

Northern Biographies

Introduction

This story offers an opportunity to encourage learners to learn more about three northern people who have made significant contributions to northern culture and politics. Learners also have an opportunity to explore poetry, research and write a biography on a northerner and learn about critiquing photos.

This section presents a list of seven learning activities and the written text for the Northern Biographies. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

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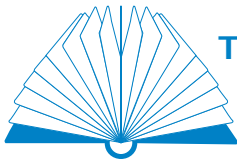


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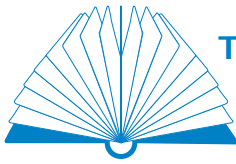


This symbol marks handouts to copy for learners.





Northern Biographies List of Learning Activities		
Instructor Notes	Handouts	Page #s
1) Vocabulary	2 handouts	19 to 26
2) Language Skills	2 handouts	27 to 31
3) Questions	2 handouts	32 to 38
4) Comprehension	3 handouts	39 to 46
5) Writing Skills	4 handouts	47 to 57
6) Research	2 handouts	58 to 62
7) Viewing/Representing	5 handouts	63 to 73



Text – Northern Biographies

René Fumoleau

Fifty-five years ago, René Fumoleau moved from France to Rádeli Kóé (Fort Good Hope) to take up his duties as an Oblate priest. He was just twenty eight years old. He worked with the Dene in Fort Good Hope from 1953 to 1959, in Fort Franklin from 1960 to 1968 and then returned to Fort Good Hope between 1968-1969.

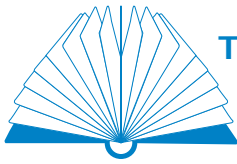
In 1971, he began historical research on Treaties 8 and 11 which resulted in the publication of *As Long As This Land Shall Last: A History of Treaty 8 and Treaty 11, 1870-1939*.

From 1970 until 1994 he lived in Yellowknife and then moved to the community of Lutsel K'e.

He has produced several documentary films and authored two books of stories, *Here I Sit* and *The Secret*, and a non-fiction work on aboriginal land claims entitled *As Long As This Land Shall Last*.

He went as a missionary but soon found the Dene teaching him. He has been a loving chronicler of the Dene way in film, story-telling, poetry and photography.

During his time in the north he has been an avid photographer and many of his photographs have been displayed, sold and published. He has donated his photographs to the Prince of Wales Northern Heritage Centre in Yellowknife. There are 10,000 photos in the Fumoleau collection.



Read along with René Fumoleau as he reads two of his stories – *Honesty* and *Hockey*.

Honesty

When I was in Fort Good Hope,
one Norseman plane served Norman Wells,
Fort Good Hope, Fort Norman, Deline, Arctic Red River, Fort
McPherson, Aklavik and Tuktoyaktuk,
in a territory about the size of France,
so we didn't fly very often.

We mostly travelled by boat or by canoe.

In September 1959, I travelled 350
kilometres by boat to Aklavik.
In the 1950s, people from various countries
and different backgrounds
had made Aklavik a really friendly town.

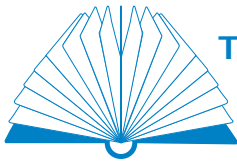
Most residents were characters,
but Jim was **the** character.

One day I saw Jim climbing the river bank,
pushing a wheelbarrow full of white fish.
And people stopped him on the road:

"Jim, can you sell me a fish?"

"Yes, a dollar a fish."

Some more buyers, same question, same answers,



Until Tiny Scott asked:

"Jim, can you sell me a fish?"

"Yes, fifty cents."

And Tiny left with his fish,
and the people grumbled:

"Jim, you charge us a dollar a fish,
and only fifty cents to Tiny."

"Well, wait a minute! I'll explain it to you.
You see, I visited my fish nets,
but I had not one single fish in my net,
so I got all my fish from Tiny's nets.

So I couldn't charge him the same price.

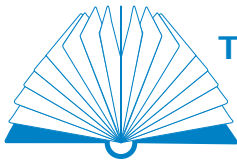
One has to be honest!"

Hockey

In 1970 Dettah was a small Dene community without phone and electricity and without a permanent road to Yellowknife about twenty-five kilometres away.

When I moved to Yellowknife I spent a good part of my time there in Dettah.

I was fascinated by the games the Dene children invented according to the seasons. It was perfectly safe for them to play anywhere because there was no truck in the village and no traffic.

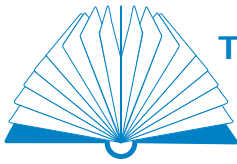


In winter, any stretch of the road turned into a hockey rink.
Children handmade their hockey sticks.
Blocks of firewood provided the goal posts.
Players wore moccasins and parkas,
and I couldn't figure out who was on what team.

One November afternoon, I decided to watch closely.
So the Eagles and the Ravens started with five players each.
The score climbed to 1 to 1.
Then, the Ravens scored twice in a row,
so they gave a player to the Eagles to even the chances.

And later on, the Eagles led by two goals,
and in turn, they gave a player to the Ravens.

Then I understood why the scores
were always so close: 2-1, 4-3, 3-2,
and no team was ever beaten badly.



Richard Van Camp

Today we'd like to draw your attention to an exciting young writer from the Northwest Territories. His name is Richard Van Camp. He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

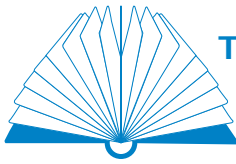
Richard is a proud member of the Dogrib (Tłıchǫ) Nation. He is a poet, a novelist and a short story writer. Richard has also written award winning books for children. Richard is a great talent and we are proud that he is the first published Dogrib author.

Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very traditional Dogrib elders. My mom and her brothers were the first Dogrib generation to learn to read and write."

He says that "being part of the second literate generation gives me the advantage of sharing the oral history that was passed down to me by my mom and uncles and Elders and braid our words and stories with the written word. This is happening all over the world, and we're able to share our cultures, through our writing, with the world."

Richard is a graduate of the En'owkin International School of Writing and the University of Victoria's Creative Writing Program. He also went on to get his Master's Degree in Creative Writing at the University of British Columbia. Richard now teaches creative writing for Aboriginal students at the University of British Columbia in Vancouver, BC.

Richard has been publishing since 1992. Richard has written a novel, *The Lesser Blessed* which has been translated into French and German. And in 2001 it won Germany's highest award for a translation. He also



wrote, *Angel Wing Splash Pattern*, which is a collection of his finest short stories.

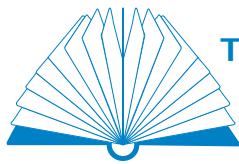
Many of his stories take place in the fictional town of Fort Simmer. Simmer is a mix of several northern communities. "I'm happy to write about a fictional town and not set it in my hometown of Fort Smith because then I'd be bound by facts and loyalty, and I want to write about the North and not have people pointing fingers at individuals who are still alive. I'm in love with the power of fiction, not gossip," he says.

Three of his short stories from *Angel Wing Splash Pattern*, have been broadcast nationally as radio dramas on CBC. Richard also wrote for CBC's *North of 60* television show for two months under their Writer Internship Program and was a script and cultural consultant with them for four seasons. And his novel, *The Lesser Blessed*, will soon be a movie with First Generation Films.

Richard is also the author of three children's books: *A Man Called Raven*, *What's the Most Beautiful Thing You Know About Horses?*, and his newest baby book, *Welcome Song for Baby – a lullaby for newborns*.

Every newborn baby in BC will receive a free copy of *Welcome Song for Baby* through the Books for Babies initiative of the BC Libraries Association.

His new novel, *Blessing Wendy*, will be out with Orca Books in 2009. After seven years of work Richard has just finished a new novel titled *The Strongest Blood* whose publication he is presently negotiating with publishers.



Nellie Cournoyea

Today we'd like to introduce a great leader of the Northwest Territories. Her name is Nellie Cournoyea. She was born in Aklavik in 1940. Her father emigrated to Canada from Norway and became a trapper in the north and her mother was an Inupiak from Herschel Island. She has two children, John and Maureen.

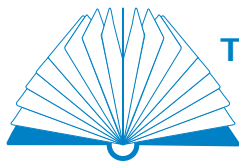
She is the Chair and CEO of the Inuvialuit Regional Corporation (IRC) in the Beaufort Delta. The IRC was established in 1985 with the mandate to receive the Inuvialuit lands and financial compensation resulting from the 1984 land claim settlement. Today it has assets of more than 382 million dollars.

As Nellie said recently,

“I have been fortunate and privileged to serve the Inuvialuit for almost 30 years as a land claim negotiator, as a Member and Minister in the NWT Legislative Assembly, and as Chair and CEO of the Inuvialuit Regional Corporation.

For those of you who may not be familiar, the Inuvialuit are the Inuit of the coastal regions of the Northwest Territories and Yukon. We were the first Aboriginal people in the Northwest Territories to conclude a comprehensive land settlement with the Government of Canada. Rooted in a respect for our culture and traditions and confidence in our ability to secure our future, the Inuvialuit Final Agreement (IFA) was signed June 5, 1984.”

The IFA came about because people committed themselves to achieving Inuvialuit self-reliance through the institutions, rights and benefits through a land claim settlement.



Ms. Cournoyea has had many accomplishments over the years. She served for 17 years from 1979 to November 1995 as a Member of the NWT Legislature (MLA) representing the Western Arctic riding of Nunakput. She held several Cabinet positions and then in 1991 she became Premier of the Northwest Territories, a position she held for four years. She was the first female premier of a Canadian Territory, and the second female leader of an elected legislature in Canada after Rita Johnston in British Columbia.

Before entering politics, Cournoyea was an announcer and station manager for CBC North in Inuvik, and a land claims worker for the Inuit Tapirisat of Canada.

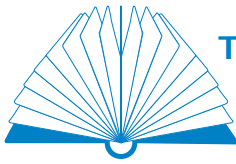
In a volunteer capacity, Ms. Cournoyea served as a director of the Ingamo Hall Friendship Centre in Inuvik and a founding member of the Northern Games Society.

Continuing volunteer commitments include work in Inuvialuit historical and cultural activities.

CBC television has honoured Ms. Cournoyea by doing a *Life and Times* documentary on her amazing life.

In her private life, Ms. Cournoyea savours the time she spends on the land. Fishing, picking berries and enjoying the quiet company of family and friends and pursuing her lifelong love of reading, particularly Arctic and ancient history and the political world.

Nellie Cournoyea is an outstanding role model and spokesperson for the Inuvialuit. From her early days working with her dad on a trapline to becoming the first Aboriginal woman to be elected Premier in Canada, Nellie Cournoyea proves to us that every journey begins with a single step and no journey is too hard.



Vocabulary Learning Activity 1

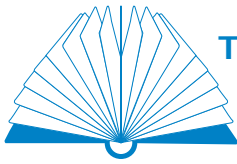
Two handouts

1-1: What Do These Words Mean?

Learners look up the best meaning for words from the story and then write a sentence for each word.

1-2: Word Study

Learners study the new words by categorizing them into nouns and adjectives, breaking the words into syllables and finding root words.



Vocabulary Learning Activity 1

1-1: What Do These Words Mean?

Use a dictionary and write down the **best** meaning for these words from the Northern Biographies. Then write a sentence using each word.

1) **historical**

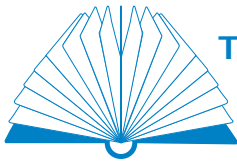
Meaning _____

Sentence _____

2) **treaties**

Meaning _____

Sentence _____



3) **documentary**

Meaning _____

Sentence _____

4) **missionary**

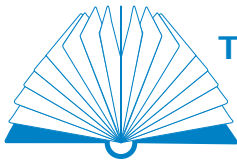
Meaning _____

Sentence _____

5) **avid**

Meaning _____

Sentence _____



6) **literate**

Meaning _____

Sentence _____

7) **generation**

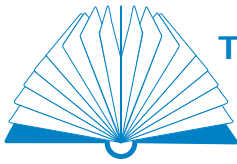
Meaning _____

Sentence _____

8) **oral**

Meaning _____

Sentence _____



9) **self-reliance**

Meaning _____

Sentence _____

10) **emigrated**

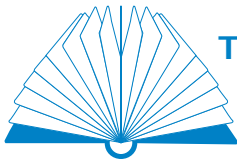
Meaning _____

Sentence _____

11) **savours**

Meaning _____

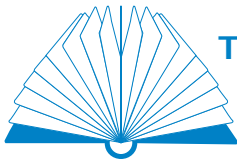
Sentence _____



12) **journey**

Meaning _____

Sentence _____



Vocabulary Learning Activity 1

1-2: Word Study

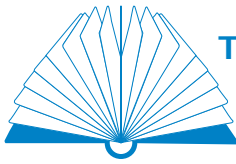
- | | |
|----------------|-------------------|
| 1. historical | 7. generation |
| 2. treaties | 8. negotiating |
| 3. documentary | 9. emigrated |
| 4. missionary | 10. self-reliance |
| 5. avid | 11. savours |
| 6. literate | 12. journey |

1. Break each word into syllables.

2. What is the root word for the following:

- | | |
|---------------|-------|
| ✓ historical | _____ |
| ✓ treaties | _____ |
| ✓ documentary | _____ |
| ✓ missionary | _____ |
| ✓ negotiating | _____ |
| ✓ generation | _____ |
| ✓ emigrated | _____ |
| ✓ savours | _____ |

3. Which words can be used as adjectives? Write them in a sentence showing them as an adjective.

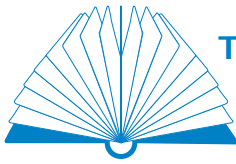


4. Which words are nouns? Write them in a sentence.
5. Which words are verbs? Write them in a sentence.
6. The word *literate* can be used as a noun and an adjective. Write a sentence for *literate* as a noun and as an adjective.
7. The root word *negotiate* is a verb. Make as many words as you can by adding a suffix to the word. Say if it is a verb or noun.

negotiating

verb

_____	_____
_____	_____
_____	_____
_____	_____



Language Skills Learning Activity 2

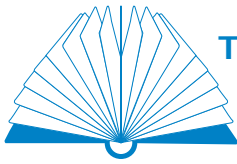
Two handouts

2-1: Cloze Activity

Learners fill in the blanks from Richard Van Camp's biography using the words given. Then they fill in the blanks using their own words.

2-2: Nouns and Verbs

Learners fill in the chart then write a sentence that uses both the noun form and verb form for each word.



Language Skills Learning Activity 2

2-1: Cloze Activity

Fill in the blanks from Richard Van Camp's biography from the list of words below. All the words are adjectives.

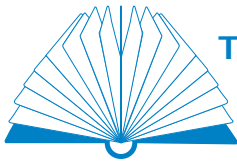
award winning
proud
oral
first
traditional

second
literate
exciting
written
great
first

Today we'd like to draw attention to an _____ young writer from the Northwest Territories. His name is Richard Van Camp. He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

Richard is a _____ member of the Dogrib (Tłı̨chǫ) Nation. He is a poet, a novelist and a short story writer. Richard has also written _____ books for children. Richard is a _____ talent and we are proud that he is the _____ published Dogrib author.

Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very



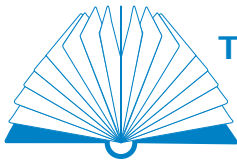
_____ Dogrib elders. My mom and her brothers were the
_____ Dogrib generation to learn to read and write."

He says that "being part of the _____
_____ generation gives me the advantage of sharing
the _____ history that was passed down to me by my mom
and uncles and Elders and braid our words and stories with the
_____ word. This is happening all over the world, and
we're able to share our cultures, through our writing, with the world."

Rewrite the biography with your own words.

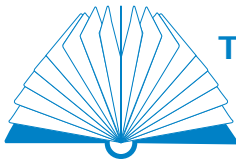
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writer from the Northwest Territories. His name is Richard Van Camp.
He was born in 1971 in Fort Smith, NWT, and is the eldest of four boys.

Richard is a _____ member of the Dogrib (Tłıchʔ) Nation. He is
a poet, a novelist and a short story writer. Richard has also written
_____ books for children. Richard is a
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_____ published Dogrib author.



Richard's grandparents, Pierre and Melanie Wah-shee did not speak English. He says "They didn't need to. They were very _____ Dogrib elders. My mom and her brothers were the _____ Dogrib generation to learn to read and write."

He says that "being part of the _____ generation gives me the advantage of sharing the _____ history that was passed down to me by my mom and uncles and Elders and braid our words and stories with the _____ word. This is happening all over the world, and we're able to share our cultures, through our writing, with the world."



Language Skills Learning Activity 2

2-2: Nouns and Verbs

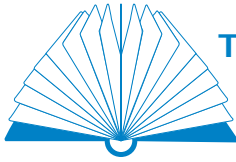
Look at the list of words below from the Northern Biographies. Each word has a noun form and a verb form. Complete the chart. The first one is done for you.

Noun form of the word	Verb form of the word
donation	donate
collection	
	translate
	consult
negotiation	

Write a sentence that uses both the noun form and the verb form for each word.

For example:

- 1) The people of Yellowknife were very generous to **donate** so many books to our **donation** box.



Questions Learning Activity 3

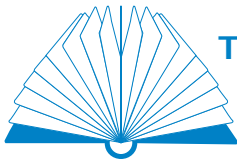
Two handouts

3-1: Story Questions

Learners answer questions about the Northern Biographies. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal Writing

Learners use questions in the handout to guide their journal writing.



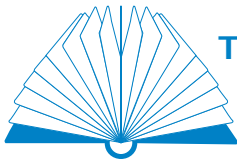
Questions Learning Activity 3

3-1: Story Questions

Answer the following questions in one or more sentences. Begin with a capital letter and end with the correct punctuation.

- 1) How long has René Fumoleau lived in the NWT. What communities did he live in?

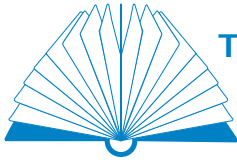
- 2) What books has René authored?



3) What does René like to do?

4) Why do you think René donated his photos to the Prince of Wales Northern Heritage Centre?

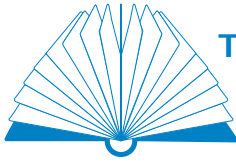
5) What kinds of books does Richard Van Camp write?



- 6) Why was it not important for Richard's grandparents to speak English?

- 7) What does Richard write about?

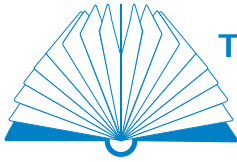
- 8) What is Richard famous for?



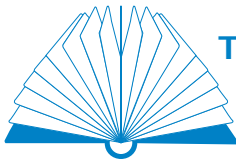
9) What are some of Nellie Cournoyea's accomplishments?

10) Why do you think CBC did a *Life and Times* documentary on Nellie's life?

11) What did Nellie do before she entered politics?



- 12) What does this sentence mean? “Nellie Cournoyea proves to us that every journey begins with a single step and no journey is too hard.”

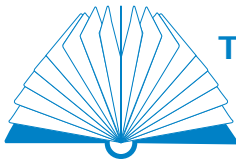


Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Which Northern Biography appeals to you most? Why?
- ✓ Ordinary people can do extraordinary things. How have the people from the biographies shown this?
- ✓ The north is a unique place. Do you know of any unique people that you would like to write about? Write about them.
- ✓ Richard Van Camp says that he enjoys sharing the oral history of his family with others. Do you have oral history in your family that has been passed down from generation to generation? Write about these stories.



Comprehension Learning Activity 4

Three handouts

4-1: Summarizing

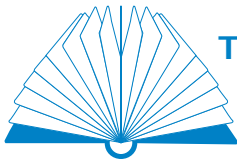
Learners summarize two of the biographies. They should include all the important information and write one paragraph about each person.

4-2: 5 Ws and How

Ask learners to reread the stories *Honest* and *Hockey*. Ask them to fill in the 5Ws and How handout.

4-3: Autobiography or Biography

Learners look up a definition for autobiography and biography. Learners then read each passage on the handout and determine if it represents an autobiography or biography passage. They list the similarities and differences between the two.



Comprehension Learning Activity 4

4-1: Summarizing

What is summarizing?

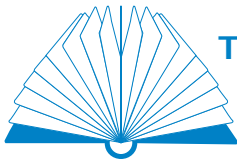
Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas and the main points that are worth noting and remembering.

How do I summarize?

1. Read the article or text.
2. Reread the article or text. Underline important ideas. Circle key terms. Find the main point of the article or text.
3. Write a brief outline of the important information.
4. Write the main point of the article. Use your own words. This should be a sentence that expresses the central idea of the article or text.
5. Write your rough draft of the summary.
6. Edit your version. Be concise. Eliminate needless words and repetitions.

In the summary, you should include only the information your readers need.

- ✓ State the main point first.
- ✓ Make the summary clear and understandable to someone who has not read the original article or text. Your summary should stand on its own.
- ✓ Don't add any new data or your ideas.



- ✓ Use a simple organization:
 - Main point
 - Main results
 - Conclusion

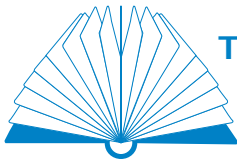
For example:

Summary of René Fumoleau

René Fumoleau is a missionary from France who came to the Northwest Territories in 1953. He lived in Fort Good Hope, Fort Franklin (Deline), Lutsel'Ke and Yellowknife. He currently shares his time between Yellowknife and Lutsel'Ke. He has written several books and produced several documentary films about his life in the North. René is an avid photographer and has donated all his photos to the Prince of Wales Northern Heritage Centre. René's love of the people and the North is evident in his poems, stories and photos.

Your Turn

Write a one paragraph summary of the biographies of Richard Van Camp and Nellie Cournoyea. Follow the summary guide.



Comprehension Learning Activity 4

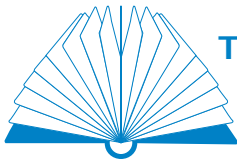
4-2: 5 Ws and How

Reread the stories *Honest* and *Hockey*. Fill in the blanks below for both stories. You may have to read between the lines and make some inferences. It might help to reread René's biography.

Who is the story about?

What happens in the story?

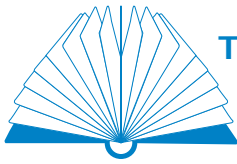
Why does it happen?



Where does it happen?

When does it happen?

How does it happen?



Comprehension Learning Activity 4

4-3: Autobiography or Biography

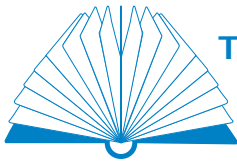
Read each passage and decide if it represents an autobiography or biography passage. List the differences and similarities after you read each selection. Fill in the Venn Diagram.

Look up the definition for:

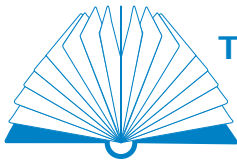
Autobiography - _____

Biography - _____

Passage	Autobiography	Biography
How did I happen to become an explorer? It did not just happen, for my career has been a steady progress toward a definite goal since I was 15 years of age. Whatever I have accomplished in exploration has been the result of lifelong planning, painstaking preparation, and the hardest of conscientious work.		
In only seven years of performing, recording artist Susan Aglukark has emerged as a leading voice in Canadian music. Her unique blend of traditional Inuit folklore with contemporary pop sounds has captivated listeners from all walks of life. On her new release <i>Unsung Heroes</i> , Susan Aglukark once again shines the spotlight on history and heart of		



Inuit life with beautiful melodies and uplifting rhythms.		
<p>Mr. Fontaine is Anishinabe from Sagkeeng First Nation in Manitoba. He has dedicated most of his life to the advancement of First Nations people. From the beginning, as a First Nations Youth activist with the Canadian Indian Youth Council, Phil has been an advocate for First Nations rights. In 1973, he was elected Chief of his community for two consecutive terms. Upon completion of his mandate as Chief of Sagkeeng, Phil moved with his family to the Yukon territory to serve as the Regional Director General with the federal government. In 1980, Phil returned to Manitoba to complete his degree in Political Science at the University of Manitoba. Upon his graduation, he worked for the Southeast Resource Development Council as a Special Advisor to the Tribal Council, which was followed by his election to the position of Manitoba's Vice Chief for the Assembly of First Nations.</p>		
<p>My cot sat in a corner. It was separate from the others except for one, which was pretty close to me. It was a big room and had twenty or thirty boys who stayed there. Most of them were older than me. My job was to help sweep up the room every morning and every evening. I done it easy; but when I didn't sweep under the cots good enough, the lady made me do it over again. Which happened fairly regular.</p>		

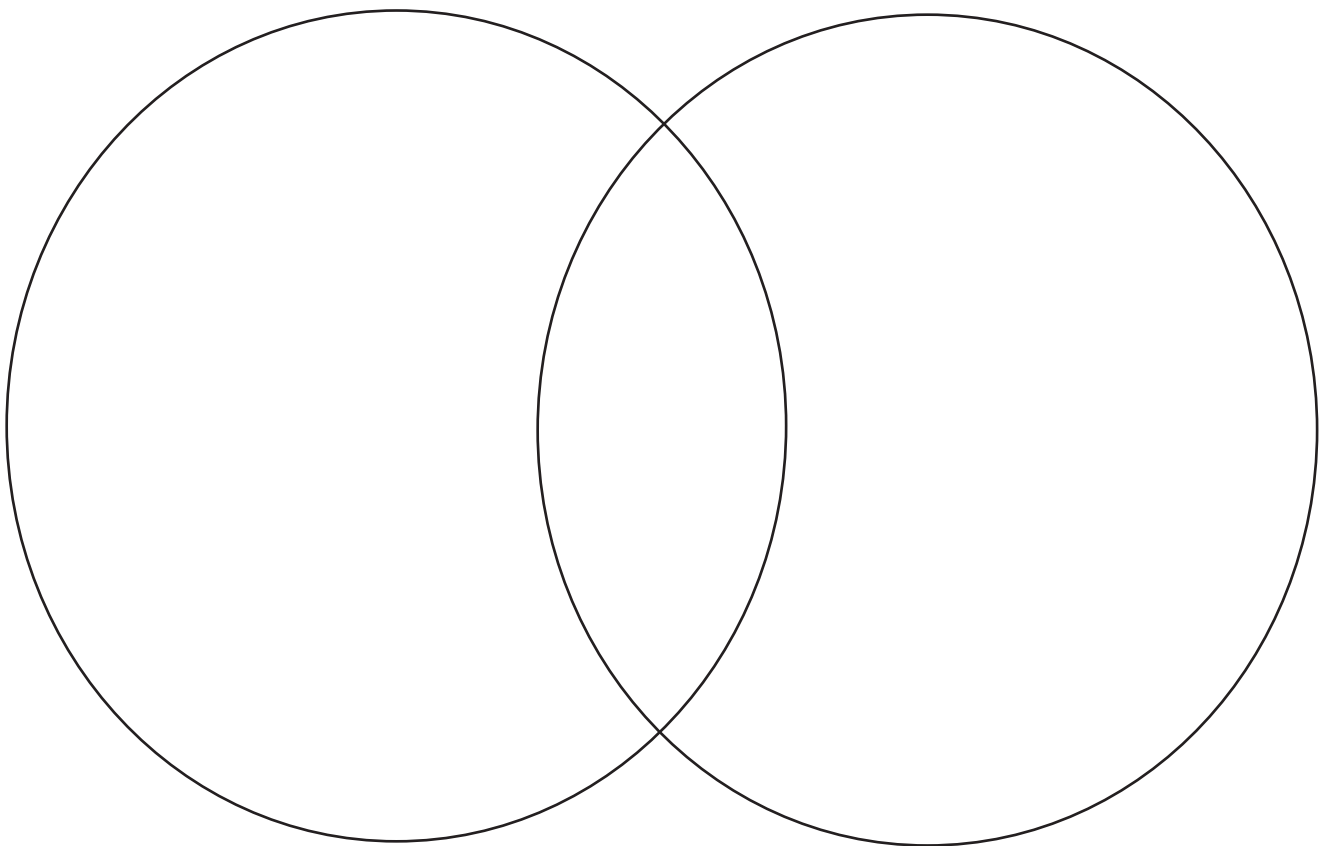


1. What are the similarities between autobiographies and biographies?
2. What are the differences between autobiographies and biographies?

Fill in the Venn Diagram below. The things that are the same go into the middle of the circle where they overlap. The things that are different go on the outer part of the circle.

Autobiography

Biography





Writing Skills Learning Activity 5

Four handouts

5-1: Autobiography Incidents

Instructor models a short autobiographical incident from his/her life.

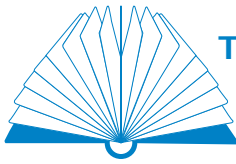
- ✓ Learners work in pairs and share an important incident in their lives. Ask learners to share happy incidents with each other.
- ✓ They brainstorm categories for stories, e.g. school adventures, a special holiday, brothers, sisters, children, family, happy moments, etc.
- ✓ Learners choose one topic and set a timer for one minute. The partner will share thoughts and memories. Partners take turns repeating the activity for each topic on the list.
- ✓ Learners discuss together the stories they want to hear more about.
- ✓ Learners write a one paragraph story about the incident. Some ideas for learners to write about are on the handout.

5-2: Writing Your Autobiography¹

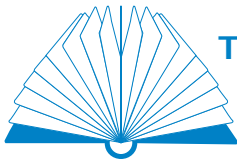
Autobiographies, the stories we tell about our own lives, can be a powerful teaching tool at the beginning of the school year, a wonderful way to introduce learners to each other.

Some ideas to get started:

¹ Adapted from <http://english.unitecnology.ac.nz/resources/units/lives/home.html>



- ✓ Discuss: prefixes/suffixes can help us figure out the meanings of new words, for example:
 - auto: self
 - bio: of life
 - graph: write
- ✓ Build up a list of words that start with auto or bio with the class.
- ✓ Discuss with the class: What is an autobiography?
- ✓ Using an overhead projector, discuss a selected autobiographical extract. Identify the basic text structure - introduction, events (chronological sequence) and conclusion (e.g. the difference these events made to my life).
 - What tense is the extract written in?
 - Why is it written in this tense?
 - What use has the author made of pronouns?
 - Find and highlight some verbs.
- ✓ Use another extract. Identify and highlight the structure, tense, use of pronouns and use of connectives to sequence the writing. Which extract do you prefer? Why?
- ✓ Teacher models a mind map to help learners focus on the main events for the autobiography (writing autobiographies can be overwhelming because writers have so much material they want to use). Stress the need to select the important facts or highlights.
- ✓ Individually, learners develop a mind map, focusing on the story, incident(s) and event(s) they want to write about.



Writing an Autobiography

- ✓ Using the mind map, the teacher models the draft writing of her/his autobiography. Discuss the need to include highlights and to be concise.
- ✓ Learners draft their autobiographies using the information from their mind maps and the guide on the handout.

5-3: Story/Poem Writing

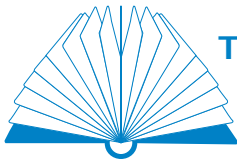
René Fumoleau is an accomplished story and poetry writer. Ask learners to reread the stories *Honesty* and *Hockey*. Ask them to discuss these stories together. Ask them these questions:

1. Did you like the stories? Why or why not?
2. What is different about these stories?
3. What perspective does René write from?
4. Do you think that René enjoyed living in these communities? Why or why not?

René writes stories about what he knows. The structure of each story is like a poem. Ask learners to write a story/poem about something in their community. They can follow the handout guidelines.

5-4: Photo Story

Learners look at the René Fumoleau story on the handout and answer questions about the photo. They then write a story about the photo.

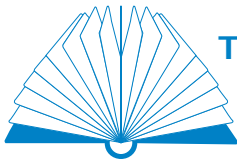


Writing Skills Learning Activity 5

5-1: Autobiography Incidents

To get started on writing your autobiography, write a short one paragraph piece about an incident in your life. Something may pop in your head right away but if you can't think of anything, use a topic from below.

- ✓ Your most unlucky day
- ✓ Your narrowest escape
- ✓ Your most frightening moment
- ✓ Your proudest moment
- ✓ Your hardest job accomplished
- ✓ Your luckiest day
- ✓ Your greatest thrill
- ✓ Your most embarrassing moment
- ✓ Your first time being away overnight
- ✓ Your first bad fight or quarrel
- ✓ Your first time winning a contest or prize
- ✓ Your first time in the principal's office
- ✓ Your first real job
- ✓ Your first plane flight
- ✓ Your first date
- ✓ Your first time being lost



Writing Skills Learning Activity 5

5-2: Writing Your Autobiography

An autobiography is information about one's own life written by that one person. When writing your autobiography, use interesting facts to explain as much about yourself as you can.

There are many ways to write an autobiography. Here is one format to help you write your autobiography.

Introduction

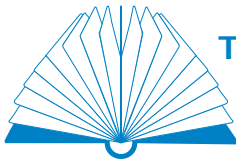
The first thing you do when writing an autobiography is start off with a lot of facts about your life; for example, your name, when and where you were born, where you live, where you go to school and who you live with. This helps the reader understand your context in life.

Who are you in life?

Explain the type of person you are; use facts about yourself such as: Did you finish school? Do you plan on going to college? Do you have children? What are your favourite things to do? What do you like to do in your spare time?

What does life mean to you?

In this paragraph you should state how you see life. What does life mean to you? What makes you happy? What things do you value in your life? What do you see as your purpose in life?



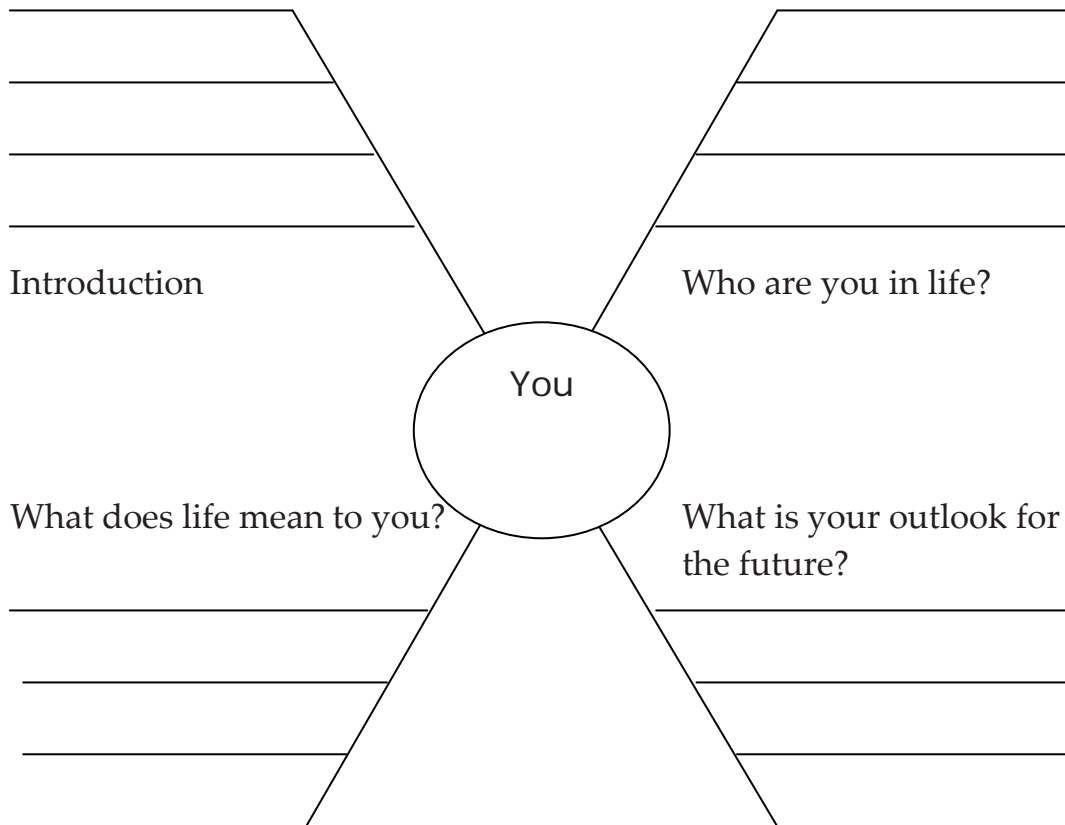
What is your outlook on the future?

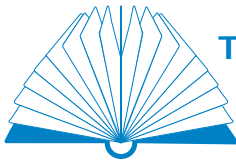
In this paragraph you should explain what you think the future will be like. Where will you be? How will you be living? What will your children be like? What are you doing? Where are you working? Where are you living? What are your hopes and dreams?

Conclusion

The conclusion is the last paragraph of your autobiography. In the conclusion you usually try to paraphrase the important parts of your autobiography and add some type of closure to bring the whole autobiography together.

Use the web below to help you write your autobiography.





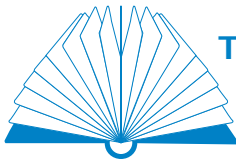
Writing Skills Learning Activity 5

5-3: Story/Poem Writing

Reread the stories *Honest* and *Hockey*. René's stories are written about what he knows. The structure of each story is like a poem. Write a story/poem about something in your community. Follow the same format that René has used in his stories.

Think of something funny in your community. It could be a funny situation or a person. You can choose one of the topics below or your own topic.

- ✓ My family
- ✓ My daughter
- ✓ My son
- ✓ Community life
- ✓ School life
- ✓ Hunting
- ✓ Going out on the land
- ✓ Having fun
- ✓ Teasing



Writing Skills Learning Activity 5

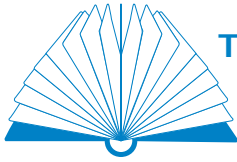
5-4: Photo Story

René Fumoleau is not only a writer and storyteller, but also a photographer. He has taken thousands of photos of the people and the land in the NWT. Most of his photos are on the Prince of Wales Northern Heritage Centre Photo Data Base at <http://pwnhc.learnnet.nt.ca/databases/Archives/photodbnew.asp>.

Taking pictures is about telling a story. René took photos in order to share his love of the north with other people and to tell the story of the people here. Look at the photo below. Answer the questions on the next page.



René Fumoleau NWT Archives N-1995-002: 0363



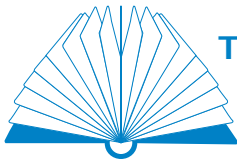
5 Ws and How

Who is in the picture?

What is happening?

Where is this happening?

Why is this happening?

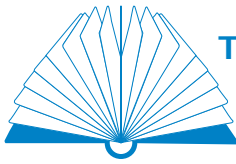


How is it being done?

When do you think this is happening?

Paragraph Writing

Use the information from your answers above to write a paragraph about the photo. Remember that a paragraph consists of a topic sentence, supporting sentences and a closing sentence.



Research Learning Activity 6

Two handouts

6-1: Other Northerners

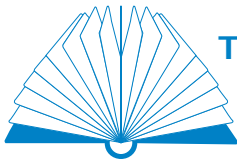
Learners research other well-known northerners and fill in the information sheet about them.

6-2: Biography Project

Learners choose a northerner or a famous Canadian and write a biography on the person. An example is given on the handout. They should use the writing process.

6-3: Make a Book (no handout)

Make a book with the biographies that learners have written. Give the book to the local school or library so others can read the biographies.



Research Learning Activity 6

6-1: Other Northerners

Research these other famous northerners. Choose five people from the list. Answer the questions below about them. Use Google on the Internet to find out information about each of these people.

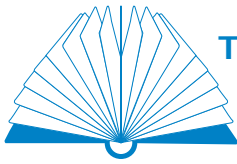
1. Stephen Kakfwi
2. Chief Jimmy Bruneau
3. George Blondin
4. Dr. Noah Carpenter
5. Leila Gilday
6. Firth Sisters
7. Sheila Watt-Cloutier
8. Jordan Tootoo

Name: _____

Date of Birth: _____

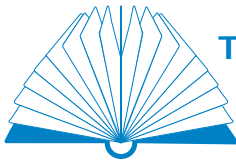
Where they were born: _____

Where they live now: _____



What did they do in their early lives?

What are some of their accomplishments? Name at least 3.



Research Learning Activity 6

6-1: Biography Project

Research and write a biography on a famous northerner or Canadian. You can choose one of the people from the previous activity or you can choose another person. Your biography should be three paragraphs long. Read the biography on Michael Kusugak below and use it as a guide.

Michael Kusugak's Biography²

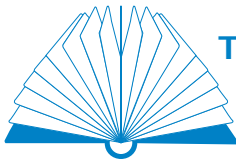
Michael Kusugak is Inuit and was raised in Repulse Bay in the Northwest Territories. Michael is a Storyteller and author of many children's books. When he first started writing, he used to only write in his spare time, until he met Robert Munsch. Robert Munsch offered Michael some suggestions and encouragement of his Inuit style of work.



As a child, he loved listening to the stories his grandmother told him. Storytelling is a great tradition within his family and is the true inspiration in his work. He grew up living a traditional way of life, living in sod huts and igloos and speaking only Inuktitut.

Michael lives in Rankin Inlet, Nunavut, where he continues to write his books. As well, Michael sometimes tours, entertaining audiences with storytelling, plays and string games that his grandmother taught him.

² Source: http://cado.ayn.ca/inuit_storytellers.asp

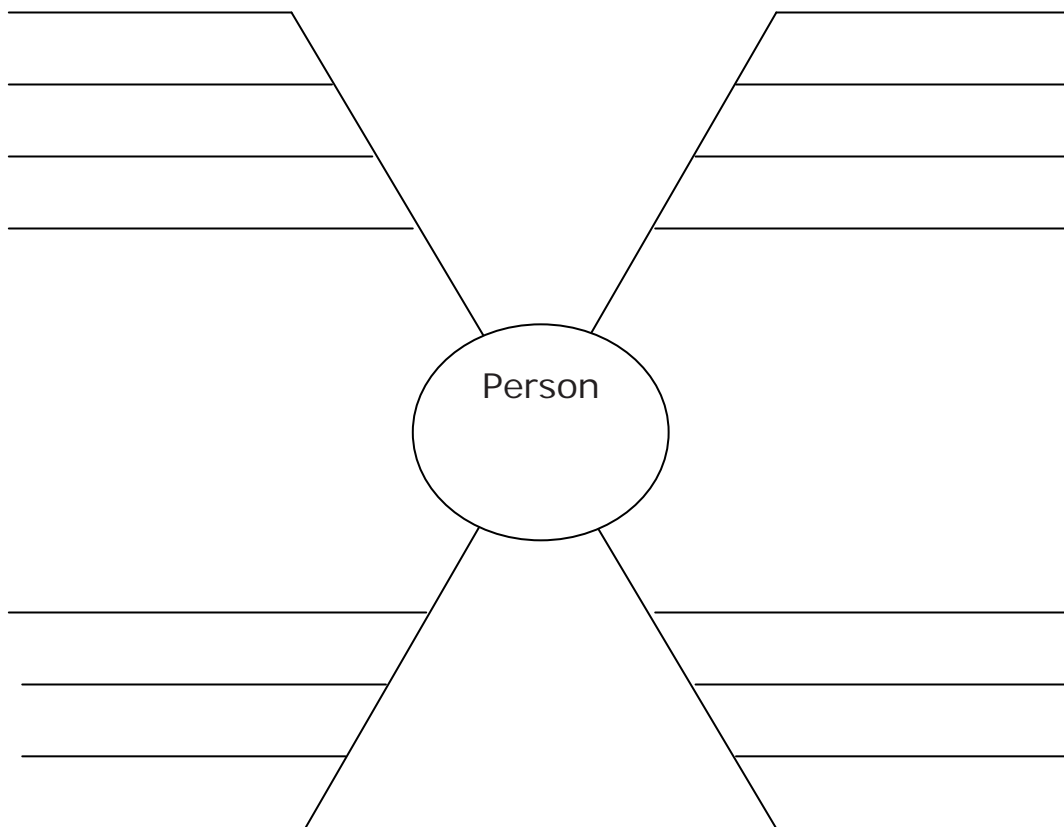


Using a Spider Web

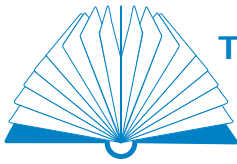
Write the person's name in the middle of the web. Write the main ideas on the lines going to the branches. Some main ideas might be:

- ✓ facts (birth, death, where they live, where they were born and raised, etc.)
- ✓ contributions
- ✓ philosophy
- ✓ plans for the future
- ✓ important dates

Write details on the branching lines.



Use the information on your web to write the biography of the person you have chosen.



Viewing/Representing Learning Activity 7

5 handouts

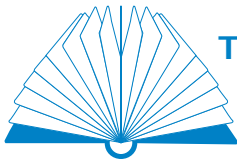
We have used René Fumoleau's photos to develop this section on critical viewing. Many of these activities came from the English 130 Resource Manual.

7-1: Understanding Context

The **context** is the details in the photograph. You can ask yourself a number of questions to help make **inferences** about the picture.

Tell learners to act like detectives and ask the 5 Ws and How questions to get more out of the photograph. Place photos around the room and ask the questions below. Ask learners to write down their answers and then share them with others when they are finished. The handout provides learners with practice viewing a photo and answering these questions.

1. Where is the scene taking place?
2. Who are the people in the picture?
3. Are they related in some way?
4. What are they doing, feeling and thinking?
5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are doing?
8. What probably took place just before the photo?
9. What will happen next?



7-2: Creating Emphasis

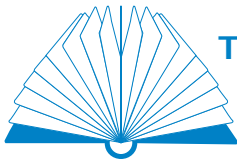
Good photographers try to compose their pictures in the most effective way. They do this through **emphasis**. With emphasis, the artist tells your eyes where to look. The photographer uses a contrast between light and darkness, focus and positioning of objects to give them emphasis. Emphasis can help create the mood of the picture as well. For example, if the photographer keeps his subjects in the shadows, it can create a gloomy mood. If he or she sets them in the light, the mood is happier. Ask learners to analyze the photos on the handout to determine how the artist used emphasis.

7-3: Mood

Mood is another way that photographers try to get their point across. Photographers use lighting and colour to create a certain kind of mood. What is meant by warm and cool colours? If you wanted to make a scene appear vibrant and energetic, what colours would you emphasize in your photograph? Ask learners to fill in the chart on the handout. What mood does each colour create?

7-4: Point of View

Point of view is the position from which you observe or consider something. It is the angle at which the picture is taken. You can take photos from a child's point of view, a tall person's point of view, from different angles or at eye level. Point of view offers clues as to the visual artist's tone or attitude toward his subject. For example, if a photographer shoots a subject from below, he may create the image of importance and power. If he shoots a picture from eye level, it becomes familiar and comfortable. It is how we are used to seeing things. If he shoots from above, it could appear small and vulnerable.



- ✓ Ask learners to look at the pictures on the handout and decide what the point of view is.
- ✓ What meaning is communicated by different points of view?

7-5: Critiquing Photos

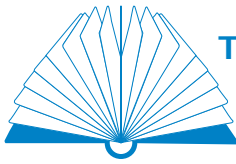
Learners critique the photo on the handout using all the skills they have learned. They write a paragraph about the photo and what the photographer was trying to show.

7-6: Photo Stories (no handout)

Take a series of photographs and ask learners to describe what is happening in the photo or use the photo as a prompt to create a story around it. You can also do this as a group activity by having each learner write a line in response to the same photo. Give learners a digital camera and ask them to take pictures in the community. Ask them to write a story about the pictures they have taken. They can take pictures of:

- ✓ Interesting people, buildings or sites
- ✓ Their children
- ✓ Elders
- ✓ Traditional activities

All photos in this section were taken by René Fumoleau. We have permission from the Prince of Wales Northern Heritage Centre to use them in this document.



Viewing/Representing Learning Activity 7

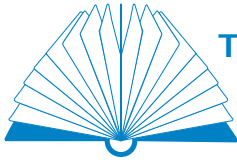
7-1: Understanding Context

Look at the photo and answer these questions.

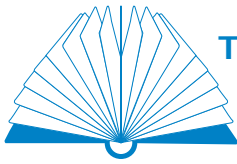


Rene Fumoleau NWT Archives N-1995-002: 2582

1. Where is the scene taking place?
2. Who are the people in the picture?
3. Are they related in some way?
4. What are they doing, feeling and thinking?



5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are doing?
8. What probably took place just before the photo?
9. What will happen next?

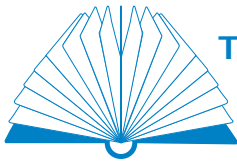


Viewing/Representing Learning Activity 7

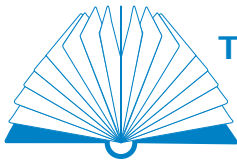
7-2: Creating Emphasis



Rene Fumoleau NWT Archives N-1995-002: 1096



Rene Fumoleau NWT Archives N-1995-002: 1434

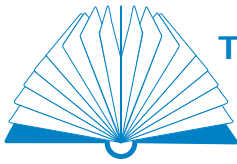


Viewing/Representing Learning Activity 7

7-3: Mood

Write down the mood that you think each colour represents.

Colour	Mood Created
bright red	
light green	
black	
yellow	
sky blue	



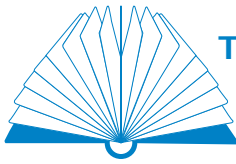
Viewing/Representing Learning Activity 7

7-4: Point of View

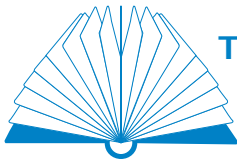
From what point did the photographer take these photos? What was the photographer trying to do?



Rene Fumoleau NWT Archives N-1995-002: 2657



Rene Fumoleau NWT Archives N-1995-002: 6246



Viewing/Representing Learning Activity 7

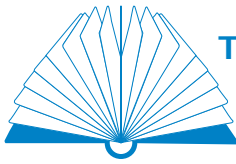
7-5: Critiquing Photos

Write a critique of the photo below. Use the questions below to help you write your critique.

- What is the context of the picture? Who is this person? What is happening? Why is it happening? What does the photo tell you?
- What is emphasized in the photo?
- From what point of view did the photographer take the photo?

Rene Fumoleau NWT Archives
N-1995-002: 3439





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT
Department of Education, Culture and Employment by the NWT
Literacy Council, 2006.
- ✓ **Here I Sit**, Rene Fumoleau, Novalis, Saint Paul University, Ottawa,
1997. Poems and stories about the north.
- ✓ **The Secret**, Rene Fumoleau,
Poems and stories about the north.

Websites

Prince of Wales Northern Heritage Centre

<http://pwnhc.learnnet.nt.ca/>

This website has a variety of online exhibits about the north and people from the north.

Prince of Wales Northern Heritage Centre Photo Database

<http://pwnhc.learnnet.nt.ca/databases/Archives/photodbnew.asp>.

Search the 30,000 images in this online database. The database displays low-resolution versions of images along with information about them. These online images are intended for reference use only and the quality is limited for this reason. You may order prints and high-resolution digital files. There is also a database of high resolution photos.