

Title: Producing an Original Prequel to “A Stranger at Home” to Enhance Literacy Skills

Bio: I am a junior highschool teacher in Calgary and have lived here my entire life. I am an Indigenous woman from George Gordon’s First Nation and many family members of mine have attended the previous residential school on the reservation. I myself have dealt with the impact of being ashamed of my identity and culture and want to share my journey of acceptance to educate and inspire other people to be proud of their identity.

Resources used and possible concerns	A Stranger at Home
Author/creator and/or literature background	<p>Margaret Pokiak-Fenton</p> <ul style="list-style-type: none"> - Margaret was born in the NorthWest Territories and is Inuvialuit. Pokiak-Fenton attended a Catholic residential school in Aklavik which is a residence of the fur trade. Margaret now has shared her story and experiences in a variety of picture books and novels. <p>Christy Jordan Fenton</p> <ul style="list-style-type: none"> - Christy Jordan-Fenton lives near Fort St. John, British Columbia. Margaret Pokiak-Fenton is her mother-in-law (Scholastic, 2020). Christy has worked alongside her mother-in-law to share Margaret’s story and experiences. <p>Liz Amini-Holmes (Illustrator)</p> <ul style="list-style-type: none"> - Liz is an illustrator based in the San Francisco Bay Area and she is also working on a Masters in Art Therapy.
UPE course connections (not exhaustive)	<p>Education 530 - Indigenous Education</p> <ul style="list-style-type: none"> - This lesson will allow pre-service teachers to learn an example of an experience many Indigenous peoples endured related to education as this is a story of a woman who experienced many negative consequences due to the treatment she endured in residential schools. - Teachers will also be able to experience the lesson themselves and take it to be used in their own classes. <p>Education 435 - Literacy, Language and Culture</p> <ul style="list-style-type: none"> - This lesson will allow pre-service teachers to experience an activity, that they can use in their future classrooms, that focuses on the power of storytelling and the literary skills of writing organization, plot development, foreshadowing and characterization <p>Education 450 - Diversity in Learning</p> <ul style="list-style-type: none"> - This lesson would benefit pre-service teachers as they

	<p>will be able to experience a story and an activity that showcases just some of the consequences and lifetime impacts many residential school survivors endure. This will be beneficial for teachers in the future who may teach students who are affected by these affects through intergenerational trauma and family experiences.</p>
<p>K-12 connection</p>	<p>English Language Arts - Grade 7-9</p> <p>2.2 Respond to Texts</p> <ul style="list-style-type: none"> ↪ discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts <p>2.4 Create Original Text</p> <ul style="list-style-type: none"> ↪ use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict ↪ express interpretations of oral, print and other media texts in another form or genre
<p>Materials</p>	<ul style="list-style-type: none"> - Class copies of “A Stranger at Home” - Paper and pens or Devices to write
<p>Rationale</p>	<p>Big idea: Students will complete a novel read aloud on “A Stranger at Home”. They will then write a short story as a prequel to demonstrate their understanding, show their understanding of using textual clues and literary elements (such as foreshadowing and the plot diagram).</p> <p>Purpose: *THIS LESSON IS INTENDED FOR STUDENTS WHO HAVE NOT READ THE FIRST BOOK OF THIS SERIES “FATTY LEGS”*. This lesson plan will be used to teach students what the potential consequences were of attending residential school and to listen to the authentic perspective of someone who attended these schools. Additionally, this lesson will allow students to explore and demonstrate their understanding of developing a plot, literary elements such as foreshadowing and using text clues to enhance their writing.</p>
<p>Lesson/activities</p>	<p>*THIS LESSON IS INTENDED FOR STUDENTS WHO HAVE NOT READ THE FIRST BOOK OF THIS SERIES “FATTY LEGS”*</p> <p>To preface this activity, students should have a basic understanding of what residential schools were and why children attended them. Students should also have an understanding of the plot diagram and what each component</p>

looks like. This lesson will take multiple classes to complete as it incorporates reading and responding to a novel.

1. Begin the lesson by giving students a prompt:

Using these prompts, begin a group discussion.

- a. Imagine you leave your friends and family for a long time, how do you feel when you come back? How do you think the people you left may have felt?
 - b. When you come back to school after summer break do you sometimes feel things are different and it's hard to adjust back into routine?
2. While discussing the prompts, connect these feelings to those students who attended residential schools when they came back home. Instruct that some students had to travel far to get back home and that they didn't see their families or were able to engage in their culture for many years.
3. Inform students that they will be reading "A Stranger at Home" as a class read-aloud. Tell students this book is a sequel to the novel "Fatty Legs", however they will be reading the second book (out of order) as they will be writing their own short story as a prequel to "A Stranger at Home".
4. Prior to reading the novel, go through the biography of Margaret Pokiak-Fenton as a class, using this link (<http://empoweringthespirit.ca/fatty-legs-webinar-series/>) so students have some context on who the main character is and to understand this is a true story.
5. Conduct a read-aloud activity where the class reads the novel together. This can be done with just the teacher reading or students volunteering to read. This read aloud may take more than one class depending on timing and other variables.
6. Once the novel is complete, have students get into literacy circles/groups. It is recommended the teacher pre-creates the groups to play to the student's strengths. Students should be in groups of 3-4.
7. Instruct students they will have 10-15 minutes to complete this next task.
- In their literacy groups, students are to identify and find the following:
- a. Three examples of how Margaret/Olemaun struggles to reconnect with the culture
 - b. Two examples of how Margaret/Olemaun

	<p>reconnects with her culture and family. Students will need to record the page number and quote where they found this information.</p> <ol style="list-style-type: none">8. Next, transition into a group discussion to inform them that they will be creating a short story highlighting what Olemaun *could have* experienced at the school that led her to feel so disconnected to her family and culture.<ol style="list-style-type: none">a. Students are encouraged to focus on textual clues such as quotes indicating how long Olemaun was away for, how far, what food she was not accustomed to, etc.b. Instruct students that including foreshadowing within their story is a necessary component in this task. Using the list they compiled in their literacy groups will assist them in this task. For example, students may want to include Oleuman commenting on how she's eating so differently she may not even like her cultural food when she returns. *Depending on the group and topics covered previously, a mini lesson on what foreshadowing is and what it looks like may be necessary*c. Additionally, students will be asked to have the main setting to be in a residential school (remind students none of them will be able to write in the TRUE perspective of someone who actually attended the schools and that this isn't the main focus), the main task is to use text clues to connect Olemaun's experiences when she came home, to her potential experiences at the schools.9. Next, provide students with multiple classes to plan, draft, edit and produce a short story, reminding them to include all the necessary components listed above.10. When the assignment is complete, it is optional (but encouraged) to read "Fatty Legs" in order to compare their short story to the original prequel.

Supporting Sources (APA):

Christy Jordan-Fenton Books, Author Biography, and Reading Level. (2020). Scholastic. Retrieved August 28, 2020, from

<https://www.scholastic.com/teachers/authors/christy-jordan-fenton/>

“Fatty Legs Webinar Series & Resources.” *Empowering the Spirit*, 2020,
empoweringthespirit.ca/fatty-legs-webinar-series/

Google Books (2020, March 10) Fatty Legs (10th Anniversary Edition). Retrieved August 28, 2020, from
https://books.google.ca/books/about/Fatty_Legs_10th_Anniversary_Edition.html?id=9ZOxwEACAAJ

Jordan-Fenton, C., Pokiak-Fenton, M. (2015). A stranger at home: A true story. Winnipeg: Manitoba Education and Advanced Learning, Alternate Formats Library.

Jordan-Fenton, C., Pokiak-Fenton, M., & OverDrive Inc. (2011). Fatty legs: A true story. Toronto: Annick Press.

Margaret Pokiak-Fenton. (2020, July 27). Retrieved August 28, 2020, from
https://en.wikipedia.org/wiki/Margaret_Pokiak-Fenton