemn and, as Olemaun's mother said, "didn't want to go to the outsiders' school"? (2)
14. Why do you think that Olemaun's mother's words stung? (1)
15. Olemaun thinks it will be fun to work at the hospital like a nurse. Do you think it would be fun? What kind of things do you think Olemaun will have to do as a nurse? (3)
16. Why do you think that Olemaun will not be allowed to talk to the boys, even if they are her cousins? (1)
17. Why was the school starting to seem less inviting? (1)
18. Do you think that Olemaun should have changed her mind about going to the school? Why? Make a prediction about what would happen if she goes to the school. Make a prediction about if she was to go home. (3)
19. Why does Olemaun decide that she should go to the school? (1)
20. How long does Olemaun say she stays at the school for and why? (2)

21. What do you think that Olemaun meant when she said that the “Sisters, the Fathers and the Brothers ... were not family; they were like owls and ravens raising wrens”? (1)
  
22. What do you think that the hooked-nose outsider meant when she told Olemaun’s father that “you certainly can’t teach her the things she needs to know”? (1)



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#### Chapter Three Assignment: Complete the following questions.

1. What did the nuns do to most of the girls' hair? Why do you think they did this? (2)
2. What does the word "sever" mean? What is the significance of the word "sever"? (2)
3. Why do you think that the nuns cut Olemaun's hair? (1)
4. How did Olemaun know that the tall girl who entered the room was Gwich'in? (1)
5. What did Olemaun think about the clothes that she was given? What were some of the items? (2)

6. Olemaun said that the nuns “knew nothing of living in the North, nor how to dress for it” (p. 34). What kind of education do you think the students will be receiving since it clearly would not be about the north? (1)
7. What was the nun’s reaction when Olemaun tried to wear her own stockings? Why do you think she reacted this way? (2)
8. How do you think Olemaun felt about her name? How can you tell? (2)
9. What did Olemaun’s name mean and where did it come from? What is her new Christian name? (3)
10. What did Margaret discover about the stuff in the tube? What did she say it tasted like? Why did Margaret feel that the girls were laughing at her mother? (3)
11. Why did Margaret decide to try the new nun’s toothpaste? (1)
12. What was the new nun’s name and what did Margaret think she looked like? (2)
13. Margaret was hoping to learn to read on her second day; what did she learn instead? (2)
14. What was Margaret supposed to pray for on page 42? What does she pray for instead? (2)
15. Do you think the Raven is picking on Margaret? Explain your answer. (2)



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#### Chapter Four Assignment: Complete the following questions.

1. What did the Raven want Margaret to do at the beginning of Chapter Four? Was this fair? Explain. (3)
2. Why did the kids laugh when the Raven made Margaret clean the boards? (1)
3. What did Margaret decide that she would teach the Raven? How do you think that she planned to do that? (2)
4. How did Margaret feel about the food they were feeding the kids at school? (1)
5. Why did the hatchlings start laughing at the Raven? (1)

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#### Chapter Five Assignment: Complete the following questions.

1. Margaret eventually turned the Raven's cruelty into a game. How did she "play"? (1)
2. What news did Margaret receive when a boat delivered a letter from her father? Explain. (2)
3. Why do you think that Margaret had the dream about being locked beneath the Raven's habit? (1)
4. What reasons does Margaret give for the nuns wanting to keep the children at the school? (2)
5. Why did classes have to be halted in October? (1)
6. What did Margaret think about having to call the men who did chores "Brothers"? (1)

7. Why did Margaret stop complaining about the work? (1)
8. What happened to Margaret when she had to go to the bathroom when she was working in the hospital? Explain. (2)
9. By late November, when classes resumed, Margaret said that she discovered that Rosie was right about something. What was Rosie right about? What does Margaret say that she would have done instead? Why do you think Margaret said what she did? (4)
10. What did Margaret want to tell her father in her letter home? What happened to the letter instead? (2)
11. After the issues with the letter, what did Agnes tell Margaret she overheard two nuns talking about? Do you think Margaret would get the chance to share her message? What would you say if you had this opportunity? (3)
12. Did the nuns worry about the health or safety of the children on the way to the station? Why? (2)
13. What message was to be sent home this time? Why did Margaret think that this did not make any sense? Why do you think the nuns wanted the children to do this? (3)
14. What did Margaret think her silence would accomplish? (1)

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#### Chapter Six Assignment: Complete the following questions.

1. How did the Raven make Margaret pay for her silence at the station? (1)
2. What was different about the stockings the Raven gave to Margaret? Why do you think she did this? (2)
3. Who did Margaret imagine the Raven as after she got her new stockings? Do you think this is an appropriate comparison? Why? (3)
4. What punishment does Margaret receive after Katherine called her fatty legs and Margaret called her fatty face? (1)
5. What do you think Margaret plans to do to stop “this fatty legs business”? (1)
6. What happened to Agnes after everyone started calling Margaret fatty legs? (1)



7. What did Margaret do with the stockings? Do you think this was a good or bad idea? Explain. (3)
8. How did the Raven react when Margaret came into the refectory with bare legs? (1)
9. How do you think Margaret felt when she told the Raven she could not put on her stockings? (1)
10. What do you think Sister MacQuillan whispered in the Raven's ear and what did Margaret think would change as a result? (2)
11. What lesson does Margaret think that the Raven learned by the end of Chapter Six? (1)

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#### Chapter Seven Assignment: Complete the following questions.

1. What did Margaret fear at the beginning of the chapter and what message was delivered to her at the beginning of the summer? (2)
2. How long had it been since Margaret heard her real name? (1)
3. What is the *Inuvialuit* word for swan? How did Sister MacQuillan react when Margaret called her a swan? (2)
4. Margaret says that she was sure that once she told her father about the Raven that he would never let her return to the school. Do you think she will ever go back? Explain your answer. (2)
5. What was the name of the boat that took Margaret to Tuktoyaktuk? (1)



6. How did Margaret's mother react when they first saw one another? What did she say to the Brothers? (2)
7. What did her mother give to Margaret as a welcome home gift? (1)
8. How did Margaret feel about (react to) the gift? (1)
9. Margaret's parents had very different reactions to Margaret's aversion to the foods. Explain the reaction from both and why you think each reacted as they did. (3)
10. What do you think that Margaret meant when she said that she was "satisfied that I now knew what happened to girls who went down rabbit holes"? (1)
11. What do you predict will happen after Margaret settles in at home? Give reasons for your answer. (2)

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**After the Story Assignment: Complete the following questions.**

1. What things did Margaret do in the first year after she returned home? (2)
2. What happened to Margaret's younger sisters after her return? Are you surprised? Why? (3)
3. Why did Margaret's father agree and how did the government help his decision? (2)
4. What things did Margaret say to the girls to try to talk them out of their decision? (2)
5. What did Margaret decide to do and why? Would you have made the same choice? Explain. (3)
6. Why do you think that Margaret names Sister MacQuillan, but refers to the nun who was cruel to her as "The Raven"? (1)

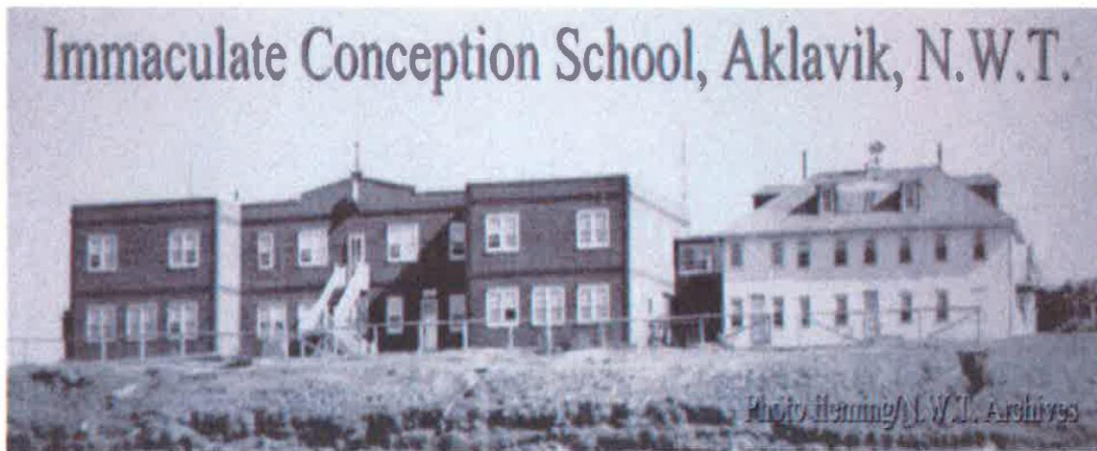
7. Throughout the novel, Margaret is seeking an education. What do you think she really learned in this story? Explain. (2)
  
8. In the beginning of the book, Margaret said that she thought Alice was brave to chase the rabbit out of curiosity. Do you think Margaret was brave? Explain. (2)

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#### The Schools Assignment: Complete the following questions.

1. How did some of the children end up coming to the schools and why did the school want to keep enrollment high? (2)
2. What were some of the problems mentioned in this section about the schools? (2)
3. What does it mean to *assimilate*? How did the schools try to do this to the children? (2)
4. What problems did some of the children experience when they returned from school? (2)
5. What are the people who lived through their experiences at residential schools called? (1)
6. What are some of the ways that former residential school students are trying to heal? (2)



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#### End of Unit Activities

Choose and complete **TWO** (2) of the following *End of Unit Activities* from the list below. (Remember that journals are a minimum of ½ page in length) (20)

- Pretend that *you* are the authors, Christy Jordan-Fenton and Margaret Pokiak-Fenton, and describe the part of the book that was the most difficult to write and explain why.
- Quote **two** (2) small sections from the text that you feel is very interesting to you or challenged you to think. What did you like about the quote? Why did you choose it? Explain your choice.
- Why do you think the two authors wrote this book? What was their purpose? What part did you have questions about or did not understand?
- Explain how a character in the book changed from the beginning to the end.



- Identify **two** (2) problems that occurred in Olemaun's life. Make a chart listing the problem, who was involved, how the problem was solved, and other possible solutions to the problem.
- Draw and color **two** (2) pictures/scenes from the text. Be sure to title your pictures.
- Discuss how one of the characters is *like* or *unlike* a person that you know.
- Write any kind of poem about the book. (minimum 10 lines)
- Find **one** (1) song that seems to relate to this novel. Write out the lyrics and then write an explanation of how they are connected. Remember to note where you found the lyrics.

# First Nation Literature Unit

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### Teacher Key

- A. Watch the following *YouTube* videos:
- Deandra Jones Fatty Legs by Christy Jordan Fenton & Margaret  
<https://www.youtube.com/watch?v=QV3xCHiQJlk> (5:41)
  - Fatty Legs Book Trailer  
[https://www.youtube.com/watch?v=1Xr\\_YYIIdl0](https://www.youtube.com/watch?v=1Xr_YYIIdl0) (2:23)
- B. Discuss *Anticipation Guide* statements with the students. After the discussion, hand out copies of the *Anticipation Guide Rubric* and ensure that students choose three statements from which they will complete the *Anticipation Guide*. – 10 Points

#### Vocabulary Exercises

- ❖ **Fill in the Blank Cloze Worksheets**  
<http://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/>
- ❖ **Crossword Puzzle Maker**  
<http://worksheets.theteacherscorner.net/make-your-own/crossword/>
- ❖ **Word Search Maker**  
<http://worksheets.theteacherscorner.net/make-your-own/word-search/>
- ❖ **Word Scramble Maker**  
<http://worksheets.theteacherscorner.net/make-your-own/word-scramble/>
- ❖ **Match-up Worksheet Maker**  
<http://worksheets.theteacherscorner.net/make-your-own/match-up/>
- ❖ **Cryptogram Puzzle Maker**  
<http://puzzlemaker.discoveryeducation.com/cryptogramSetupForm.asp>
- ❖ **Wordle**  
Wordle is a toy for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.  
<http://www.wordle.net/>

## Chapter One Assignment – 28 Points

1. **Why did the outsiders “pluck” the students from their homes? (1)**  
*The outsiders took young Inuit and Dene children from their homes to attend residential school.*
2. **When most of us want or need something, we will often just go to the store to get it. What did Olemaun and her family have to do to trade and get supplies? (1)**  
*They had to make a five-day journey across the open ocean and through the river delta to buy supplies.*
3. **What did Olemaun think was the key to the outsiders’ mysteries and who did she think held it? (2)**  
*The key to the mysteries was reading and Olemaun felt the outsiders were the source of the mystery and the key.*
4. **Why do you think Rosie, Olemaun’s half-sister, would not share anything about her four years at school? (1)**  
*Answers will vary, but probably Rosie did not have a very good experience and did not want to talk about it.*
5. **Why did Olemaun think Alice was chasing the rabbit? Why do you think she had a hard time understanding? (2)**  
*She thought Alice was chasing the rabbit because she was hunting it. She had a hard time understanding why a little girl would chase a rabbit if she did not intend to hunt it, skin it, and eat it.*
6. **Do you think that Alice from *Alice in Wonderland* was brave to chase the rabbit? (1)**  
*Answers will vary. In some ways, it is brave to chase the source of one’s curiosity, but there are consequences as well.*
7. **What does Olemaun think it must have been like at the outsiders’ school? After persisting, what does Rosie say about the school? (2)**  
*She thinks that the school is wonderful. Rosie finally tells her that the school was not good because they cut her hair there and made her work very hard and pray all the time.*
8. **What does it mean to take everything? (1)**  
*Answers will vary. For Rosie, the school ‘took’ her culture and self-worth.*
9. **Why do you think that Olemaun’s father told the outsiders “no” the previous four summers when they had come for her? (1)**  
*Answers will vary. Olemaun’s father did not want any more of his children to attend the school because he attended it once and knew what the school could do to children and their culture.*
10. **Why do you think that the outsiders want to take the children? (1)**  
*Answers will vary. The outsiders want to take the children’s indigenous culture from them and turn them into non-indigenous people.*
11. **When did this book take place? (1)**  
*The book took place over sixty years ago.*
12. **How did Olemaun’s family travel? (1)**  
*They travelled by walking, dogsled, and by boat.*
13. **When Olemaun’s father told her “no” how did she respond? How do children these days often respond when their parents say no? (2)**  
*She decided to wait and ask her father another time. Answers will vary.*



- 14. What does Olemaun's father tell her about the schools and the outsiders? (2)**  
*He said that outsiders do not like stubborn children. They do not teach the children how to hunt or cure meat and clean fish. They do not teach them to make traditional clothing. They tell children that the spirit inside of them is bad and they need to ask for forgiveness.*
- 15. How does Olemaun feel about the outsiders' songs and dances compared to her own? (1)**  
*She felt she would never forget her songs and dances because they were inside of her. She had heard some of the music from the church and wanted to learn how to make this kind of music.*
- 16. Olemaun has heard that she would be asked to kneel and pray for forgiveness a number of times. What does she think about that? (1)**  
*She said that she would be very good and stay out of trouble and that would help her get out of kneeling and praying because her spirit was good.*
- 17. Why do you think that, for a while, Olemaun stops bugging her father about going to the school? (1)**  
*She knew she had to be patient and wait for a chance to ask him again. She would not give up.*
- 18. What quality does Olemaun possess that her father says the outsiders do not like? Why do you think this is the case? (2)**  
*The outsiders do not like stubborn children. Stubborn children are strong children and cannot be made to bend easily to the will of others.*
- 19. At the end of Chapter One, Olemaun's father uses a rock to demonstrate the change that will happen to her at the school. What comparison does he make and what is the significance? Does Olemaun understand his message? (3)**  
*He said that once the rock was jagged and sharp, but the ocean water slapped at it and carried away its angles and edges. Now the rock is nothing but a smooth pebble. What the ocean water did to the rock is what the outsider school will do to Olemaun.*
- 20. Why does Olemaun's father finally agree to let her go to the school? (1)**  
*He knows that she is clever and will do well in school and if he lets her go, at least she will stop bugging him to go there.*

#### Chapter Two Assignment – 37 Points

- 1. At the beginning of Chapter Two, Olemaun describes her family's spring migration. How many schooners were traveling with them? How many families were on each schooner? How many days was the trip? (3)**  
*There were six other schooners and six/seven families on each schooner. The trip took five days.*
- 2. Who owned Olemaun's schooner and why was it significant? (2)**  
*Mr. Carpenter and Mr. Wolkii owned the schooner and it was once part of Vilhjamur Stefansson's expedition.*
- 3. Who was Old Man Pokiak and why was he significant? (2)**  
*Old Man Pokiak was Olemaun's great-grandfather and he founded the trading post at Aklavik.*



4. **What was Olemaun playing with after her father sold his winter catch of furs? (1)**  
*She was playing with a caribou-hide ball.*
5. **What place did Olemaun feel was magical and why? (2)**  
*She felt that the Hudson's Bay Company trading post was magical because it sold everything a person could ever need, such as furniture, clothing, rifles, and candy.*
6. **What did Olemaun's mother say to her to try to convince her not to go to school? (1)**  
*She told Olemaun that the nuns will cut her hair and make her work very hard.*
7. **Why does Olemaun think her mother wants her to stay home from the school? Do you think that Olemaun is correct in her thinking? (2)**  
*Olemaun thinks her mother is trying to scare her and wants her to stay home to help take care of the younger children. She felt her mother was jealous that she would learn to read. Answers will vary.*
8. **What things does Olemaun's mother buy her at the Hudson's Bay Company? (2)**  
*She buys her new stockings, soap, a comb, toothbrush, and something in a white tube (that turns out to be shaving cream and not toothpaste).*
9. **What do you think was in the white tube that Olemaun's mother bought her? (1)**  
*Answers will vary. It was supposed to be toothpaste, but it turns out to be something else.*
10. **Olemaun's parents wanted to wait until after the first of July to send her to school. What is important about this date and what took place on that day? What reasons does she give for that day being a festive time? (3)**  
*This is Dominion Day, which is Canada's 'birthday' and national holiday. The day was festive because communities traveled to Aklavik and competed against each other in tests of strength.*
11. **What was Olemaun playing with on the first day of the games? (1)**  
*Her father had made a balloon by blowing up the sac from the throat of a ptarmigan and the children chased each other down a long street.*
12. **Why do you think that Olemaun thought the kids in the garden were "naughty"? (1)**  
*Because the children were kneeling and pulling weeds from the garden, Olemaun thought that they must have been naughty and were kneeling for forgiveness.*
13. **Why do you think that the children who got off the boats were feeling so solemn and, as Olemaun's mother said, "didn't want to go to the outsiders' school"? (2)**  
*They were probably students who were there before and were already very sad and lonely to be leaving their families. They did not want to be at the school.*
14. **Why do you think that Olemaun's mother's words stung? (1)**  
*Because she thinks that Olemaun would rather learn to read than be with her family and does not miss a chance to tell Olemaun her opinion.*
15. **Olemaun thinks it will be fun to work at the hospital like a nurse. Do you think it would be fun? What kind of things do you think Olemaun will have to do as a nurse? (3)**

*Answers will vary. A nurse's job is very hard. There are sick people to deal with and nurses have to do things that are helpful for people, but these are things that can hurt them as well.*

16. **Why do you think that Olemaun will not be allowed to talk to the boys, even if they are her cousins? (1)**  
*The school will be separating boys and girls from each other because they do not want them to mix in any way.*
17. **Why was the school starting to seem less inviting? (1)**  
*She saw how large the school was and wondered how she would ever feel safe enough to sleep. She was used to falling asleep to the glow of her father's pipe and her family all around her.*
18. **Do you think that Olemaun should have changed her mind about going to the school? Why? Make a prediction about what would happen if she goes to the school. Make a prediction about if she was to go home. (3)**  
*Answers will vary.*
19. **Why does Olemaun decide that she should go to the school? (1)**  
*She was not going to let anything stop her from learning to read. She believed that she could manage.*
20. **How long does Olemaun say she stays at the school for and why? (2)**  
*Olemaun ends up staying at the school for two years because the summer was very short in 1945 and her family could not make it to Aklavik to bring her home.*
21. **What do you think that Olemaun meant when she said that the "Sisters, the Fathers and the Brothers ... were not family; they were like owls and ravens raising wrens"? (1)**  
*The priests were like owls and the nuns were like ravens. The children were compared to wrens because they are small and defenseless and the other two birds are birds of prey and scavengers.*
22. **What do you think that the hooked-nose outsider meant when she told Olemaun's father that "you certainly can't teach her the things she needs to know"? (1)**  
*The outsider does not respect the teachings of Olemaun's people and does not believe she would have learned anything worthwhile if she stayed at home. Answers will vary.*

### **Chapter Three Assignment – 28 Points**

1. **What did the nuns do to most of the girls' hair? Why do you think they did this? (2)**  
*They cut off their hair. They probably did this so the girls would all look the same, but also because they believed all the children had lice. Answers will vary.*
2. **What does the word "sever" mean? What is the significance of the word "sever"? (2)**  
*Sever means to cut apart. The word 'sever' meant to cut the children apart from their birth families and cultural teachings.*
3. **Why do you think that the nuns cut Olemaun's hair? (1)**



*Hair is important in Aboriginal cultures. Cutting one's hair means different things in different cultures, but it usually means mourning for a death or loss. The nuns cut their hair to humiliate them.*

4. **How did Olemaun know that the tall girl who entered the room was Gwich'in? (1)**  
*She knew that the girl was Gwich'in from the wraparound moccasins she wore.*
5. **What did Olemaun think about the clothes that she was given? What were some of the items? (2)**  
*They thought they were impractical. They were not warm and Olemaun's clothing did not fit her properly; the shoes were too small and the underwear was made of tent canvas, which made it very scratchy. Olemaun's stockings were faded, transparent, and too small, which made them keep sliding down her legs.*
6. **Olemaun said that the nuns "knew nothing of living in the North, nor how to dress for it" (p. 34). What kind of education do you think the students will be receiving since it clearly would not be about the north? (1)**  
*Answers will vary. The kind of education the students will receive will be completely different from what they have learned from their families.*
7. **What was the nun's reaction when Olemaun tried to wear her own stockings? Why do you think she reacted this way? (2)**  
*She took them away from her. This is because she wanted Olemaun to be obedient and listen to orders. Answers will vary.*
8. **How do you think Olemaun felt about her name? How can you tell? (2)**  
*Olemaun was proud of her traditional name she received from her family because as she spoke it to the nun, she pushed out her chest in pride. Answers will vary.*
9. **What did Olemaun's name mean and where did it come from? What is her new Christian name? (3)**  
*Her name meant the hard stone that is used to sharpen an ulu, which is a woman's traditional knife used for everything. Her new Christian name is Margaret.*
10. **What did Margaret discover about the stuff in the tube? What did she say it tasted like? Why did Margaret feel that the girls were laughing at her mother? (3)**  
*Margaret discovered that the stuff in the tube tasted awful and worse than a fly's breakfast. Margaret felt the girls were laughing at her mother's inability to purchase the right toiletry, which was toothpaste instead of shaving cream. Olemaun also thought that the Gwich'in always thought they were better than her people.*
11. **Why did Margaret decide to try the new nun's toothpaste? (1)**  
*She tried it because the new nun tried it first and she decided to trust her.*
12. **What was the new nun's name and what did Margaret think she looked like? (2)**  
*Her name is Sister MacQuillan and Margaret thinks she looks like a long, pale, and elegant swan.*
13. **Margaret was hoping to learn to read on her second day; what did she learn instead? (2)**  
*She learned how to clean everything in the school, such as the classroom walls, floors, desks, and windows.*
14. **What was Margaret supposed to pray for on page 42? What does she pray for instead? (2)**

*She was supposed to pray for her soul. Instead, she prays for the class to start soon, but her prayer was not answered.*

15. **Do you think the Raven is picking on Margaret? Explain your answer. (2)**

*Answers will vary.*

#### **Chapter Four Assignment – 8 Points**

1. **What did the Raven want Margaret to do at the beginning of Chapter Four? Was this fair? Explain. (3)**

*She wanted Margaret to read aloud from a book. This is not fair because Margaret does not know how to read. Answers will vary.*

2. **Why did the kids laugh when the Raven made Margaret clean the boards? (1)**

*They laughed because cleaning the boards would be no problem for Margaret because she was so tall that her stockings would not stay up. Her stockings were too small and kept falling down to her ankles.*

3. **What did Margaret decide that she would teach the Raven? How do you think that she planned to do that? (2)**

*Margaret decided to teach the Raven about the spirit of the Inuvialuit. Answers will vary.*

4. **How did Margaret feel about the food they were feeding the kids at school? (1)**

*She was angry because the food did not taste good at all and there was no meat to eat.*

5. **Why did the hatchlings start laughing at the Raven? (1)**

*They were laughing at the Raven because Margaret knocked her bowl of mush over and it spilled all over the nun's clothing.*

#### **Chapter Five Assignment – 28 Points**

1. **Margaret eventually turned the Raven's cruelty into a game. How did she "play"? (1)**

*She practiced harder at reading, writing, and arithmetic in order to prove the teacher wrong. She had to learn as much as she could because she planned to leave at the end of the school year.*

2. **What news did Margaret receive when a boat delivered a letter from her father? Explain. (2)**

*The family had been stranded on a smaller island because of an early freeze. The family decided to do all their trading at Tuktoyaktuk instead of Aklavik. Margaret was devastated and was crying. The letter was so wet from her tears that it fell apart.*

3. **Why do you think that Margaret had the dream about being locked beneath the Raven's habit? (1)**

*Because she knew she would have to stay longer, she felt trapped and dreamed that she would never be free of the Raven's control.*

4. **What reasons does Margaret give for the nuns wanting to keep the children at the school? (2)**



*The nuns did their best not to return the students to their families. Keeping the children at the school was an easy way to make sure they would return in the fall because the school was paid by the government for each student.*

5. **Why did classes have to be halted in October? (1)**  
*Smallpox was in the community and the hospitals were full.*
6. **What did Margaret think about having to call the men who did chores “Brothers”? (1)**  
*She felt that they were nowhere near like family and thought that some of the Brothers did not believe in God.*
7. **Why did Margaret stop complaining about the work? (1)**  
*Many of the children got sick from smallpox and Margaret felt that she had to work hard to help them get better.*
8. **What happened to Margaret when she had to go to the bathroom when she was working in the hospital? Explain. (2)**  
*The Raven kept giving her more chores. She finally got away to go to the bathroom and was scared by one of the Brothers. She peed herself because she was so scared.*
9. **By late November, when classes resumed, Margaret said that she discovered that Rosie was right about something. What was Rosie right about? What does Margaret say that she would have done instead? Why do you think Margaret said what she did? (4)**  
*Rosie was right about Alice not hunting the rabbit for food or its hide. Margaret would have brought the rabbit’s pelt back for her father. She said this because she would have had something to eat instead of the poor food they ate at the school.*
10. **What did Margaret want to tell her father in her letter home? What happened to the letter instead? (2)**  
*She wanted to tell her father that she hated the school and he was right. The food was awful and the nuns were mean. She wants to come home! The letter is torn in half and thrown in the trash can.*
11. **After the issues with the letter, what did Agnes tell Margaret she overheard two nuns talking about? Do you think Margaret would get the chance to share her message? What would you say if you had this opportunity? (3)**  
*Agnes told Margaret that the nuns were talking about a radio broadcast on CHAK where the students could have a chance to talk over the radio to their families.  
Answers will vary.*
12. **Did the nuns worry about the health or safety of the children on the way to the station? Why? (2)**  
*It did not seem that they were very worried because the children were not dressed for the weather and were made to line up outside the radio station until it was their turn to speak.*
13. **What message was to be sent home this time? Why did Margaret think that this did not make any sense? Why do you think the nuns wanted the children to do this? (3)**  
*The message was supposed to say Merry Christmas, the nuns treated them like family, and that school was very fun. Margaret did not know what these lies would accomplish because many of the parents listening did not speak or understand*

*English. The nuns wanted the children to fool the parents into saying everything was alright.*

14. **What did Margaret think her silence would accomplish? (1)**  
*Margaret knows that her silence will tell her parents that something was very wrong and that they would try their best to come and get her.*

#### **Chapter Six Assignment – 17 Points**

1. **How did the Raven make Margaret pay for her silence at the station? (1)**  
*Raven made Margaret clean every blackboard and mop every floor. She also made Margaret clean the chicken coop.*
2. **What was different about the stockings the Raven gave to Margaret? Why do you think she did this? (2)**  
*Raven gave Margaret bright red stockings that made her legs look big. She did this to humiliate her and make the other children laugh at her.*
3. **Who did Margaret imagine the Raven as after she got her new stockings? Do you think this is an appropriate comparison? Why? (3)**  
*Margaret compared the Raven to the Queen of Hearts in Alice in Wonderland.  
Answers will vary.*
4. **What punishment does Margaret receive after Katherine called her fatty legs and Margaret called her fatty face? (1)**  
*The Raven caught Margaret by the ear and made her work in the laundry for the rest of the week.*
5. **What do you think Margaret plans to do to stop “this fatty legs business”? (1)**  
*Answers will vary.*
6. **What happened to Agnes after everyone started calling Margaret fatty legs? (1)**  
*Everyone started calling Agnes “Skinny Legs”. This made Margaret feel like walking home all the way. Agnes started to not hang around Margaret because she thought that being friends with her made the others tease her.*
7. **What did Margaret do with the stockings? Do you think this was a good or bad idea? Explain. (3)**  
*She threw them in the fire under the laundry vat. Answers will vary.*
8. **How did the Raven react when Margaret came into the refectory with bare legs? (1)**  
*She flailed like a fish on the ice, threw her hands up in the air, and told her to go put on the stockings immediately.*
9. **How do you think Margaret felt when she told the Raven she could not put on her stockings? (1)**  
*Answers will vary.*
10. **What do you think Sister MacQuillan whispered in the Raven’s ear and what did Margaret think would change as a result? (2)**  
*Sister MacQuillan called Margaret brave and gave her new gray stockings. Answers will vary, but once Sister MacQuillan spoke to the Raven, Margaret knew that the Raven would leave her alone.*
11. **What lesson does Margaret think that the Raven learned by the end of Chapter Six? (1)**



*She wanted the Raven to learn to be careful what birds to choose to pluck from the nests because a wren can be just as clever as a raven.*

### **Chapter Seven Assignment – 18 Points**

1. **What did Margaret fear at the beginning of the chapter and what message was delivered to her at the beginning of the summer? (2)**  
*She fears that her parents might forget her at the school and forget they had a daughter at all. Margaret received a letter to travel to Tuktoyaktuk on one of the school's boats because her family would meet her there.*
2. **How long had it been since Margaret heard her real name? (1)**  
*She had not heard her real name in two years.*
3. **What is the *Inuvialuit* word for swan? How did Sister MacQuillan react when Margaret called her a swan? (2)**  
*Qugyuk – Sister MacQuillan elongated her neck and raised her arms like she would take flight. They both laughed together.*
4. **Margaret says that she was sure that once she told her father about the Raven that he would never let her return to the school. Do you think she will ever go back? Explain your answer. (2)**  
*Answers will vary.*
5. **What was the name of the boat that took Margaret to Tuktoyaktuk? (1)**  
*The boat's name is the Immaculata.*
6. **How did Margaret's mother react when they first saw one another? What did she say to the Brothers? (2)**  
*Her mother did not know her. She told the Brothers that Margaret was not her girl. She only remembered a pale eight-year-old with pudgy cheeks and now Margaret was very tall, tanned, and ten years old.*
7. **What did her mother give to Margaret as a welcome home gift? (1)**  
*Her mother brought her a package of all the things that Margaret liked to eat.*
8. **How did Margaret feel about (react to) the gift? (1)**  
*Margaret felt that the food was very strange, greasy, salty, and smelled strong.*
9. **Margaret's parents had very different reactions to Margaret's aversion to the foods. Explain the reaction from both and why you think each reacted as they did. (3)**  
*Her mother cried and said Margaret was now an outsider. Her father said that when Margaret got hungry enough, she would eat it and she did. Answers will vary.*
10. **What do you think that Margaret meant when she said that she was "satisfied that I now knew what happened to girls who went down rabbit holes"? (1)**  
*Her curiosity had led her far away and she had experienced some sad and scary things, but she had survived.*
11. **What do you predict will happen after Margaret settles in at home? Give reasons for your answer. (2)**  
*Answers will vary.*

### After the Story Assignment – 17 Points

- 1. What things did Margaret do in the first year after she returned home? (2)**  
*She went hunting with her father, fishing with her mother, and finding goose eggs with her siblings. She knew she would not go back to school for anything.*
- 2. What happened to Margaret's younger sisters after her return? Are you surprised? Why? (3)**  
*The sisters begged their father to go to the school. Answers will vary.*
- 3. Why did Margaret's father agree and how did the government help his decision? (2)**  
*Margaret's father agreed that the girls should go and learn to read and by that time, the government was forcing the parents to send their children if the families were to still receive child benefits.*
- 4. What things did Margaret say to the girls to try to talk them out of their decision? (2)**  
*Margaret tried to warn them and told them about their hair and how many chores there were and how they would be kneeling for forgiveness all the time. However, they still wanted to go.*
- 5. What did Margaret decide to do and why? Would you have made the same choice? Explain. (3)**  
*Margaret decided to go with them to make sure that they would be protected and to make sure they did not forget that wrens can be just as clever as ravens and owls. Answers will vary.*
- 6. Why do you think that Margaret names Sister MacQuillan, but refers to the nun who was cruel to her as "The Raven"? (1)**  
*Answers will vary. Because Sister MacQuillan treated Margaret in a caring and loving manner, Margaret admired and respected her. However, the Raven did not treat Margaret properly and so Margaret did not address her by her Christian name, but by a bird that symbolized something else in her culture.*
- 7. Throughout the novel, Margaret is seeking an education. What do you think she really learned in this story? Explain. (2)**  
*Answers will vary. She learned that people have to experience something in their own way to learn something – someone can tell you not to do something, but you have to find out for yourself.*
- 8. In the beginning of the book, Margaret said that she thought Alice was brave to chase the rabbit out of curiosity. Do you think Margaret was brave? Explain. (2)**  
*Answers will vary.*

### The Schools Assignment – 11 Points

- 1. How did some of the children end up coming to the schools and why did the school want to keep enrollment high? (2)**  
*The Europeans wanted to expand into new territories and the Aboriginal people stood in the way of this expansion. One way to remove the people was to send the children to schools to replace their traditional skills with ones that would allow them to work at menial (slave-like) jobs. Most children were forcibly taken and some were*



*kidnapped. The school wanted to keep enrollment high to keep the school running and make money from the government.*

2. **What were some of the problems mentioned in this section about the schools?**

**(2)**

*Children had to work hard; schools were often overcrowded and dirty; diseases were common; teachers were unqualified to educate the children; their clothing was taken away; their hair was cut; and they were not allowed to speak their own language.*

3. **What does it mean to *assimilate*? How did the schools try to do this to the children? (2)**

*To assimilate means to take in another culture or set of values completely and lose one's original culture. The schools did this through separating children from their families and making them speak English instead of their First Nation language. They would lose the old ways and learn the new ways of the European culture.*

4. **What problems did some of the children experience when they returned from school? (2)**

*Some of the problems children experienced were challenges to parent their own children; dealing with the abuse experienced; shedding the shame of oppression; and reclaiming pride in their identity.*

5. **What are the people who lived through their experiences at residential schools called? (1)**

*They are called survivors.*

6. **What are some of the ways that former residential school students are trying to heal? (2)**

*They are trying to heal through healing circles; relearning their language; participating in cultural celebrations; dances; drumming, songs, handicrafts, stories, philosophies, art, and media.*

**First Nation Literature Unit**  
**Fatty Legs – A True Story**  
By Christy Jordan-Fenton and Margaret Pokiak-Fenton  
Illustrated by Liz Amini-Holmes

**Anticipation Guide Rubric**  
**20 points**

The purpose of an anticipation guide is to help students make predictions about what kind of action will be coming up in their reading. The questions in this anticipation guide should help them think about possible situations.

**Written Response Rubric**

- |              |  |
|--------------|--|
| 20<br>points | <ul style="list-style-type: none"><li>• Superior responses begin with a topic sentence which restates the question or states the topic</li><li>• Ideas are fully developed with a sense of completeness</li><li>• Specific details from anticipation guide support the topic, thoughts, ideas, and opinions</li><li>• Organization is structured clearly, and is easy to understand</li><li>• Sentence structure is correct and effective</li><li>• Spelling, punctuation, and capitalization is correct</li><li>• -----</li></ul> |
| 15<br>points | <ul style="list-style-type: none"><li>• Proficient responses begins with a topic sentence which restates the question or states the topic</li><li>• Ideas are well developed and supported</li><li>• Details from the anticipation guide relate to the topic, thoughts, ideas, and opinions</li><li>• Organization is structured and understandable</li><li>• Sentence structure is correct and effective</li><li>• Spelling, punctuation, and capitalization is mostly correct</li><li>• -----</li></ul>                          |
| 10<br>points | <ul style="list-style-type: none"><li>• Response begins with a topic sentence which restates the question or states the topic</li><li>• Ideas are clear and somewhat address the topic</li><li>• At least one specific detail from the anticipation guide relates to the topic</li><li>• Organization is unclear</li><li>• Sentence structure has errors</li><li>• Spelling, punctuation, and capitalization has occasional errors</li><li>• -----</li></ul>   |
| 5<br>points  | <ul style="list-style-type: none"><li>• Response begins with a sentence which doesn't restate the question or state the topic</li><li>• Ideas are not developed with limited support</li><li>• May not have details from the anticipation guide that support answer</li><li>• Organization is unclear and difficult to follow</li><li>• Sentences have errors, fragments, and run-on sentences</li><li>• Spelling, punctuation, and capitalization has mistakes</li><li>• -----</li></ul>  |