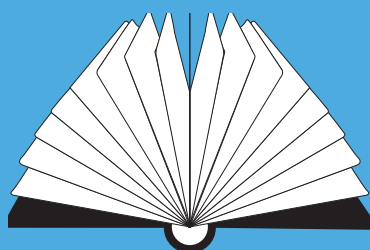




Northern Writes Study Guide



NWT Literacy Council

Introduction

The NWT Literacy Council hosted a northern writing contest from 1992 – 2002 called the **Northern Writes** Writing Contest. This Study Guide offers learning activities for 4 stories from the writing contest.

- Story #1: **I Remember**
By Charles Furlong
1999 NWT Writing Contest
- Story #2: **Me and Luf**
By Richard Van Camp
1993 NWT Writing Contest
- Story #3: **Mabel's Story**
By Frederick A Lepine
1996 NWT Writing Contest
- Story #4: **Spirit of Illness**
By Linda Shott
2001 NWT Writing Contest

We chose these four stories because they reflect the culture and traditions of the North. It is important that adult learners have stories to read that reflect their own life experiences. Each story has a range of learning activities that can be used in adult upgrading programs. Activities range from 110 – 130 and can be used across the curriculum.



Introduction

Acknowledgements

The NWT Literacy Council gratefully acknowledges the financial assistance for this project from the Department of Education, Culture and Employment and the National Literacy Secretariat.



Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

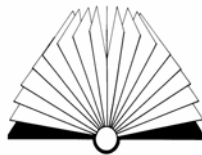
National Literacy Secretariat

Secrétariat national à l'alphabétisation

We thank Elke Heinneman for developing the learning activities. We also thank Charles Furlong, Richard Van Camp, Frederick A Lepine and Linda Shott for writing these wonderful stories and letting us use them for educational purposes.

You may copy any materials from this manual for educational purposes.

Contact the NWT Literacy Council to get copies of the Northern Writes Study Guide. You can also download it from our website.



NWT Literacy Council

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3) Mabel's Story	Page 3-1
4) Spirit of Illness	Page 4-1



How to use the Study Guide

The Study Guide starts with two writing resources for adult learners.

- ✓ **Writing Skills** – for lower literacy students.
- ✓ **Writing Process Guide**

Copy them and hand them out. Post them in the classroom. Review the writing process before learners begin a writing activity and encourage learners to use them.

The Study Guide has 4 sections - one for each of these stories that we chose from the Northern Writes Writing Contest:

- 1) **I Remember** by Charles Furlong
- 2) **Me and Luf** by Richard Van Camp
- 3) **Mabel's Story** by Frederick A Lepine
- 4) **Spirit of Illness** by Linda Shott

Each section includes the written text for the story and a list of learning activities. Each learning activity has separate instructor notes and handouts. We use the following symbols to show story text, instructor notes, and handouts.



Introduction



Written text for the story. Each story can be photocopied and given to learners to read. The stories range from 110 to 130 reading level.



Instructor notes give basic information about the purpose of different learning activities, and any necessary details about how to do them.



Handouts are the pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have up to three.

Pick and choose the activities you want. Use them as they are or change them to suit the learners' needs or yours.

For each story, the first four learning activities focus on vocabulary, language skills, questions, and writing skills.

- 1) **Vocabulary:** For example, underline the best meaning, matching, using more than one word to write a sentence.
- 2) **Language skills:** For example, cloze procedure, fill in the blanks, sequence of events, word search, inserting punctuation in a paragraph, true or false, past and present tense.
- 3) **Questions:** For example, factual, drawing conclusions, inference and reflective questions.
- 4) **Writing skills:** For example, journal entries, letters, research, mapping, sentence combining, writing a paragraph, report writing, and photo stories.



Introduction

Other learning activities explore different issues related to the story's topic.

At the end of each section you'll find a list of a few key resources.

Please feel free to copy any handouts or other information in this Study Guide that you need for education purposes.



Writing Skills

- 1) **Begin** with a topic the learners are interested in.
- 2) **Talk** over what they want to write. Help the learner write ideas or words they may need.
- 3) **Write** a rough draft. Explain to the learners that all writers use a rough draft.
- 4) **Encourage** learners to proofread their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
- 5) **Read** over the piece of writing together. A piece of writing can always be changed, or you can add more information.



Writing Process Guide

The writing process guide describes eight basic steps:

- 1) **Plan**
- 2) **Organize**
- 3) **Draft**
- 4) **Share**
- 5) **Revise**
- 6) **Edit**
- 7) **Prepare Final Copy**
- 8) **Print**

1) Plan

Think about what you want to write. Read.
Talk to others. Brainstorm. Collect your ideas.

Make a topic list. Choose a topic.

2) Organize

Make an outline, a mind map, or a web.

What ideas go together? What order makes sense?

3) Draft

Write your thoughts down. Don't worry too much
about spelling or punctuation. Take your time.

Read over what you've written to help you write
more. Talk to someone if you get stuck.



Introduction

4) Share

Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?'

Talk to other students about grammar, spelling, etc.
Take notes about any feedback you get.
Give polite feedback to others.

5) Revise

Does the story make sense? Do the parts fit together? Are the transition words clear?

Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.

6) Edit

Check grammar, spelling and punctuation.

7) Prepare final copy

Proofread and make changes.

8) Print

Use a word processor to make a final hard copy.

Where possible, use a word processor to compose, revise, and publish.



I Remember

I Remember

By Charles Furlong, Aklavik

Introduction

This poem is from **Northern Writes 7, Entries from the 1999 NWT Writing Contest**. *I Remember* is about remembering a happy childhood, destroyed by residential school experience and alcohol problems. The author of this poem wonders if he'll be remembered like he remembers his parents and grandparents, and he wants to share his memories with the reader.

This story offers an opportunity to encourage learners to explore different types of poems and to express their own feeling through poetry. The poem explores activities around residential school. Some learners may be sensitive to some of the activities due to their own experiences. Provide a supportive and encouraging atmosphere in the classroom.

This section first presents a list of seven learning activities and the written text for *I Remember*. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the poem *I Remember*.



This symbol marks instructor notes.





This symbol marks handouts to copy for learners.



I Remember



I Remember List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	4 to 9
2) Questions	2 handouts	10 to 17
3) Writing	2 handouts	18 to 23
4) Writing Poetry	2 handouts	24 to 34
5) Reading and Comprehension	2 handouts	35 to 42
6) Language Skills	2 handouts	43 to 46
7) What are the Facts?	2 handouts	47 to 57



I Remember



I Remember

By Charles Furlong, Aklavik
Northern Writes 7 - 1999 NWT Writing Contest

I remember riding on grampa's shoulders, long ago. I remember
gramma's cooking, her feather bed, as we jumped with eyes aglow. I
remember my first day of school as gramma held my hand. And I
remember momma kissing daddy as he prepared to go out on the
land.

I remember my first tooth and the fear the dentist put me through. I
remember breaking my leg, the hospital, the loneliness, my first taste
of the blues. I remember my first guitar; that my daddy bought for
me. And I remember listening to the radio. That's all I had. There was
no TV.

I remember the mission, so strict with their ideals and philosophy.
Yeah, I remember the good and the bad times, the dark secrets we
weren't supposed to hear or see. I remember their teachings that God
protected you and me, so where was he, when my friends cried for
help and sympathy?

I remember my first cigarette, my first drink, my first step into a
man's world. Yeah, it's hard to recall the next few years of my life
'cause there were times I was out of this world. I remember the few
people who cared for me when I was down. I'll have to remember to
thank them the next time I see them uptown.

I've seen and done a lot from that day on grampa's shoulders long
ago. And gone is gramma's feather bed on which I jumped with eyes
aglow. I don't know if I'll be remembered after my life has come to
its end. But all these are some of my memories and I'd like to share
them with you, my friend.





Vocabulary Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners use a dictionary to look for the best meaning for words from the story.

1-2: What do these idioms mean?

Learners learn about idioms. Brainstorm some everyday idioms with learners before they begin the exercise. Ask them to come up with meanings for the idioms from the story and write them down. Compare learners' responses. Ask them to think of more idioms that they use in their everyday life.

Many of your learners may speak another language. Ask them if they have idioms in their other language.



I Remember



Vocabulary Learning Activity 1

1-1: What do these words mean?

Use a dictionary and write down the **best** meaning for these words from *I Remember*. Write a sentence of your own, using each word.

1) Remember _____

2) Prepared _____

3) Fear _____



I Remember

4) Loneliness _____

5) Mission _____

6) Ideals _____

7) Philosophy _____



I Remember



8) Protected _____

9) Sympathy _____

10) Memories _____





Vocabulary Learning Activity 1

1-2: What do these idioms mean?

Sometimes people use phrases, or idioms, to express their feelings. You won't find them in the dictionary. What do these idioms from the poem mean? Can you think of other idioms that you have heard before?

1) With eyes aglow _____

2) First taste of the blues _____

3) The dark secrets _____



[illegible]



Questions Learning Activity 2

Two handouts

2-1: What did we learn from the poem?

Learners answer questions about Charles Furlong, the author of *I Remember*. The handout asks learners to use a full sentence with correct punctuation.

2-2: Question Journal

Learners develop a two-column question journal about the poem *I Remember*. This note-taking process helps learners understand and interpret what they have read. It allows them to ask questions, test out answers, record thoughts, and write down personal responses. Question journals help develop a method of critical reading and thinking.

How is it done?

1. Write a brief personal paragraph about your “gut reaction” to the poem. Relate the poem to your own life and tell a story that explains why you see the poem the way you do. Write this paragraph at the top of the page.
2. Draw a vertical line down the middle of the journal page, making two columns.
3. On the left side, write down important information from the poem and any questions you have.
4. After completing the left column, read over your notes. In the right column, respond to the ideas and questions on the left side. This is almost like having a dialogue



I Remember

journal with yourself. This will help you figure things out and come up with new insights and interpretations. When you do this, keep your mind open and remember that a poem can have many possible meanings.

5. Write down a final question or comment about the poem when you complete both sides of the journal. Discuss this question or comment with the other learners in your class.
6. End your journal entry with a summary of the poem, which will state the meaning of the poem.





Questions Learning Activity 2

2-1: What did we learn from the poem?

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

- 1) What was the first event that made Charles feel afraid?

- 2) What did he remember most about his grandparents?

- 3) What major experience(s) caused Charles to suffer as a young man?



I Remember

- 4) What do you think Charles means by “my first step into a man’s world”? Is this a positive or a negative experience?

- 5) What was Charles’ life like before residential school?

- 6) How did he cope with his experiences?

- 7) Why does he share his memories with us?





Questions Learning Activity 2

2-2: Question Journal

Keep a two-column question journal when you read the poem *I Remember*. This note-taking process helps you understand and interpret what you have read. It allows you to ask questions, test out answers, record thoughts, and write down personal responses. A question journal will help you develop critical reading and thinking skills.

How is it done?

1. Write a brief personal paragraph about your “gut reaction” to the poem. Relate the poem to your own life and tell a story that explains why you see the poem the way you do. Write this paragraph at the top of the page.
2. Draw a vertical line down the middle of the journal page, making two columns.
3. On the left side, write down important information from the poem and any questions you have.
4. After completing the left column, read over your notes. In the right column, respond to the ideas and questions on the left side. This is almost like having a dialogue journal with yourself. This will help you figure things out and come up with new insights and interpretations. When you do this, keep your mind open and remember that a poem can have many possible meanings.
5. Write down a final question or comment about the poem when you complete both sides of the journal. Discuss this question or comment with the other learners in your class.



I Remember



6. End your journal entry with a summary of the poem, which will state the meaning of the poem.





Question Journal

Personal Response Paragraph (your “gut reaction” to the poem):

Double-Entry Journal:

Notes and Questions

Making Meaning

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I Remember



Final Question or Comment:

Summary Statement:





Writing Learning Activity 3

Two handouts

3-1: Memories

- ✓ Learners list some of the happy and bad memories from *I Remember*.
- ✓ Ask learners to think about some of their own memories from childhood and write them down on their own list.
- ✓ Learners write a reflective paragraph about their memories. Ask learners to think about what made them happy or sad and how they felt at the time.

Here are some examples from *I Remember*:

Happy Memories

- ☺ Riding on grampa's shoulders
- ☺ Grandma's cooking
- ☺ Grandma's feather bed – 'with eyes aglow'
- ☺ First day of school – gramma holding his hand
- ☺ Happy parents – 'momma kissing daddy'
- ☺ Daddy going out on the land
- ☺ First guitar from daddy
- ☺ Listening to the radio

Sad Memories

- ☹ First dentist appointment (fear)
- ☹ Broken leg, hospital (loneliness)
- ☹ 'First taste of the blues'
- ☹ Mission – 'strict with ideals and philosophy'
- ☹ 'Dark secrets we weren't supposed to hear or see'
- ☹ 'Friends crying for help and sympathy'
- ☹ 'First step into a man's world'
- ☹ 'There were times I was out of this world'



I Remember

3-2: Working with Words

Learners use a list of words from *I Remember* to write a paragraph. Remind learners to use a topic sentence, supporting sentences and a closing sentence.



I Remember



Writing Learning Activity 3

3-1: Memories

In his poem, Charles Furlong remembers some happy memories and some sad memories. List some of the happy and sad memories from *I Remember* in the space provided below, and then answer the questions below. The first few are done for you.

Happy Memories

☺ Riding on grampa's shoulders

☺ Grandma's cooking



Sad Memories

☹ First dentist appointment (fear)

☹ Broken leg, hospital (loneliness)



I Remember



Now think about some of your own memories from your childhood and list them:

Happy Memories	Sad Memories
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞
😊	😞



I Remember



Write a paragraph about your memories. What made them happy or sad? How did you feel? Make sure you:

- ✓ Start with a topic sentence.
- ✓ Use supporting sentences.
- ✓ Have an ending sentence.





These are words from *I Remember*. Choose five or more words from the list below. Use these words to write a paragraph in a way that connects these five words. Put a title with your paragraph.

life
mission
world

[illegible]



Writing Poetry Learning Activity 4

Two handouts

Some learners may be interested in writing poetry, but it can be a bit scary for some. The following activities are introductions to different types of simple poems. The instructor may choose to do all or just a few. It is best to start as a group to introduce the activity. Learners may then work alone or in small groups to explore the activity further.

4-1: Class Poem

Writing a class poem is a fun introduction to poetry. To start, you will need some index cards and a flipchart.

- ✓ Together with the learners, decide on a topic for the poem. Choose a topic that makes you imagine a picture in your mind, like a favourite dessert or an experience learners can relate to.
- ✓ Write the selected topic on the flipchart.
- ✓ Invite learners to share words and phrases related to the topic. Anything that comes to mind is okay.
- ✓ To elicit responses, you may need to ask questions like *'What can you smell?'*, *'How does it sound?'*, *'What does it remind you of?'*, *'How do you feel?'*, etc.
- ✓ As learners suggest words and phrases, write them on the flipchart underneath the topic.
- ✓ Now give each learner an index card and ask him or her to select a favourite phrase to write on the index card.



I Remember

Learners may also combine words to make a new phrase.

- ✓ Collect the cards and read the poem. Don't worry about order. Shuffle the cards and make a new poem. Do this several times.

4-2: Free-Writing Poem

This activity will help learners follow the process in Activity 4-1 on their own. Begin this activity by writing about common things that can be found around a home or in the learning centre. Photographs may also be used.

- ✓ Ask learners to look at the object carefully and touch it.
- ✓ Ask learners to write words or phrases that come to mind as they examine the object. Ask them to describe the object and to write down their ideas as they come to mind.
- ✓ Learners can put their list of words and phrases together in different ways. Remind them not to worry about rhyming.
- ✓ Complete sentences are not necessary in poetry. Learners may use phrases and sentence fragments.



I Remember



Here is an example of a free-writing poem:

Twizzler¹

Red, long, shiny, juicy, twisted

Twizzlers – Buy it!

Chewy, juicy, strong tasting

Strawberry smile-making taste –

Too good to be true!

Pure strawberry twizzlers in my
mouth on a cool day.

By John Tugak

4-3: Word Poem

Learners write a word poem using words from *I Remember*.

- ✓ Give learners a choice of words to pick from:

remember	fear	loneliness
mission	sympathy	memories
- ✓ Ask learners to write the word vertically down the left side of the paper.
- ✓ The first letter of the word is the first letter of the first line of the poem. The second letter of the word is the first letter of the second line of the poem, and so on.
- ✓ Words, phrases, or sentences can be used in the poem.

¹ From *Unipkausivut: Building Language and Literacy Skills Through Oral History*, The Nunavut Literacy Council (2004), p. 281.



I Remember



Example word poem - Mission

My culture lost

Institution

Scared

So lonely

I feel

Obliterate

Never again

Note

You can also do name poems. Ask learners to describe themselves with words that start with each letter of their name. Tell learners they can use a dictionary to find words that describe themselves.

Example name poem – Sally

Silly I am

Attitude good

Likable me

Loyal friend

Young at heart



I Remember

4-4: Shape Poem

A shape poem takes the physical shape of the thing it describes. Sometimes the words themselves create the shape. Other times, the shape is given, and learners fill it with words.

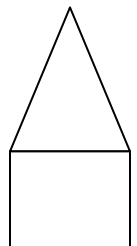
One example of a shape poem is the diamante, which gets its name from its shape – diamond. Use this activity to write a class poem.

noun
adjective adjective
-ing verb -ing verb -ing verb
adjective adjective
noun

Brainstorm with learners words that describe a diamond, using the format given. For example:

stone
old pure
shining glittering sparkling
expensive precious
diamond

Ask learners to pick a shape that reminds them of residential school. For example, the shape of a school house, church, etc. Ask them to brainstorm words and phrases that remind them of the shape they chose. Learners use these words to make the shape.



4-5: Write a Five-Line Poem²

In this activity, learners are asked to respond to *I Remember* by writing a 5-line poem called a cinquain. This is not usually a rhyming poem. This form of poetry will help learners express their thoughts about the poem *I Remember*.

The traditional cinquain is based on a syllable count.

Line 1 - 2 syllables

Line 2 - 4 syllables

Line 3 - 6 syllables

Line 4 - 8 syllables

Line 5 - 2 syllables

The modern cinquain is based on a word count of words of a certain type.

Line 1 - One word (noun) a title or name of the subject.

Line 2 - Two words (adjectives) describing the title.

Line 3 - Three words (verbs) describing an action related to the Title.

Line 4 – A four word statement describing a feeling about the title.

Line 5 - One word referring back to the title of the poem.³

Another way to do a cinquain poem is to use one word for the first line, two words for the second line, and so on. Decide which poem you would like to do and brainstorm some words for line 1 with learners. Record them on a flipchart.

² Adapted from Adult Basic Education English Curriculum, Education Culture and Employment (August 2001), levels 120-140.

³ Adapted from <http://members.optusnet.com.au/kazoom/poetry/cinquain.html>



I Remember

Learners can then use one of the words to start their cinquain poem.

Examples

Triangles

pointy edges
revolving, rotating, angling
Triangles are all different.
180⁴

Bob

my dad
has three daughters
one grandson four granddaughters
golfer⁵

Elephants

are large
gray and wrinkly
have great ivory tusks
endangered⁶

⁴ From <http://teams.lacoe.edu/documentation/classrooms/amy/algebra/5-6/activities/poetry/cinquain.html>

⁵ From <http://www.geocities.com/Athens/Aegean/2908/cinquain.html>

⁶ From <http://www.geocities.com/Athens/Aegean/2908/cinquain.html>





Writing Poetry Learning Activity 4

4-3: Word Poem

Write a word poem. You can use one of these words or choose your own word from *I Remember*.

remember
mission

fear
sympathy

loneliness
memories

- ✓ Write the word vertically down the left side of the paper.
- ✓ Use the first letter of the word and think of a word or phrase that describes the word you have chosen. The first word or phrase must start with the first letter of the word. Do the same for all the letters of the word.
- ✓ You may write single words, a phrase, or a sentence for each line. Don't worry about rhyming.
- ✓ Try to write a word poem for three of the words.

Here is an example of a word poem:

My lost culture
Institution
Scared
So lonely
I feel
Obliterate
Never again able to trust





Writing Poetry Learning Activity 4

4-4: Write a Five-Line Poem

In this activity, you will write a 5-line poem called a cinquain. This is not usually a rhyming poem. This form of poetry will help you express your thoughts about the poem *I Remember*. There are several different ways you can write a cinquain poem.

#1. Follow the pattern below:

- Line 1: Write down one word for the title or topic of *I Remember*.
- Line 2: Write two words that describe the word in line 1 (adjectives).
- Line 3: Write three action words (verbs) about the word in line 1.
- Line 4: Write four words to express your feelings or make a statement.
- Line 5: Repeat the title from line 1; write a related word, or a summary word to the word in line 1.

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



I Remember

#2. Follow the pattern below:

The traditional cinquain is based on a syllable count.

- Line 1: 2 syllables
- Line 2: 4 syllables describing line 1
- Line 3: 6 syllables describing line 1
- Line 4: 8 syllables describing line 1
- Line 5: 2 syllables describing line 1

A Threat
Stormclouds,
casting shadows
over weary soldiers,
threaten to cry heavy buckets
of tears

- Line 1: _____
- Line 2: _____
- Line 3: _____
- Line 4: _____
- Line 5: _____

#3. Follow the pattern below:

- Line 1: one word
- Line 2: two words
- Line 3: three words
- Line 4: four words
- Line 5: five words

Snow
is white
and very cold
pretty as soft lace
making angels in the drifts

Each line describes the first word in the poem.



I Remember



Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____





Reading & Comprehension Learning Activity 5

Two handouts

5-1: Survivors' Compensation Offered⁷

- ✓ The following newsletter was taken from the National Residential School Survivors' Society at <http://www.nrsss.ca/>
- ✓ Ask learners to read the following article. You can read it together or ask learners to read it on their own.

Survivors' Compensation Offered

The Assembly of First Nations represented by National Chief Phil Fontaine has signed an 'Agreement in Principle' (AIP) with the Federal government represented by the Honourable Frank Iacobucci. The two sides have signed an agreement which is the first of its kind in Canadian history, beginning the process of reconciliation. Unlike other agreements, this one is court supervised and will take all seven provincial courts to ratify this deal, giving reason to the time it will take to get money out to the people.

The cash settlement that will be awarded in the near future will be calculated in what is being called the "10 and 3". Ten thousand dollars to each survivor for the forced attendance and three thousand for every subsequent year served in the schools, along with an added \$3000.00 for individual healing. The survivors would

⁷ From the National Residential School Survivors' Society [NRSSS] Newsletter, Volume 1, Issue 1, December 15, 2005.



I Remember

like an apology for the cultural genocide which stole a language and tradition from generations of our people in this country.

“This is the largest and most comprehensive settlement package in Canadian history,” said National Chief Fontaine. “Today marks the first step towards closure on a terrible, tragic legacy for the thousands of First Nations individuals who suffered physical, sexual, or psychological abuse.”

This settlement has been in the works for too many years and compensation will finally find its way to the survivors who paid with their lives. All the survivors should note that this payment does not include law suits that are being pursued by Alternative Dispute Resolution (ADR) for the many abuses endured by the students, which include forcible confinement, loss of culture and language, as well as the physical and sexual abuse.

A challenge for National Residential School Survivors’ Society (NRSSS), which will need to be addressed, will be the locating of the many people who are unfortunately transient and living on the street. NRSSS is hoping that all the Band Offices, Friendship Centres and Native Outreach Organizations will be able to help in the locating of those that are due for this compensation.

The key elements of the agreement over and above the ‘10 and 3’ payout in the settlement will address truth, reconciliation, and the healing needs of the survivors, their families and communities.

\$60,000,000 has been allotted for what is called the Truth and Reconciliation Commission. This commission will emphasize on educating the Canadian public. A fund of \$20,000,000 dollars has been allotted for commemoration events, activities, memorials and projects at both the National and Community levels.

The Federal government and Churches have agreed to provide



I Remember

relevant documentation, subject only to overriding privacy in the interest of individuals. This means that the Commission must access the documents and make sure that privacy is respected.

There is also an early payment of \$8,000 for survivors over the age of 65. This payment will be paid out as soon as possible. The upfront moneys will be a down payment from the survivors' lump sum payment. The procedure is a simple application form. Word of mouth is the best means of advertising, if you know someone who has attended an Indian Residential School, please pass this message.

Survivors may contact NRSSS at 1-866-575-0006 for more information.

5-2: Answering Questions

Ask learners to work in pairs to answer questions about the article. Ask them to share their responses with others.

5-3: Agree – Disagree

Make up cards that say “Agree” and “Disagree.” Post them in your classroom. Read the following statements to learners. Ask them to think about the statement and decide if they agree or disagree. Ask them to stand by the sign and talk with others. One person from each group states why they agree or disagree with the statement.



I Remember



1. Survivors of residential school are getting fair compensation.
2. Those that suffered other abuses should get more money.
3. Money should be put into social programs like healing programs instead of going directly to survivors.
4. Money will not put closure on the abuses of residential school.
5. The money should be spent on getting Aboriginal people off the street.
6. Money should also be given to children of people who went to residential school. They suffered too, in a different way.





Reading and Comprehension Learning Activity 5

5-1: Survivors' Compensation Offered⁸

The following is an excerpt from the December 2005 newsletter from the National Residential School Survivors' Society.

Survivors' Compensation Offered

The Assembly of First Nations represented by National Chief Phil Fontaine has signed an 'Agreement in Principle' (AIP) with the Federal government represented by the Honourable Frank Iacobucci. The two sides have signed an agreement which is the first of its kind in Canadian history, beginning the process of reconciliation. Unlike other agreements, this one is court supervised and will take all seven provincial courts to ratify this deal, giving reason to the time it will take to get money out to the people.

The cash settlement that will be awarded in the near future will be calculated in what is being called the "10 and 3". Ten thousand dollars to each survivor for the forced attendance and three thousand for every subsequent year served in the schools, along with an added \$3000.00 for individual healing. The survivors would like an apology for the cultural genocide which stole a language and tradition from generations of our people in this country.

"This is the largest and most comprehensive settlement package in Canadian history," said National Chief Fontaine. "Today marks the first step towards closure on a terrible, tragic legacy for the thousands of First Nations individuals who suffered physical, sexual, or psychological abuse."

⁸ From the National Residential School Survivors' Society [NRSSS] Newsletter, Volume 1, Issue 1, December 15, 2005.



I Remember

This settlement has been in the works for too many years and compensation will finally find its way to the survivors who paid with their lives. All the survivors should note that this payment does not include law suits that are being pursued by Alternative Dispute Resolution (ADR) for the many abuses endured by the students, which include forcible confinement, loss of culture and language, as well as the physical and sexual abuse.

A challenge for National Residential School Survivors' Society (NRSSS), which will need to be addressed, will be the locating of the many people who are unfortunately transient and living on the street. NRSSS is hoping that all the Band Offices, Friendship Centres and Native Outreach Organizations will be able to help in the locating of those that are due for this compensation.

The key elements of the agreement over and above the '10 and 3' payout in the settlement will address truth, reconciliation, and the healing needs of the survivors, their families and communities. \$60,000,000 has been allotted for what is called the Truth and Reconciliation Commission. This commission will emphasize on educating the Canadian public. A fund of \$20,000,000 dollars has been allotted for commemoration events, activities, memorials and projects at both the National and Community levels.

The Federal government and Churches have agreed to provide relevant documentation, subject only to overriding privacy in the interest of individuals. This means that the Commission must access the documents and make sure that privacy is respected.

There is also an early payment of \$8,000 for survivors over the age of 65. This payment will be paid out as soon as possible. The upfront moneys will be a down payment from the survivors' lump sum payment. The procedure is a simple application form. Word of mouth is the best means of advertising, if you know someone who has attended an Indian Residential School, please pass this message.





Reading and Comprehension Learning Activity 5

5-2: Answering Questions

Work with a partner to answer the following questions. Write answers in complete sentences. Share your answers with others in the class.

1. Who is getting the compensation?

2. Who is giving the compensation?

3. What does the '10 and 3' payout mean?



I Remember

4. Calculate how much money a person would get if they spent 10 years in residential school? How about 8 years?

5. How are they getting the message out to survivors about the compensation? Do you think this is an effective way?

6. What is the largest challenge the NRSSS faces? Why?

7. What do you think about the compensation for survivors? Is it enough? Too much? Could the money be used in a different way?





Language Skills Learning Activity 6

Two handouts

6-1: Sentence Structure

Learners read two paragraphs from the article *Survivors Compensation Offered*. These paragraphs have no punctuation and no capital letters. Learners will put these back in.

Encourage learners to read the newsletter out loud to hear where the sentences begin and end.

6-2: Words that make sense

Learners read the newsletter and fill in the blanks with the words that make sense. A list of words is provided.





Language Skills Learning Activity 6

6-1: Sentence Structure

Read the two paragraphs from the article *Survivors Compensation Offered*. The capital letters and punctuation are missing. Write in the capital letter at the beginning of each sentence and the correct punctuation at the end.

Read the text out loud to hear where the sentences begin and end. Ask another learner to read the two paragraphs from the original newsletter, while you mark the corrections on the text below.

Two paragraphs from the newsletter:

this settlement has been in the works for too many years and compensation will finally find its way to the survivors who paid with their lives all the survivors should note that this payment does not include law suits that are being pursued by Alternative Dispute Resolution (ADR) for the many abuses endured by the students which include forcible confinement loss of culture and language as well as the physical and sexual abuse

a challenge for National Residential School Survivors' Society (NRSSS), which will need to be addressed, will be the locating of the many people who are unfortunately transient and living on the street NRSSS is hoping that all the Band Offices Friendship Centres and Native Outreach Organizations will be able to help in the locating of those that are due for this compensation.





Language Skills Learning Activity 6

6-2: Words that make sense

The following is an excerpt from the article *Survivors' Compensation Offered*. Use the words below to fill in the blanks in the article. If you are stuck, re-read the complete article from Activity 5.

abuse

agreement

apology

calculated

Canadian

language

legacy

National Chief

people

survivor

Survivors' Compensation Offered

The Assembly of First Nations represented by National Chief Phil Fontaine has signed an 'Agreement in Principle' (AIP) with the Federal government represented by the Honourable Frank Iacobucci. The two sides have signed an _____ which is the first of its kind in _____ history, beginning the process of reconciliation. Unlike other agreements, this one is court supervised and will take all seven provincial courts to ratify this deal, giving reason to the time it will take to get money out to the _____.

The cash settlement that will be awarded in the near future will be _____ in what is being called the "10 and 3". Ten thousand dollars to each _____ for the forced attendance



I Remember

and three thousand for every subsequent year served in the schools, along with an added \$3000.00 for individual healing. The survivors would like an _____ for the cultural genocide which stole a language and tradition from generations of our people in this country.

“This is the largest and most comprehensive settlement package in Canadian history,” said _____ Fontaine. “Today marks the first step towards closure on a terrible, tragic _____ for the thousands of First Nations individuals who suffered physical, sexual, or psychological _____.”





What are the Facts? Learning Activity 7

Two handouts

7-1: Facts and Opinions⁹

Learners recognize and identify facts from opinion.

a) Brainstorm with learners:

- ✓ What is a fact?
- ✓ What is an opinion?

Write their answers on two flipchart pages. Review their answers and compare with the following:

Facts:

- ✓ Information we can prove and confirm from an atlas, encyclopaedia, reference book, knowledgeable person, or other reliable source.
- ✓ Information that is true. Something that actually happens or happened.

Opinions:

- ✓ Information based on what people believe or think about a topic.
- ✓ Information where there is some doubt.
- ✓ Information that may not be confirmed in an atlas, encyclopaedia, or reference book.

⁹ Adapted from The Northern Edge Study Guide, NWT Literacy Council, *Before I was Born*, p. 10-20.



I Remember



b) Ask learners to complete handout 7-1: Facts and Opinions.

1. ☐F__ Residential schools were supposed to prepare Aboriginal children for life in a white society.
2. ☐O__ Children who went to residential school were better educated than those who didn't.
3. ☐O__ Parents thought their children would benefit from going to school.
4. ☐F__ Decades later, Aboriginal people shared their stories of residential schools and demanded acknowledgements and compensation for their pain.
5. ☐O__ Sufficient compensation has been offered to Aboriginal people for their experiences in residential schools.
6. ☐F__ Missionaries set up the first residential schools in the 1890's to Christianize the natives and to educate them enough to read the Bible.
7. ☐O__ The Church has apologized enough for the abuse endured by students.
8. ☐F__ In most residential schools, boy's hair was cut short. This was a confusing experience for those who came from cultures where short hair was a sign of mourning.
9. ☐F__ When students returned home they often found they didn't belong.
10. ☐O__ Residential school teachers were good parental role models for Aboriginal children.



7-2: Viewing of on-line videos

Learners view videos about residential school on the Internet and take notes about how residential schools were represented in the media at the time. During the process, learners form opinions about residential school issues.

- ✓ Direct learners to the CBC Archives Website to the topic “A Lost Heritage: Canada’s Residential Schools” Do a search for ‘lost heritage’ and many video clips come up. The web address is http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/. Allow learners to browse the audio and video clips at their own pace. Make sure learners understand that some topics may be upsetting.
- ✓ Learners decide on three questions they want to learn more about before visiting the given website. They write their questions on research cards and then fill out the research cards when they view the audio and video footages.
- ✓ Learners prepare a written statement about their findings and their general opinion about residential schools and how they were represented in the media at the time.
- ✓ Learners conduct their Internet research individually, and then come together in small groups to discuss their findings.



7-3: Group Discussion

As a class, discuss learners' findings about residential schools. Discuss some of the possible positive and negative aspects of going to residential school. If any learners have ever attended residential school, invite them to share their experiences.

Ask learners to share the questions they had in the previous exercise. Record them on flipchart paper according to areas of interest. Give each flipchart a topic title such as:

- ✓ Loss of language and culture
- ✓ Abuse issues
- ✓ Church and government
- ✓ Compensation
- ✓ Healing

Record learners' responses on the corresponding flipchart. Ask questions that invite learners to express their opinions.

- ✓ In your opinion, what word best describes the residential school experience?
- ✓ What impact might a difficult experience at residential school have on someone's life later on?
- ✓ Have Aboriginal people been compensated sufficiently for their suffering?

More Discussion

Show the video clip "A New Future" from CBC Archives. Ask learners to respond to the video. Discuss media issues with learners.





What are the Facts? Learning Activity 7

7-1: Facts and Opinions

A fact is:

- ✓ A statement that is true
- ✓ Something that actually happens or happened

Example: Residential schools were church-run and government funded.

An opinion is:

- ✓ A belief
- ✓ What you think about a subject

Example: All Aboriginal people benefited from going to residential school.

Read the following statements about residential schools. Decide if each statement is a fact or an opinion. Write F for fact and O for opinion in front of each.

1. ____ Residential schools were supposed to prepare Aboriginal children for life in a white society.
2. ____ Children who went to residential school were better educated than those who didn't.
3. ____ Parents thought their children would benefit from going to school.
4. ____ Decades later, Aboriginal people shared their stories of residential schools and demanded acknowledgements and compensation for their pain.



I Remember

5. _____ Sufficient compensation has been offered to Aboriginal people for their experiences in residential schools.
6. _____ Missionaries set up the first residential schools in the 1890's to Christianize the natives and to educate them enough to read the Bible.
7. _____ The Church has apologized enough for the abuse endured by students.
8. _____ In most residential schools, boy's hair was cut short. This was a confusing experience for those who came from cultures where short hair was a sign of mourning.
9. _____ When students returned home to the reserve, they often found they didn't belong.
10. _____ Residential school teachers were good parental role models for Aboriginal children.

Write one **opinion** you have about residential school.

Write one **fact** you know about residential school. Check your fact to make sure it is true.





What are the Facts? Learning Activity 7

7-2: Viewing of on-line Videos

In this activity, you will view audio and video clips about residential school on the Internet. During this activity, you will form opinions about residential schools and how they were presented in the media at the time.

You will conduct your research alone at first, and then get together in small groups to discuss your findings.

Before you do this, decide on three questions you have about residential schools:

1. _____

2. _____

3. _____



I Remember

Write these questions on your research cards. To view clips go to:
http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/. Or do a google search for CBC and then search the site for "A lost heritage."

Question: _____

Title of audio or video article: _____

Website date: _____

Notes: _____



I Remember



Question: _____

Title of audio or video article: _____

Website date: _____

Notes: _____



I Remember



<p>Question: _____</p> <p>Title of audio or video article: _____</p> <p>_____</p> <p>Website date: _____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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I Remember



Write a brief summary of your findings.

State your general opinion about how residential schools were portrayed in the media at the time.





Resources

- ✓ **Northern Writes 7: Entries from the 1999 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Unipkausivut: Building Language and Literacy Skills Through Oral History**. The Nunavut Literacy Council, 2004.
- ✓ **Adult Basic Education English Curriculum**. Education, Culture and Employment, August 2001.
- ✓ **Behind Closed Doors: A Survivor's Story of the Boarding School Syndrome**
By Mary Fortier (2002). This book is a first person look at events that were common at boarding schools throughout Native history and the impact they had in the lives of the Aboriginal people who have lived through these events.
To order, go to <http://www.maryfortier.com/home.html>
- ✓ **Porcupine and China Dolls**
By Robert Arthur Alexie (2002). Robert Arthur Alexie was born and raised in Fort McPherson, NWT. Porcupines and China Dolls is a powerful story about the effects of residential schools on Aboriginal communities and the history of that trauma. It is a story about how these traumas have torn people and communities apart. It is also a story about healing.
- ✓ **Rabbit Proof Fence**
By Doris Pilkington (2002). In the small village of Jigalong, three half-caste children - sisters Molly who is 14 years old, and Daisy, who is eight, and their cousin, 10-year old Gracie – are taken from their mothers to live in the orphanage at Moore River, more than 1200 miles away from their home. There, they will learn the



I Remember



path of "duty, service, and responsibility" that every good Christian woman should adhere to. Except that Molly, Daisy, and Gracie are not like the other girls at Moore River, and, when an opportunity presents itself, they escape. Pursued by an Aborigine tracker, Moodoo and facing a seemingly impossible trek, they nevertheless press on, finding the rabbit-proof fence that stretches north-south across nearly all of the Australian continent and following it as a means to return to Jigalong.

Websites

- ✓ http://www.irsr-rqpi.gc.ca/english/historical_events.html
Indian Residential Schools Resolution Canada, a website sponsored by the Government of Canada, it includes a chronological history of residential schools in Canada.
- ✓ <http://www.shingwauk.auc.ca/indexintro.html>
The Shingwauk Project, a website offering links to various residential school survivors' organizations. It also includes a link to the National Residential School Survivors' Society and their newest newsletter.
- ✓ <http://pwnhc.learnnet.nt.ca/databases/photodb.htm>
Prince of Wales Northern Heritage Centre, Photo Database.
- ✓ http://archives.cbc.ca/IDD-1-70-692/disasters_tragedies/residential_schools/
CBC Archives: "A Lost Heritage: Canada's Residential Schools". This website offers excellent audio and video footage from CBC news reports. Clips are chronicled and are visually displayed on a historic time line.



I Remember

- ✓ http://archives.cbc.ca/ACT-1-70-692/disasters_tragedies/residential_schools/educational_activities/

This is the teacher's link for "A Lost Heritage: Canada's Residential Schools". It provides excellent lesson plans and activities around residential school experiences.





Me and Luf

By Richard Van Camp, Fort Smith

Introduction

This story is from **Northern Writes 2, Entries from the 1993 Literacy Week Writing Contest**. *Me and Luf* is about love and mixed race relationships in the old days. It starts as a poem about the narrator's own life experiences. Then he relates a love story he was told by a man when he was ten years old. The story ends again with a three-line poem, bringing the reader back to the narrator's personal experience.

This story is an opportunity for learners to explore the use of the Internet to search for historical events and to examine racism in the past and present.

This section first presents a list of six learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the story.



This symbol marks instructor notes.





This symbol marks handouts to copy for learners.



Me and Luf



Me and Luf List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	3 handouts	6 to 12
2) Language Skills	2 handouts	13 to 18
3) Questions	2 handouts	19 to 23
4) Writing	2 handouts	24 to 28
5) Internet Research	2 handouts	29 to 35
6) Informal Discussion	3 handouts	36 to 41





Me and Luf

By Richard Van Camp, Fort Smith
Northern Writes 2 (Entries from the 1993 Literacy
Week Writing Contest)

In 1963, Kennedy took a bullet in the head
1964, Beatles came out
1963, I was in residential school
1964, I was on the trapline with my father
in 77 somebody told me The King had died
I was in the bar
the Gold Range
they told me The King had died
in 1987, someone shot Lennon
I was still in the bar
but someone told me they shot Lennon
even these songs you hear today
even these songs they keep playing
remind you where in hell you are sometimes...

This one man in Rae told me a story. I was 10 years old. We were talking. Said long time ago he fell in luf with a woman. Boy! Just lufd her! Use to drive his horses, this was in British Columbia. Those days Indians weren't allowed to mix with whites and whites wouldn't let Indians come into the store. Used to drive his horses, used to deliver parcels and supplies for the town. The shopowner's daughter used to look at him through the window and he would look at her. He wasn't allowed in the store but they would share that one stare every day and that made him very happy.



Me and Luf

One day he was out in the back alley helping the owner move a bunch of garbage and he started to talk to her and they fell in luf. Immediately they fell in luf. Every day he used to ache for her. Everyday he used to wake up smiling and go to bed just crying.

It's hard to be in luf, uh? Hard hard when you know it's true, uh! That's what they say! But he luf her. Oh he lufd her and she lufd him and they would always sneak a few minutes every day just to talk and he couldn't take it any more so he asked her to marry him and she said yes and they knew it was only a matter of time before the town would swallow them.

So they decided to run away and go to the States and get married. You could do that down there in those days but up north, Canada, BC, no dice—that's what they say. uh? No dice!

So they decided to go to a priest. She said, "If we're going to run away, we have to go to a priest, go to confession." He agreed. He told the priest everything. He said, "I'm going down south to marry Old Man Johnson's daughter. I'm going to take her, gonna marry her. I luf her."

The priest tried to talk him out of it. He said, "If you get caught, they'll kill you." He said, "I have to. It's the only way. I'm willing to run away from my family. She's willing to run away from her father. We have to go."

Priest said, "You have the Lord's blessing. When were you planning on leaving?"

He said, "Tonight. Midnight."

Priest said, "I wish you luck. 10 Hail Mary's and you'll make it.

So he did that. He said his prayers. Then it was the girlfriend's turn.

So she went.



Me and Luf

That night he went to her house. The deal was she was supposed to climb out the roof, go down the fire escape, hop on a tree and run across the lawn into his arms—that was the plan. But he waited and waited; the lights were out and he got scared.

So he walked out on the lawn to gather pebbles that he could throw against her window and 12 men came out of the bush. Just like ghosts they ran on him, jumped him.

And that priest that took his confession, he was there too and he was in there like everyone else just kicking him, screaming, beating him.

And the way that man left town was over a pony's back. They just slapped that pony's bum and it took off. That Indian said they beat him so bad he was bleeding from his ears, his mouth, his ass. They beat him so hard he said.

That was my introduction to luf.

That was my introduction to luf.

Lots of heartache, uh!





Vocabulary Learning Activity 1

Three handouts

1-1: Best Meaning and Sentence Writing

Learners underline the word that has the best meaning in the sentence after they read the story. Learners then write sentences of their own, using each underlined word.

1-2: Make a Word Search

Learners choose 20 words and develop their own word search.

1-3: Contest: How's your Lingo?

Learners think of other lingo or slang commonly used today. This can be done as a contest. Ask learners to work in groups of three to four people and see which group can make the most words in five minutes.

Some examples are **chick** for young girl, **kinda** for kind of, **gonna** for going to, etc.





Vocabulary Learning Activity 1

Read the story *Me and Luf*. Each sentence below has two words in brackets. Underline the word in brackets that is used in the story. On the next page write a new sentence for that word.

1. Those days Indians weren't (**approved, allowed**) to mix with whites and whites wouldn't let Indians (**come, enter**) into the store.
2. The shopowner's daughter used to (**look, stare**) at him through the window and he would look at her.
3. Every day he used to wake up (**smiling, laughing**) and go to bed just crying.
4. So they decided to (**walk, run**) away and go to the States and get married.
5. If we are going to run away, we have to go to a (**priest, nun**), go to confession.
6. When were you planning on (**departing, leaving**)?
7. So he (**walked, strolled**) out on the lawn to gather pebbles that he could (**hurl, throw**) against her window and 12 men came out of the bush.
8. And the way that man (**left, escaped**) town was over a pony's back.



Me and Luf

Use each word you underlined to write your own sentence.

1) a) _____

b) _____

2) _____

3) _____

4) _____



Me and Luf



5) _____

6) _____

7) a) _____

b) _____

8) _____





Vocabulary Learning Activity 1

1-2: Make a Word Search

Make your own word search using this website:

<http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html>. Use words from the story. It is easy and fun. Here are the steps:

- Step 1: Enter the title of your word search
- Step 2: Enter the size of your word search (15 words by 15 words)
- Step 3: Word search puzzle options –
 - ✓ Use each letter only once.
 - ✓ Share letters occasionally.
 - ✓ Share letters as much as possible.
- Step 4: Word search puzzle output type. Choose HTML
- Step 5: Enter 20 words
- Step 6: Check your puzzle

Print your puzzle and ask other people to try it out!

Here are some other websites to help you make your own word search:

- ✓ <http://www.edhelper.com/wordfind.htm>
- ✓ http://teachers.teach-nology.com/web_tools/word_search/
- ✓ <http://www.superkids.com/aweb/tools/words/search/>



Me and Luf

Example:

Word Search – Me and Luf

g x m q s m f d r w f t s c k
m a f o d e i d e t t e c u s
n t n l u c k f s f u l a o s
i g h z b n y n i s r l r o h
s n z g i e r n d y c u e t f
i e t b i m a m e o h b d k k
w y g r z n m t n h j z v v y
y c q u o c o f t b l x s e k
h n e h f d e t i e j i l y g
v n b q v s u g a e s o a t y
p r i e s t b c l i o c o h t
t h g i n d i m t h g h a f v
n b o i y h y j c i s y b p z
x n w q m x k s q w o t a f e
o n y f w w d e p d m n r f r

bar
beat
bullet
confession
died
escape
hail
introduction
luck
tonight

luf
man
mary
midnight
priest
residential
scared
school
shot
songs





Vocabulary Learning Activity 1

1-3: Contest: How's your Lingo?

This is a contest. Work in groups of three to four. Like **luf** for love in the story, find as many slang or lingo words you can think of in 5 minutes. For example, **chick** for young girl, **kinda** for kind of, **gonna** for going to, etc.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____





Language Skills Learning Activity 2

Two handouts

2-1: Tenses

Learners rewrite past tense verbs as present tense verbs in a paragraph from *Me and Luf*. Learners sometimes have a hard time understanding tenses. The tense of a verb tells us **when** the action was done. The action can be done in the past, present or future. Introduce the topic by writing the following examples on the board.

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Example	Meaning
The mountains <u>are</u> tall and white.	Unchanging action
Every year, the school council <u>elects</u> new members.	Recurring action
Pb <u>is</u> the chemical symbol for lead.	Widespread truth

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have special past tense forms which must be memorized.



Me and Luf

Example	Form
W.W.II <u>ended</u> in 1945.	Regular -ed past
Ernest Hemmingway <u>wrote</u> "The Old Man and the Sea."	Irregular form

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the simple form of the verb.

- ✓ The speaker of the House will finish her term in May of 1998.

The future tense can also be expressed by using **am, is, or are** with **going to**.

- ✓ The surgeon is going to perform the first bypass in Minnesota.

We can also use the present tense form with an adverb or adverbial phrase to show future time.

- ✓ The president speaks tomorrow. (Tomorrow is a future time adverb.)

2-2: Quotation Marks

Learners put commas and quotation marks in the sentences provided. Learners write three sentences that use quotation marks.





Language Skills Learning Activity 2

2-1: Tenses

Tenses refer to past, present and future. In this exercise you will change the past tense verbs to the present tense verbs. Some examples are:

Present	Past
get	got
sit	sat
drink	drank
catch	caught
teach	taught
is	was
are	were

The past tense verbs are in **bold**.

That night he **went** to her house. The deal **was** she **was** supposed to climb out the roof, go down the fire escape, hop on a tree and run across the lawn into his arms—that **was** the plan. But he **waited** and **waited**; the lights **were** out and he **got** scared.

So he **walked** out on the lawn to gather pebbles that he **could** throw against her window and 12 men **came** out of the bush. Just like ghosts they **ran** on him, **jumped** him.



Me and Luf

In the paragraph below, replace the verbs in the past tense with the same verb in the present tense.

That night he _____ to her house. The deal _____ she _____ supposed to climb out the roof, go down the fire escape, hop on a tree and run across the lawn into his arms—that _____ the plan. But he _____ and _____; the lights _____ out and he _____ scared.

So he _____ out on the lawn to gather pebbles that he _____ throw against her window and 12 men _____ out of the bush. Just like ghosts they _____ on him, _____ him.





Language Skills Learning Activity 2

2-2: Quotation Marks

You use quotation marks to show someone is speaking. To show the title of a book, movie, poem, story, or song you can use italics, bold or quotation marks. Below are two example of how you can use quotation marks.

Examples: John asked, "Did you like the book?"

The movie "Attanarjuat" won many prizes.

Notice that there is a comma after asked and that the end punctuation is before the end quotation mark. Put commas and quotation marks in the following sentences:

1. The story Me and Luf is very unique. Richard van Camp has won many prizes for his stories and books. He also wrote The Lesser Blessed.
2. So they decided to go to a priest. She said If we're going to run away, we have to go to a priest, go to confession. He agreed. He told the priest everything. He said I'm going down south to marry Old Man Johnson's daughter. I'm going to take her, gonna marry her. I luf her.
3. The priest tried to talk him out of it. He said If you get caught, they'll kill you. He said I have to. It's the only way. I'm willing to run away from my family. She's willing to run away from her father. We have to go.



Me and Luf

4. Priest said You have the Lord's blessing. When were you planning on leaving? He said Tonight. Midnight.
5. Priest said I wish you luck. 10 Hail Mary's and you'll make it.

Now it is your turn!

Write three sentences that use quotation marks. Use quotation marks to show speech and to show a book, story or movie.

1. _____

2. _____

3. _____





Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners use sentences to answer questions about *Me and Luf*. Remind them to begin with a capital letter and end with the correct punctuation.

3-2: Journal Writing

Learners use the questions in the handout as a guide for their journal writing.

- ✓ In what ways can you sympathize with this story?
- ✓ The first 12 lines of the story make a poem. How do you feel about the poem? What does it make you think about?
- ✓ Have you been in love before and had your heart broken? Write about your experience.





Questions Learning Activity 3

3-1: Story Questions:

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

- 1) In *Me and Luf*, two people's stories are told. What are these two stories?

- 2) Who was the man from Rae in love with?



Me and Luf

3) Why was it so wrong for the man to be in love with this woman?

4) What did the man and woman decide to do in order to be together?

5) Who did they confide in?

6) Why do you think the shop owner's daughter wanted to go to confession?



Me and Luf

- 7) Do you think it was the priest who betrayed them? Explain why you think so.

- 8) When the man went to the woman's house to run away, she did not come. Who came instead and what did they do to the man?





Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ In what ways can you sympathize with this story?
- ✓ The first 12 lines of the story make a poem. How do you feel about the poem? What does it make you think about?
- ✓ Have you been in love before and had your heart broken?
Write about your experience.





Writing Learning Activity 4

Two handouts

4-1: The five W's

Learners answer questions and review the story *Me and Luf*. They write a summary of the story.

4-2: Parallels

Learners read the poem at the beginning of the story and draw parallels between the described world events and the narrator's personal experiences at these times. Learners then discuss the significance of these parallels. These parallels are:

Year	World Event	Narrator's personal experience
1963	Kennedy was assassinated	Narrator was in residential school
1964	The Beatles came out	The narrator was on the trapline with his father
1977	Elvis died	The narrator was in the bar (the Gold Range)
1987	John Lennon was shot	The narrator was still in the bar





Writing Learning Activity 4

4-1: The five W's

Most stories answer the questions **who or what, where, when, why, and how**. Use a few words to answer these questions about *Me and Luf*.

Who or **what** is the main story about? _____

Where does the story take place? _____

When does the story happen? _____

Why do things happen in this story? _____

How do things happen in this story? _____



[illegible]

Me and Luf



Writing Learning Activity 4

4-2: Parallels

In the poem at the beginning of *Me and Luf*, the author lists events that happened in the world and events that happened to the narrator. Read the poem and list these events in the space below.

Year	World event	Narrator's personal experience



[illegible]



Internet Research Learning Activity 5

Two handouts

5-1: What happened in _____?

Learners have an opportunity to do on-line research to find out what world events happened during certain times.

Learners also write about their own personal experiences at these times. Some of the websites learners can use are:

- ✓ <http://www.scopesys.com/today/> Scope Systems – historic events and birth dates.
- ✓ <http://encyclopedia.thefreedictionary.com/> This is a free online dictionary. Just type in the year you are looking for plus “historical events”.

When finished, learners share their personal experiences and world events with other learners. This can be done in small groups or as a class.

5-2: Who is Richard Van Camp?

Richard Van Camp is a celebrated Aboriginal author. In 1993, Richard submitted *Me and Luf* to the Northern Writes Writing Contest hosted by the NWT Literacy Council. Since then he has written several stories and books.

Learners answer questions about Richard van Camp by doing research on the Internet.





Internet Research Learning Activity 5

5-1: What happened in _____

In the story *Me and Luf*, the narrator parallels his own life experiences to significant world events. In this activity, you will have the opportunity to find out what world events happened during important times in your own life. You will pick world events that are most representative of your own personal experiences at these times.

Some of the Internet sites you can start with are:

- ✓ <http://www.scopesys.com/today/>
Scope Systems – historic events and birth dates.
- ✓ <http://encyclopedia.thefreedictionary.com/>
This is a free online dictionary. Just type in the year you are looking for plus “historical events”.

When you are done, share your experiences and world events with other learners.



Me and Luf

What happened in _____?

I was born in 19_____.

These world events happened then:

I started school in 19_____.

These world events happened then:

I left school in _____.

These world events happened then:



Me and Luf



A big event in my family happened in _____. For example, a wedding, baptism, passing of an elder, etc.

These world events happened then:

An important event in my life was _____.
It happened in _____.

These world events happened then:



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.





Internet Research Learning Activity 5

5-2: Who is Richard Van Camp?

Find out more about Richard Van Camp on the internet and answer the following questions. You can google Richard Van Camp or check out these websites for the answers:

- ✓ <http://www.hanksville.org/storytellers/VanCamp/>
- ✓ <http://www.ipl.org/div/natam/bin/browse.pl/A415>
- ✓ <http://www.indiancountry.com/content.cfm?id=1096410040>
- ✓ <http://www.wier.ca/rvancamp.html>

1. Where is Richard from? _____

2. What nation is he from? _____

3. Where did he go to post secondary school and what subjects did he take?

4. Where does he teach now? What does he teach?



Me and Luf

5. What two children's books did Richard Van Camp write?

6. What other books has he published?

7. What awards has Richard received?

8. Name five music videos that changed Richard's life.

9. Name five music albums that saved Richard's life.



Informal Discussion

Learning Activity 6

Three handouts

6-1: The Use of Language

Learners discuss the use of language in this story.

In small groups, ask learners to think of reasons why the author used “luf” and “lufd” instead of “love” and “loved” when telling his story. Groups will write their ideas on flip chart paper or on the handout provided. When all the groups are finished, they will share their list.

6-2: What is Racism?

1. Did you know that 4 million Canadians, that's one in six, have been victims of racism? What is racism? How does it affect people? Learners fill out the questions on the handout and then discuss them.
2. Learners brainstorm these terms and give examples:
 - ✓ Prejudice
 - ✓ Stereotype
 - ✓ Discrimination
3. March 21st is International Day for the Elimination of Racial Discrimination. Learners discuss why it is important to have a special day to address racism.

Some websites to review are:

- ✓ <http://www.inforacisme.com/en/home.html>
- ✓ http://www.pch.gc.ca/march-21-mars//index_e.cfm



6-3: Myths

Review the manual: “The Kit: A Manual by Youth to Combat Racism through Education.” You can find the document at: http://www.unac.org/yfar/education_e.htm. The manual has great ideas of things your learners can do to address racism in your community.

Here are some myths that support racism.¹

- ✓ The injustices done to Aboriginal peoples are a thing of the past, and are not an issue of modern times.
- ✓ The conditions Aboriginal people face in Canada are exaggerated. They aren’t that bad.
- ✓ Aboriginal people aren’t doing too much to make things better for themselves.
- ✓ Immigrants and refugees cost more than they contribute. They take jobs away from Canadians. We don’t need anymore.

Ask learners to work in groups of 2 or 3. They:

- ✓ Pick a myth
- ✓ Discuss why it is a myth
- ✓ Share their opinions with the class

¹ From http://www.unac.org/yfar/education_e.htm - “The Kit: A Manual by Youth to Combat Racism through Education.”





Informal Discussion Learning Activity 6

6-1: The Use of Language

In the story *Me and Luf*, the author used slang or lingo when describing the love the man felt for the shopkeeper's daughter.

In small groups, discuss possible answers to the following questions:

- ✓ Why did the author use “luf” and “lufd” instead of “love” and “loved” when telling his story?
- ✓ Is there any significance in it?
- ✓ The last three lines of the story are in poetry form. Although it describes the narrator's experience, the author used “luf” again as the old man did. What does this use of language symbolize for the narrator?

Write your ideas on flip chart paper or on the lines below. When all the groups are finished, share your ideas with the rest of the class.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Informal Discussion Learning Activity 6

6-2: Racism

Did you know that 4 million Canadians, that's one in six, have been victims of racism?

What does racism mean to you?

Have you ever experienced racism yourself, or seen it somewhere?

Tell us about it.

How did the story *Me and Luf* show racism?

Share your responses with others.





Informal Discussion Learning Activity 6

6-3: Myths²

Work with 2 or 3 other people. Choose a myth you would like to discuss. Discuss the myth and write down point form notes. Choose a spokesperson and present your ideas to others in the class.

- ✓ The injustices done to Aboriginal peoples are a thing of the past, and are not an issue of modern times.
- ✓ The conditions Aboriginal people face in Canada are exaggerated. They aren't that bad.
- ✓ Aboriginal people aren't doing too much to make things better for themselves.
- ✓ Immigrants and refugees cost more than they contribute. They take jobs away from Canadians. We don't need anymore.

² From http://www.unac.org/yfar/education_e.htm - "The Kit: A Manual by Youth to Combat Racism through Education."





Resources

- ✓ Northern Writes 2: Entries from the 1993 Literacy Week Writing Contest, NWT Literacy Council.

Websites

- ✓ <http://www.scopesys.com/today/>
Scope Systems – historic events and birth dates.
- ✓ <http://encyclopedia.thefreedictionary.com/>
This is a free online dictionary. Just type in the year you are looking for plus “historical events”.
- ✓ <http://www.geocities.com/informalenglish/dictindex.html>
The Dictionary of Informal, Slang and Idiomatic Phrases in Spoken English.
- ✓ <http://www.word-detective.com/>
The Word Detective. An on-line newspaper column that answers reader’s questions about words and language.
- ✓ http://www.canadiana.org/citm/specifique/metis_e.html
This is a link from “Canada in the Making”, a website focusing on Canadian history. This link explains how Metis people came to be. It focuses mostly on fur traders .





Mabel's Story

By Frederick A. Lepine, Hay River

Introduction

This story is from **Northern Writes 4, Entries from the 1996 NWT Writing Contest**. *Mabel's Story* is about an Elder named Mabel Cardinal who slips and falls in front of the Northern Store. Tommy, a young man, is sent home with Mabel to make sure she gets home safely. During the cab ride, Mabel tells Tommy about his grandfather. Although at first reluctant, Tommy eventually is interested in the stories Mabel tells him and begins to learn who he is – through his grandfather's history. He begins to realize that history defines the present.

This story encourages learners to think about their own ancestry and their family and community history. Learners explore family trees, family stories and learn how to use pictures to develop a storyline.

This section first presents a list of six learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the stories.



This symbol marks instructor notes.





This symbol marks handouts you can copy for learners.



Mabel's Story



Mabel's Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	13 to 17
2) Language Skills	2 handouts	18 to 23
3) Questions	2 handouts	24 to 27
4) Organizing Text using a Family Tree	2 handouts	28 to 36
5) Writing	2 handouts	37 to 44
6) Story Telling	No handout	45 to 46



Mabel's Story



Mabel's Story

Frederick A. Lepine, Hay River

Northern Writes 4 (1996 NWT Writing Contest)

Not all true histories have been written, not all written histories have been true.

Her foot had slipped out like a shot from under her short, plump body and she ended up sitting there like a ragdoll on the sidewalk. White and green plastic Northern bags flailing, cans of Klik, the ones with the neat little lead skeleton keys welded on the top, and Libby's brown beans with the tiny useless portions of pork, rattle across the icy concrete and into the snow. Now, as I run to help, her National Enquirer flies up in my face and I catch a glimpse of *Navajo Medicine Man Meets E.T. in Desert*.

"Nisit...," she cries when she realizes what has happened. She is consoling her ankle through worn woollen mittens. I have to get her off the concrete or she'll freeze there. Colin, the store manager, a tall balding white man in his fifties, rushes out through the litter of Pilot biscuits, Kraft Dinner boxes and cans of Coke. His foot catches a bottle of HP sauce and punts it off the sidewalk and into the parking lot.

I am trying to pick her up by the shoulders of her thin spring parka, but she's not helping. She just rocks back and forth and holds her ankle crying, "Nisit, nisit..."

"Are you okay Mabel?" Colin asks in his thick Scottish accent. He's down on one knee now, and begins rubbing her foot as well. I'm still trying to get her off the concrete, because for some reason, I think she's going to freeze there. The raspy voice of my mother floods in from somewhere in the sharp November wind like a scratchy LP, "*Whiss, you sit on the ice like that, you'll get piles...!*"



Mabel's Story

"Do ye want me to call an ambulance?" asks Colin. Then, before she can reply, he turns his head and yells, "Aaron, get me a blanket! Un' be quick!" At first I don't see young Einstein, the clerk who had come out of the store behind Colin. He is there more out of curiosity than concern. At Colin's bark, the pock-faced kid scatters like he just discovered he has wiped the hard drive clean on his old man's computer. I'm still trying to get old Mabel to her feet, and I finally manage to pull one cheek off the concrete, Colin says to me, "Let her rest a wee bit. She'll be okay in a minute." *Okay with me*, I think. I place her gently back down on the sidewalk, and begin to chase puffed bags of Cheezies and Lipton Noodle soup boxes across the parking lot, because that's the only thing I can think of doing right now.

By the time I have collected the last pages of the National Enquirer from under an old Volvo across the street, Colin seems to have things well in hand. I trudge back to the store entrance with most of the paper under my arm, the rest I try to read in the light of the parking lot. *Bigfoot Spotted in Las Vegas Motel*.

Colin already has her and her bags stuffed into the back seat of Phil's taxi. He has placed a brand new grey woollen blanket around her and I hear him saying, " Don't ye worry now, Mabel. I'll have Rita Williams the home nurse drop in on ye tomorrow mornin'. Aaron'll bring the rest of yer groceries around tonight on 'is way home. I'll get someone t'make sure ye get home in one piece. You just stay off that ankle until Rita gets there, y'hear?"

Something like "Ehhhh...", comes from the back seat. *Man. Old people!* I think.

"Make sure she gets home okay, will ye Tommy?" Colin turns to me holding the cab door open.

"Now wait a goddamn min..." I blurt. Colin glares at me. "Don' fret, he'll carry yer groceries up fer ye as well, Mabel. He's a good lad.



Mabel's Story

Oh and Phil, make sure you get Tommy back to where he's going to and charge it to the store." He smiles as I slide numbly into the back of the cab.

A ride in Phil's taxi with an old woman -probably the first free thing Colin has given away since he came North. Probably just trying to avoid a lawsuit. Damn, I was just going for a beer with Kicker and Big Man. Looks like they'll have to start without me. Great- they're slappin back cold ones, and I get to take care of Granny, I think.

Within minutes we are clipping down the highway out to the reserve with this old lady, two bags of snow covered groceries and a National Enquirer. Phil is thumping his fingers to Alabama's *Mountain Music* on the radio. We have to take the long way to the reserve because the ice bridge across the Hay River hasn't frozen over yet. *It'll be last call by the time I get back, I think.*

"Tansi," she says quietly after a while. I just smile and nod. I begin to pretend reading the National Enquirer with the help of passing streetlights. I can feel her staring at me from behind the thin blue paisley scarf.

"What's your name, Tommy" she asks a little while later.

"Tommy," I say. *Geez. Some old people's kids.*

"Waal! I mean your last name." A chuckle wheezes out from deep in her chest.

"Squirrel." I give up the information as though she might stalk me some day.

"Squirrel...Your parents from around Norman, eh?"

"Don't know, never been there. I'm from here." I keep my gaze planted on the Enquirer. *Lose 40 Pounds in 40 Days!*



Mabel's Story

"Used to know some Squirrels from up around Norman one time. Good hunters, them. What's your Mooshum's name?"

"My grandfather? Squirrel." I'm not going to make it any easier for her.

"Waal!" I mean ees first name." That throaty wheeze again.

"James, I think. I don't know. I think they just used to call him Old Man. Don't know anything about him. Never met the guy. I think he's dead." My eyes are still glued to the paper. *Make \$10,000 - This Month Alone!*

"I think I know who see is" she says.

"Who is?" I ask, puzzled.

"Your Mooshum."

"Oh him - my grandfather. You mean who he is," I correct her and go back to the Enquirer.

"Eh-hehn. Him - I think I know who see is. One time - looong time ago - one winter, it was hard to find food. Lots of snow, eh? That time my family just starving. My husband Alphonse, see's real sick with the flu. We live in Wrigley that time. Your Mooshum, see come down from Norman, that time with ees kids. Maybe your Dad too. They kill a caribou on the trail, there. Wah-whay, they feed us good until Alphonse gets well again. Good hunters, those Squirrels," she trails off in the dark. Then after a long silence, she says, quietly, "I never forget that..."

"Hmph," I say without looking up. *Loni's Big Night Out - and She's Not Alone!*

Nothing is said for several minutes and soon the streetlights have all passed. We are bathed only in the light of Phil's dashboard with the



Mabel's Story

hum of the car and Buck Owens singing *Love's Gonna Live Here Again* in the background. Phil is banging away on the steering wheel, but now he's singing the guitar parts too. I push the newspaper into one of Mabel's Northern bags and play with my leather gloves.

"How come you don't know your Mooshum's name?" she suddenly asks out of the dark. She sounds bothered.

"Huh..?" I look up. "What do you mean?"

"How come you don't know your own Mooshum's name? How come you don't know nothing about him?"

"Not important, I guess. No need." I shrug.

"Eschia! What you mean not important?" I can feel her glaring at me in the dark. Kind of like being watched when you go outside to get an armful of wood at night.

"I got better things to do than live in the past." I'm about to add that stuff like that is for old people, but I catch myself. That sets off my mother's voice again - this time she's coming through the whine in the back tire. *"Be nice to old people - some day you, you're gonna be..."*

"Whiss, you kids these days don't know nothing 'bout where you come from. How you gonna know where you go from here?" Mabel sighs and looks out at the night. I go back to playing with my leather gloves again. *Old people. God if I ever make it past twenty-five...*

Then she leans back in the seat, closes her eyes and begins to hum quietly to herself. It is not long before I find myself humming along with her in my head. My mother used to sing that song, but it has been so long, I have forgotten the words.

"I live across now" she says softly pointing in the direction of the reserve with her lips. "But I'm not from here, eh? My name is Mabel



Mabel's Story

Vera Cardinal. I'm a Cree from Fond-du-Lac, Saskatchewan. I grew up on a trapline near Waterways in Alberta. When I was a smaaall little girl, maybe nikotwasik, six, my mother see take me to the...kiskinwahamatowikamik... the mission school in Chipewyan, eh? See says you stay here now - you learn English. I come back and get you when it's finished. They say you learn to read and write in Cree and English too, when it's finished. Wah-whay, I wait by the gate every day, every night. I wait by the river. But my mother, see never comes back. See never come back." Then she quietly adds, "Me, I think, taniwa? Where see is?"

"And those priests and nuns in the mission -some of them were not very good people. They say God, see save your soul. I say from what? They say, from the Devil. Me, I never heard about the Devil till that time, eh? They tell me bad things about being Indian. Crees, especially. The Devil see lives in Crees, they say. They don't let me speak Cree no more. Only English and Francais. But we fool them, eh? We sneak at recess time. Talk Cree all the time." She wheezes a dry laugh once again. "Finally, my aunt, see come one day. See take me away after two years. See take me back to the trapline with my uncle. Ay-hay, I speak my Cree again."

"One boy I meet at mission school, Alphonse. I marry him in 1946 in Fort Smith. Yeah, 1946, Ay-hay, we move all over the place. See work for the Hudson Bay Company, that time. Him, see buy a camera to take pictures, eh? See sure like ees camera, Alphonse. Him, see speak Slavey. All the time me, I speak Cree. I learn some Slavey, some Chip and maybe some Dogrib. Sometimes English, but all the time Cree. Me too, I force Alphonse to learn Cree. Ay-hay, see say why? Nobody here speak Cree. I say, that's why. Nobody here to talk to. So, see learn Cree. Alphonse, see was a good man, eh?"

"Me, I never forget. I teach my kids Cree when they're small. I say someday you meet your grandmother, you talk Cree to her. But they forget. Soon as they go to school, they forget. After a while they



Mabel's Story

forget everything I teach them. Now, I don't know where they are. They forget." Her voice trails off again. "My mother. Maybe see forget, too."

With a clunk we are off the highway and onto the reserve road. The smooth pavement has given way to frozen gravel and Phil's taxi is riding like a big lake fishboat rolling on the water. For some reason I find myself becoming not just interested, but quietly fascinated in how her story comes out.

"What happened to Alphonse?" I find myself asking.

"Alphonse, see die from pneumonia in 1973. Twelve years after we meet your Mooshum. Your Mooshum, he was a good man too. A good hunter, that one. Ohhh, see really know how to play the fiddle. Alphonse, see play the guitar. All night long." That wheezing laugh again. "I remember one time. Alphonse and him, they make a bet who can stay up the longest playing all night, eh? Your Mooshum, him see bets ees fiddle. And Alphonse him he bet ees camera. Wah-Whay! They still awake the next morning when I go for water! Both of them still playing!" Her rasping laugh soon turns into a hacking cough. I am caught up in her story and find myself laughing with her.

For the next several minutes she tells me about the time Alphonse and Old Man Squirrel were playing a jig when the fiddle suddenly broke off at the neck. She supposed that Old Man Squirrel might have been playing a little too hard. She breaks up with another low cackle, this time the coughing has her wheezing for air. Then, suddenly she is telling me about going to night school. She has decided to learn to read and write at the age of sixty-six. "Ay-hay, maybe I have some great grandchildren someday. I write to them. Teach them Cree," she says.



Mabel's Story

Once again everything returns to the soft hum of the car and this time Pasty Cline is crooning *Sweet Dreams of You*. Phil is whistling the piano parts.

"Me, I have a history, eh?" she suddenly blurts out in the dark.

"What do you mean?" I ask.

"That's what they tell me at night school. I have a language and I have a history. Even when I was married, the Catholic Church, they take my name. They even take me away from my family. They try to teach me that where I come from is wrong. They say, you're just a woman. You, your family's not important. But me, I keep the truth alive, eh? Because me, I know where I come from, eh? I am Mabel Vera Cardinal and I come from Fond-du-Lac, Saskatchewan. I am a Cree." Proud anger. Defiance. From behind the thin blue paisley scarf. From the dark back seat of Phil's taxi.

As we approach the streetlights on the reserve, she softly repeats, "I have a language, and I have a history," then adds, "but me, I have no one to pass it on to. Everybody here speak Slavey."

Arm in arm, we slowly climb the steps of her tiny house. She seems much smaller, lighter and frailer than she appeared in the parking lot at the Northern Store. I help Phil carry her groceries in. He is still singing, this time Chuck Berry's *My Dingaling*. The house is warm and welcoming. The dry kitchen air tells me she has cooked bannock here today. Maybe even earlier tonight. I help her get seated and take off her boots. She asks me to get her cane from behind the couch in the living room.

As I enter the tiny, dimly lit room, I am overcome with that same feeling of being watched. But this time it is different. This time it is comforting. I slide my hand along the wall and flick the light on. To my surprise I find myself surrounded by people. Hundreds and hundreds of photographs fill every bit of available space on the



Mabel's Story

walls, the furniture, even the floor! People are everywhere. Old people, young people, families, couples. People smiling, singing, working, playing. Women, men, children, dogs, horses, farms, tents, trading posts. People on boats in the river, in the bush, fishing, hunting, trapping. Each photograph has been painstakingly framed in hand-carved wood or beadwork, and there in almost every picture is the same, small, thin face of a woman at different times in her life - Mabel.

"You got time for tea and bannock, Tommy? I got some hot raisin bannock," she calls from the kitchen. I can hear her removing her coat and scarf.

"Uh, not really, I'm supposed to meet somebody." I answer from the living room. I find her cane and bring it to her. She has already put the kettle on when I get there.

"You sure you gonna be okay with your foot and everything? I could drop in later this week and..." I am shocked at what I am saying. *Hey, I'm the guy who doesn't like old people.*

"You wait here. I get something for you." She hobbles with her cane into the bedroom. A few moments later she comes out with a cardboard box under her arm. It is about the size of a case of beer, wrapped in a brown faded copy of "The World News" and tied with cotton string, worn, knotted, and in a bow.

"Here. You get home, you open this. Fresh bannock," she says.

Phil has fallen asleep on the horn now, so I say goodbye as quickly as I can. I want to protest her giving me the bannock, but she gently touches my forearm and says, "Mahsi, nikosis."

Once again, we are back on the paved highway leading into town. I have the grey woollen blanket wrapped around my legs now, surprised at the fact that I am not worried about catching something from old people's blankets. As I reach behind to adjust the blanket,



Mabel's Story

my hand brushes against the National Enquirer. Has she left it for me? I wonder. I open it once more. *Stradivarius Found in Mayan Ruins*

What follows can only be described as a thin slice of deafening silence. Then in a frenzy, I begin to tear at the box. The old newspaper disintegrates like brittle tissue, it's all over the back seat and on the floor of the cab. Only after several tries am I able to break the thick cotton string. Then, slowly, ever so slowly, I lift the top off the box.

It is truly beautiful. Inlaid with pearl and finished in a deep golden brown varnish, I wonder how it has kept its finish after all those years on the trapline. As I look closely, I can see where the neck had been cracked once and was carefully repaired again. The strings are still taut. There is still a splash of resin left on the body. Whether the fiddle is in or out of tune, I cannot say. But that doesn't matter. What does matter is on the back of the scroll near the tip: the tiny hand-carved letters *J. Squirrel 1958*.

"Hey Phil? You wanna turn around? I think I forgot something back there." I yell over Hank William's, *Honky Tonk Man*.

"What? All the way back? Why - what did you forget?" he asks in the rear view mirror.

"The rest of my history lesson." I smile. Heck, a free cab ride from someone like Colin comes around once every 30 years or so. Might as well make good use of it.





Vocabulary Learning Activity 1

Two handouts

1-1: Best Meaning

Learners read sentences from Mabel's Story. They look up the best meaning for the bold word in each sentence and write the meaning down. Ensure learners understand to look up root words in the dictionary (e.g. *bother* for *bothered*).

1-2: Using New Vocabulary

Learners use the vocabulary words in the first handout to make new sentences.



Mabel's Story



Vocabulary Learning Activity 1

1-1: Best Meaning

These ten sentences are from Mabel's Story. Use a dictionary to find the **best** meaning of the **bold** word in each sentence. Write down the meaning of the word on the line below.

- 1) He is there more out of **curiosity** than concern.

- 2) I **trudge** back to the store entrance with most of the paper under my arm, the rest I try to read in the light of the parking lot.

- 3) "How come you don't know your Mooshum's name?" she suddenly asks out of the dark. She sounds **bothered**.

- 4) I can feel her **glaring** at me in the dark.



Mabel's Story



5) Mabel **sighs** and looks out at the night.

6) For some reason I find myself becoming not just interested, but quietly **fascinated** in how her story comes out.

7) Alphonse and Old Man Squirrel were playing a **jig** when the fiddle suddenly broke off at the neck.

8) Each photograph has been **painstakingly** framed in hand-carved wood or beadwork.

9) Then in a **frenzy**, I begin to tear at the box.

10) The strings are still **taut**.



Mabel's Story



Vocabulary Learning Activity 1

1-2: Using New Vocabulary

Write a sentence for each word.

1. curiosity
2. trudge
3. bothered
4. glaring
5. sighs

6. fascinated
7. jig
8. painstakingly
9. frenzy
10. taut

1. _____

2. _____

3. _____

4. _____



Mabel's Story



5. _____

6. _____

7. _____

8. _____

9. _____

10. _____





Language Skills Learning Activity 2

Two handouts.

Each cloze activity has a different level of difficulty. Learners may complete either cloze exercise.

2-1: Cloze Activity - Synonyms

Learners replace words in brackets with a different word with the same meaning. Learners may use a thesaurus if they need to.

2-2: Cloze Activity - Words that make sense

Learners read the part of the story and fill in blanks with words that make sense. A list of words is provided.

The second handout is longer and harder than the first handout.



Mabel's Story



Language Skills Learning Activity 2

2-1: Cloze Exercise - Synonyms

A synonym is a word that has the same meaning or nearly the same meaning as another word. For example:

- ✓ Walk, go, move, stroll, stride, pace.
- ✓ Concern, fear, anxiety, apprehension, worry, unease.

Read the following passage of **Mabel's Story** and fill in each blank with a synonym for the word in brackets beside the space. If you can't think of a synonym, use a thesaurus to help you.

"What's your name, Tommy" she asks a little while later.

"Tommy," I say. *Geez. Some old people's kids.*

"Waal! I mean your last name." A _____ (chuckle)
wheezes out from deep in her chest.

"Squirrel." I give up the information as though she might
_____ (stalk) me some day.

"Squirrel...Your parents from around Norman, eh?"

"Don't know, never been there. I'm from here." I keep my
_____ (gaze) planted on the Enquirer. *Lose 40 Pounds in 40 Days!*



Mabel's Story

"Used to know some Squirrels from up _____
(around) Norman one time. Good hunters, them. What's your
Mooshum's name?"

"My grandfather? Squirrel." I'm not going to make it any easier for
her.

"Waal!" I mean ees first name." That throaty wheeze again.

"James, I think. I don't know. I _____ (think) they just
used to call him Old Man. Don't know anything about him. Never
met the guy. I think he's dead." My eyes are still _____
(glued) to the paper. *Make \$10,000 - This Month Alone!*

"I think I know who see is" she says.

"Who is?" I ask, puzzled.

"Your Mooshum."

"Oh him - my grandfather. You mean who he is," I correct her and
go back to the Enquirer.



Mabel's Story



Language Skills Learning Activity 2

2-2: Cloze Exercise - Words that make sense

This is an excerpt from **Mabel's Story**. Read the passage and fill in the blanks with a word that makes sense. Choose from the list of words:

asking	back	bet	blurts	cough
Church	crooning	family	fiddle	good
have	important	little	longest	language
Mooshum	morning	play	several	story
teach	tell	time	telling	wheezing
write	where			

For some reason I find myself becoming not just interested, but quietly fascinated in how her story comes out.

"What happened to Alphonse?" I find myself _____.

"Alphonse, see die from pneumonia in 1973. Twelve years after we meet your _____. Your Mooshum, he was a _____ man too. A good hunter, that one. Ohhh, see really know how to _____ the fiddle. Alphonse, see play the guitar. All night long." That wheezing laugh again. "I remember one _____. Alphonse and him, they make a bet who can stay up the _____ playing all night, eh? Your Mooshum, him see bets ees fiddle. And Alphonse him he _____ ees



Mabel's Story

camera. Wah-Whay! They still awake the next _____
when I go for water! Both of them still playing!" Her rasping laugh
soon turns into a hacking _____. I am caught up in her
_____ and find myself laughing with her.

For the next _____ minutes she tells me about the time
Alphonse and Old Man Squirrel were playing a jig when the
_____ suddenly broke off at the neck. She supposed that
Old Man Squirrel might have been playing a _____ too
hard. She breaks up with another low cackle, this time the coughing
has her _____ for air. Then, suddenly she is
_____ me about going to night school. She has decided to
learn to read and _____ at the age of sixty-six. "Ay-hay,
maybe I have some great grandchildren someday. I write to them.
Teach them Cree," she says.

Once again everything returns to the soft hum of the car and this
time Pasty Cline is _____ *Sweet Dreams of You*. Phil is
whistling the piano parts.

"Me, I have a history, eh?" she suddenly _____ out in
the dark.

"What do you mean?" I ask.

"That's what they _____ me at night school. I
_____ a language and I have a history. Even when I was



Mabel's Story

married, the Catholic _____, they take my name. They even take me away from my _____. They try to _____ me that where I come from is wrong. They say, you're just a woman. You, your family's not _____. But me, I keep the truth alive, eh? Because me, I know _____ I come from, eh? I am Mabel Vera Cardinal and I come from Fond-du-Lac, Saskatchewan. I am a Cree." Proud anger. Defiance. From behind the thin blue paisley scarf. From the dark _____ seat of Phil's taxi.

As we approach the streetlights on the reserve, she softly repeats, "I have a _____, and I have a history," then adds, "but me, I have no one to pass it on to. Everybody here speak Slavey."





Questions Learning Activity 3

Two handouts

3-1: Story Questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

3-2: Journal Writing

Learners use the three questions on the handout to do journal writing.

- ✓ Do you or a family member have a similar experience about learning about your ancestors and your own history?
- ✓ Why do you think the author begins his story with the statement, *"Not all true histories have been written, not all written histories have been true"*?
- ✓ In what ways do you connect with Tommy and Mabel's story?



Mabel's Story



Questions Learning Activity 3

3-1: Story Questions

Write a sentence to answer the following questions. Begin with a capital letter and end with the correct punctuation.

- 1) Why do you think Tommy doesn't know anything about his Mooshum (grandfather)?

- 2) How does Mabel describe Old Man Squirrel? What did he do for Mabel's family?



Mabel's Story



3) What was the bet Alphonse and Old Man Squirrel made?

4) What do you think Tommy could have learned from his grandfather?

5) Why is it important for Mabel to go to night school and learn to read and write at her age?

6) Why does Tommy ask the cab driver to turn around to go back to Mabel's house?



Mabel's Story



Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ Do you or a family member have a similar experience about learning about your ancestors and your own history?
- ✓ Why do you think the author begins his story with the statement, *"Not all true histories have been written, not all written histories have been true"*?
- ✓ In what ways do you connect with Tommy and Mabel's story?





Text Organization – Family Tree Learning Activity 4

Two handouts

4-1: Family Tree

Learners document their family history by creating a family tree. A family tree is a way to record relatives' names and relationships. This activity gives learners the opportunity to talk with other family members and to share their language, culture and history. Learners can use their aboriginal language to name the relationships of the different people. For example, "*Mooshum*" is Cree for grandfather.

Learners can follow one of the three formats from the handouts or create their own family tree. Learners can also use pictures of family members to make a family tree.

Here are some ideas for a family tree project:

- ✓ Find out information about your family history through archives, church records and talking to Elders.
- ✓ Add digital or scanned photographs to the family tree. The Prince of Wales Northern Heritage Centre in Yellowknife has a databank of pictures. Go to <http://pwnhc.ca/databases/index.htm> to see if pictures of your family members are available online.
- ✓ Give each family member a copy of your family tree, or produce a large wall display for other community members to see.
- ✓ When you talk to Elders, listen carefully and record traditional vocabulary that you may not know. Try to use it in your family tree and family story.



Mabel's Story

- ✓ Do a presentation about your family tree or about one particular person in your family. Give the presentation to your class, your family or the community.

4-2: Creating Questions

Learners talk to family members or other community members to find out about their family history. Learners explore 'Who, What, Where, Why, When, How' questions. Learners create questions to ask and document answers for their own family story.

They can use these answers for writing their own family story in Learning Activity 5.





Text Organization - Family Tree Learning Activity 4

4-1: Family Tree

- ✓ A great way to document your family history is by creating a family tree. You can also use a family tree to share your language, culture and history with family members or other people in the community.
- ✓ Talk to other family members and Elders to find out your ancestor's names and relationships. Ask for the Aboriginal names to identify the relationships for different people. For example, Mabel uses the Cree word "*Mooshum*" for grandfather.
- ✓ You can follow one of the three formats from the handouts or create your own family tree. You can also use a picture of each family member to make up your family tree.

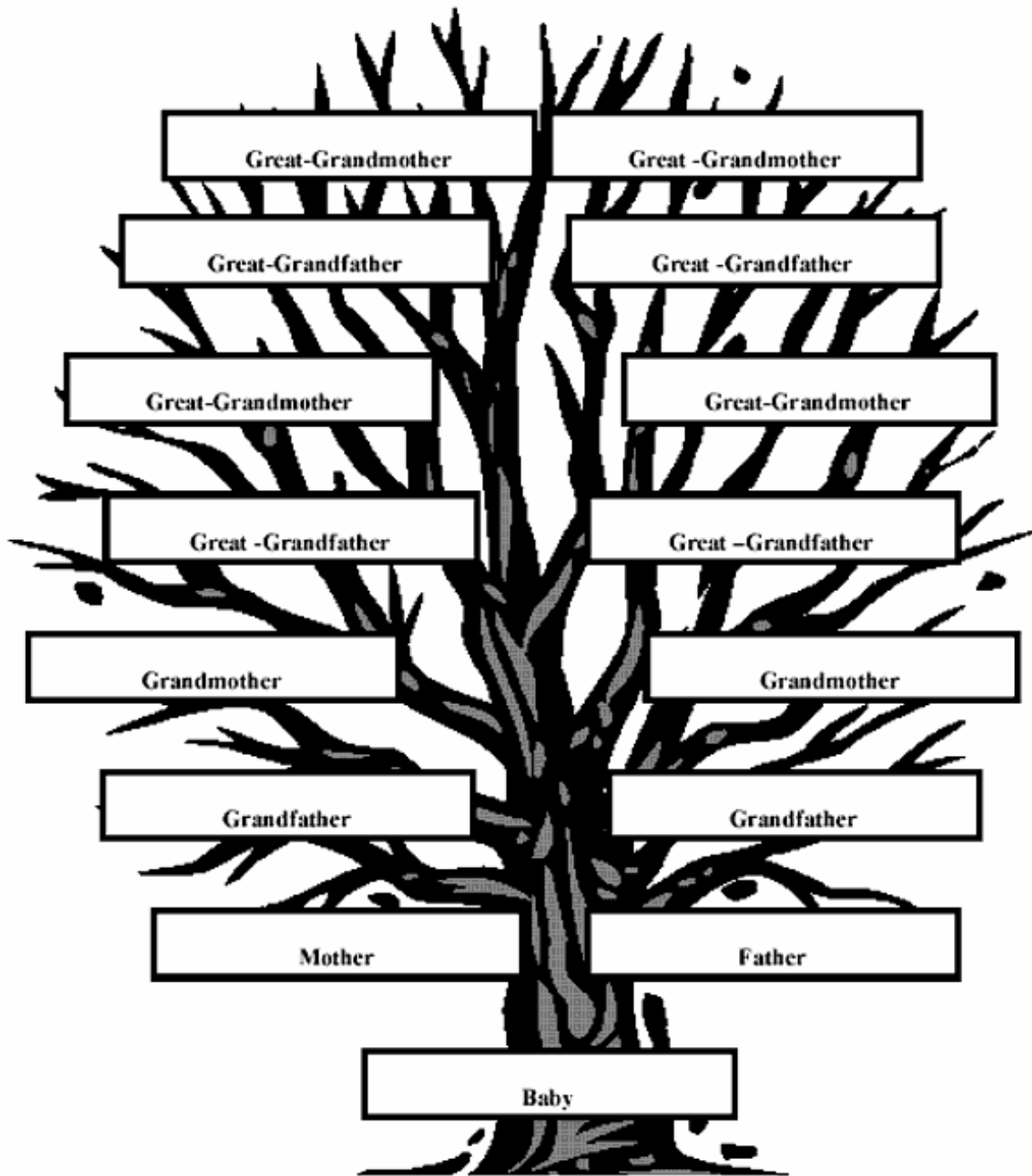
Here are some ideas for your family tree project:

- ✓ Find out information about your family history through archives, church records and talking to Elders.
- ✓ Add digital or scanned photographs to the family tree. The Prince of Wales Northern Heritage Centre in Yellowknife has a databank of pictures. Go to <http://pwnhc.ca/databases/index.htm> to see if pictures of your family members are available online.
- ✓ Produce a large wall display of your family tree for other community members to see.
- ✓ Do a presentation about your family tree or about one particular person in your family. Give the presentation to your class, your family or the community.



Mabel's Story

Family Tree¹

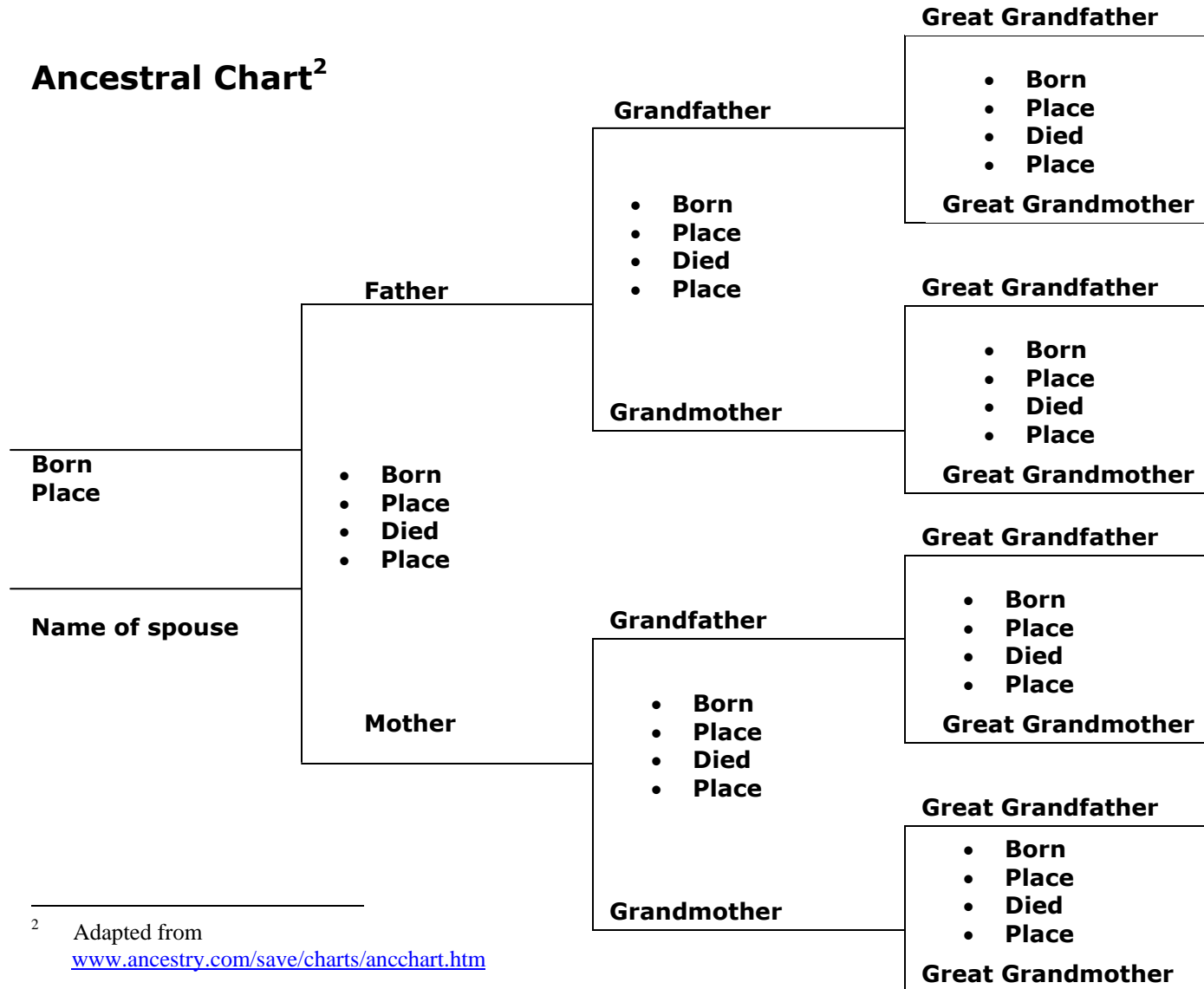


¹ From *Culture and Traditions How to Kit* by the NWT Literacy Council



Mabel's Story

Ancestral Chart²

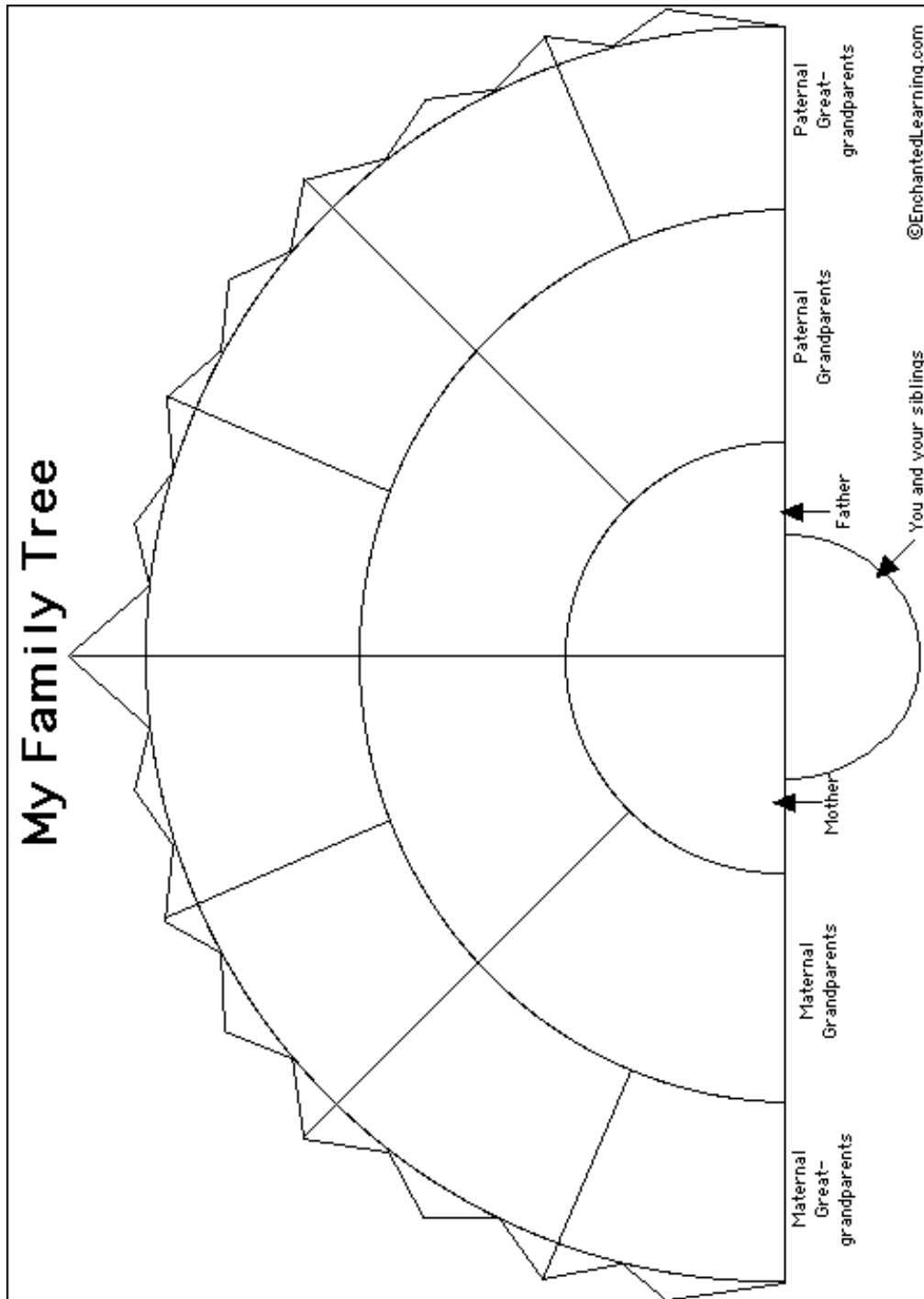


² Adapted from
www.ancestry.com/save/charts/ancchart.htm



Mabel's Story

Family Fan³



³ From Enchanted Learning <http://www.enchantedlearning.com/crafts/familytree/semicircle/>





Organizing a Family Tree Learning Activity 4

4-2: Creating Questions

To find out more about your family history talk with family members and other community members. Think of some questions beforehand and write down the answers as you talk with people. There are 'Who, What, Where, When, Why, and How' questions. These kinds of questions will help you organize your information.

- ✓ **Who/Whom** refers to people and their relationships.
- ✓ **What** refers to things, names or events.
- ✓ **Where** means location or place.
- ✓ **When** refers to date or time.
- ✓ **Why** tells the reason something happened.
- ✓ **How** tells the way something happened.

Some sample questions you may ask:

- ✓ **Who** was my father's father?
Whom did he marry?
- ✓ **What** was my grandmother best known for?
What did my father like best about living off the land?
- ✓ **Where** was my mother born?
Where did my ancestors have their traditional hunting camp?



Mabel's Story



- ✓ **When** did my grandparents live? (**When** were they born, when did they pass away?)
When was the community formed?
- ✓ **Why** did my relatives leave a certain place?
Why did my father stop trapping?
- ✓ **How** did my grandparents or parents meet?
How did a certain event in the community affect my family?



Mabel's Story



Organizing a Family Tree Learning Activity 4

4-2: Writing your own questions

Who or Whom? _____

What? _____

Where? _____

When? _____

Why? _____

How? _____





Writing Learning Activity 5

Two handouts

There are two activities in this section. Ask learners to do the first activity if they struggle with paragraph writing.

5-1: Paragraph Writing

Learners write a paragraph about their family history after they interview Elders and family members about their family history. Ask them to write a paragraph about what they have learned. Reinforce paragraph writing skills by helping learners identify the topic sentence for their paragraph.

5-2: Family Photo Story

Learners use the writing process to write their own family photo story. The handout gives ideas and identifies steps learners can use to write their story and publish it.

A **Photo Story** is a series of photographs that tell a story about someone's life or show the different events that took place in one's family history. Each photograph will inspire the writer to tell a story about it. This is a good activity for different literacy levels because learners can write at their own pace and level. Encourage those with stronger writing skills to write longer stories with more detail. Those with beginning writing skills may start with one sentence for each photograph.

Learners use the information gathered from Learning Activity 4 to write their family story. They can choose to write about their entire family, or they can write about just one particular person or a specific event that affected their family's history.



Mabel's Story

Here are some ideas for using photographs for family stories:

- ✓ If the program has access to a digital camera, allow learners to take pictures of family members. The instructor may want to teach a mini-lesson on how to use a digital camera, downloading photos onto the computer and printing photos.
- ✓ If a digital camera isn't available, use a Polaroid camera or a 35 mm camera. You can borrow a Polaroid camera from the NWT Literacy Council. Plan in advance so that the photos will be ready in time to write the stories.
- ✓ Learners can use old photos from their family's collection or from the archives. They can scan them and use them in their photo stories.
- ✓ The Prince of Wales Northern Heritage Centre has a databank of pictures on the Internet at <http://pwnhc.ca/databases/index.htm>. Encourage learners to try and find pictures of family members.
- ✓ Throughout the project, the instructor may teach mini-lessons on the writing process, grammar, cropping and sizing photos, adding borders, inserting the photo into the text, etc.
- ✓ When learners are finished with their stories, create a CD of each photo story so copies can be made in the future.



Mabel's Story



Here are some steps for creating a photo story:

1. Take or scan all the pictures first, download or develop them.
2. Make an outline for a story, write a draft story, and edit the story. Learners should follow the writing process outlined in the introduction.
3. Plan the layout of the book. Use scrap paper folded over to make a model of your book. This will help you plan which photos and text go on each page.
4. If you don't have a digital camera or scanner, you can create the text for the story by hand or on the computer and glue the photos on the pages. You can either photocopy the book or laminate it to preserve the pictures.





Writing Learning Activity 5

5-1: Paragraph Writing

Write a paragraph about your family history. Remember when you write a paragraph you must have:

- ✓ A topic sentence
- ✓ Supporting sentences
- ✓ Ending sentence

Topic Sentence:

Supporting Sentences

1.

2.

3.



Don't forget to edit and revise your paragraph before you write out your final copy.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Writing Learning Activity 5

5-2: Family Photo Story

Write about your entire family, or write about just one particular person or a specific event that affected your family's history.

Use the information you gathered for your family tree and photographs to illustrate your story. This is called a *Photo Story*.

Here are some ideas for using photographs for your family story:

- ✓ If you have access to a digital camera, you can take pictures and print them immediately with a computer. You don't have to wait for development. Ask your instructor for assistance.
- ✓ If you don't have a digital camera, use a Polaroid camera or a 35 mm camera. Plan in advance so that the photos will be ready in time to write your story.
- ✓ Use old photos from your family's collection or from the archives, scan them and use them in your photo story. If your family doesn't have any pictures, check out the Prince of Wales Northern Heritage Centre in Yellowknife. They have a databank of pictures on the Internet at <http://pwnhc.ca/databases/index.htm>.



Mabel's Story

Here are some steps for creating your photo story:

- ✓ Take or scan all the pictures first, download or develop them.
- ✓ Use the writing process to develop a story. Make an outline for a story, write a draft story, and edit the story.
- ✓ Plan the layout of the book. Use scrap paper folded over to make a model of your book. This will help you plan which photos and text go on each page.
- ✓ If you don't have a digital camera or scanner, you can create the text for the story by hand or on the computer and glue the photos on the pages. You can either photocopy the book or laminate it to preserve the pictures.

Use the writing process to create your own story.⁴

1. Use your family tree to decide who to write about.
2. Use a web to brainstorm ideas.
3. Write a rough first draft.
4. Decide what drawings or pictures you want to include.
5. Conference with someone.
6. Revise, edit, and rewrite your story.
7. Print a final copy.

⁴ Adapted from the Northern Edge: *Voices from Ft. Good Hope*.



Mabel's Story



To publish your story:

- i) Front cover: The front cover has the title of the story, often a picture or drawing, and the author's name.
- ii) Inside front cover: This page has the month and year you publish the story, the name of the person or people who wrote the story and did the drawings or photos, the title of the story, and the name of the author.
- iii) Back cover: The back cover may have a picture or drawing. Write one sentence for the back cover to describe the main idea of the story.





Storytelling Learning Activity 6

No handouts

6-1: Storytelling in a Circle

In this activity, learners tell a story. The story can be about an Elder in the community or a made-up story. Use a talking stick so each person gets a chance to participate in the story. Use a feather, stick or something significant to the local culture as a talking stick.

- ✓ Give learners a phrase to introduce the story, such as 'my grandfather used to ...' or 'Old Man Squirrel used to play the fiddle at ...'. Or ask the learners to provide a starting sentence to introduce the story.
- ✓ One person starts the story and then hands the stick to the next person, who continues the story. Keep this up until each learner contributes to the story, and until the story ends.

6-2: Storytelling Festival

Learners plan and coordinate a storytelling festival for the community. Ask local Elders and other community members to tell stories. Make sure you explain to them you want them to tell stories at the event. They need time to prepare and think about what stories they would like to share. Encourage learners to participate by telling their family stories that they developed in class. Invite all community members to attend. Planning a community event is a large project. Here are some tips:

- ✓ Find a space that people will want to come to.
- ✓ Invite Elders and community members to participate.



Mabel's Story



- ✓ Ask learners to share their stories. This is good practice for oral speaking.
- ✓ Make sure everyone knows about it. Advertise on the local radio station, develop posters and give out invitations at the school, band office, or grocery store.
- ✓ Have a back-up plan if a storyteller can't make it.
- ✓ Have coffee, juice, and snacks.
- ✓ Give away door prizes.



Mabel's Story



Resources

- ✓ **Northern Writes 4: Entries from the 1996 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Unipkausivut: Building Language and Literacy Skills Through Oral History**. The Nunavut Literacy Council, 2004.

Websites

- ✓ <http://www.nwt.literacy.ca/famlit/howtokit/culture/p24.htm>
The NWT Literacy Council's website provides many resources for literacy practitioners. This link gives some information about creating a family tree and family stories.
- ✓ <http://pwnhc.ca/databases/index.htm>
This is the link to the databases for the Prince of Wales Northern Heritage Centre website. You can browse their photo database, archives, or other databases for information about family members or your community.
- ✓ <http://c.ancestry.com/pdf/trees/charts/anchart.pdf>
This website provides a free download for a family tree and lets you search for your ancestors.
- ✓ <http://www.genealogy.com/wft169facd.html>
This website provides some information about researching your ancestors. The Learning Centre also gives useful tips about getting started in your research, as well as writing a family story.



Mabel's Story

- ✓ <http://www.family-crests.com/coat-of-arms-library/family-crest/tips-genealogy-research.html>

This website provides useful tips to conduct your family research. It includes questions to ask family members, as well as helpful hints for interviewing people.



Spirit of Illness

By Linda Shott, Fort Smith

Introduction

This story is from **Northern Writes 9, Entries from the 2001 NWT Writing Contest**. *Spirit of Illness* is about alcoholism and what it takes to turn your life around. In the story, the narrator has an accident after a three-day drinking binge. Miraculously, he survives and receives a second chance at life.

This story offers a chance to explore issues of addictions and healthy choices. Learners express their own beliefs about faith and spirituality. Activities encourage learners to think about the effect of addictions on family and friends.

The first part of this section has a list of nine learning activities and the story. The following pages give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Note

Do the first activity, Website Research, before learners read the story. In this activity, learners focus on what they know before they read the story and what they learned from reading the story.



Spirit of Illness



Spirit of Illness List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Website Research** (KWL)	No handout	6 to 7
2) Vocabulary	2 handouts	8 to 13
3) Language Skills	2 handouts	14 to 17
4) Questions	2 handouts	18 to 21
5) Research – Learn more about Alcoholism	1 handout	22 to 26
6) Writing	2 handouts	27 to 29
7) Group Discussion	1 handout	30 to 33
8) Learn Skills to Refuse Alcohol	2 handouts	34 to 40
9) Getting Help	3 handout	41 to 45

** Do this activity before learners read the story *Spirit of Illness*.





Spirit of Illness

By Linda Shott, Fort Smith

Northern Writes 9 (2001 NWT Writing Contest)

A long time ago when alcohol was invented everyone was excited about it, because they got good feelings of being happy and no worries about anything or anyone. These feelings would happen to me when I would keep myself intoxicated day after day, and this is how I became acquainted with the Spirit of Illness.

A friend and I were out partying for at least three days and were cruising home in the wee hours of the morning on a four-wheel terrain bike when he was experiencing a blackout, (which I didn't know about at the time). We kept on cruising and I was thinking about how sick I was and how good it would feel to crawl into my bed and sleep. I was only going home to get some rest and sober up, because my brother was coming into town for a fishing trip that we had planned earlier that week with more drinking and partying included.

While I was thinking of all this I noticed my friend was driving off the road towards trees and rocks. I gave him a couple of taps to get his attention so he would know what was happening, but he didn't acknowledge me at all. I thought about jumping off the bike, but it was too late. We crashed into a big stump and we both went flying through the air. I saw trees coming towards me real fast, and just before hitting the ground I fell into a blackout.

Unconsciously I got up and looked for my glasses because I knew I couldn't see without them. I found my lens but not my frames so I stuck the lens in my pocket and started walking towards my parents' home, which is a fifteen- minute walk from where we crashed. When I got home I went straight to my bedroom and passed out, like I



Spirit of Illness

usually do after a drunk. Unfortunately, my mom and dad would always let me sleep until I sober up and come out of my room on my own.

It just so happened my brother came into town for our fishing trip about an hour after the crash. He arrived at mom's and asked where I was because I was supposed to meet him at the airport. Mom told him I was still sleeping. He came and knocked on my door. When I didn't respond, he opened the door to find me lying in bed surrounded in blood which was oozing from my ears, mouth and nose. Blood was also gushing from my right arm where the collar bone broke through my skin and from a big gash on my thigh where my muscles are all ripped apart, actually clots were coming out real thick and fast. Seeing the shape I was in my brother yelled to my mom to call an ambulance. The ambulance arrived within minutes and took me to the hospital and I was medivaced to a city hospital for treatment.

Three days later I regained consciousness. While I was focusing in, I saw a misty haze floating above me. I didn't panic. I just laid there watching the mist float gently above my entire body and while I was doing that my body started to feel light and relaxed, then I fell back to sleep.

Later that day when I regained consciousness I felt totally at peace like I've never experienced before.

I started thinking what that misty haze was all about and why it was hovering over me on my hospital bed and making me feel so peaceful. I then realized it was a Spirit of Illness and that's how I now know that it cured me of my alcohol sickness.

To this day the Spirit of Illness remains nearby. Knowing the Spirit is with me, I've gained my self-respect and confidence to pursue the life I've always wanted. I'm not saying it's easy all the time, because in the past five years I thought of drinking three times, but I would always



Spirit of Illness

think of how lucky I was five years ago when I was given another chance at life with my family and friends. The Spirit of Illness has given me the strength and courage to go on one day at a time and become closer to achieving my personal goals.

In the Spirit of Illness, faith can be found, faith not only in the soul, but also in mind and body.

P.S. As for my Friend his injuries consisted of scrapes and minor cuts to his body, plus his artificial toes broke so he had to get those replaced. I recently went home to my hometown for a visit and happened to run into him and he is still driving fast and partying hard.

But hey! Each To Their Own, who am I to preach!!!!





Website Research (K-W-L) Learning Activity 1

No handout

This learning activity encourages learners to recognize what they already know, and what they can learn from reading and research.

Use the introductory paragraph from the story *Spirit of Illness* to introduce the topic:

A long time ago when alcohol was invented everyone was excited about it, because they got good feelings of being happy and no worries about anything or anyone. These feelings would happen to me when I would keep myself intoxicated, day after day, and this is how I became acquainted with the Spirit of Illness.

Put up three flipchart pages. Use the K-W-L guide to label each page.

- ✓ **Know** – What do we already know?
 - ✓ **Want to know** – What do we want to find out?
 - ✓ **Learned** – What did we learn from reading this story?
1. Brainstorm what learners already know about alcohol and addictions and write their ideas on the **Know** flipchart page.
 2. Brainstorm what learners want to know about alcoholism and addictions and write their ideas on the **Want to Know** flipchart page.
 3. Ask learners to read the story.



Spirit of Illness

4. Brainstorm what learners learned from reading the story. Write down what learners learned on the **Learned** flipchart.
5. Compare the '**Know**' list with the '**Learned**' list.
6. Ask learners if they learned what they wanted to know. Check these off on the flipchart paper. Ask learners if they have other things to add to the '**Want to know**' list after they read the story. Ask learners to pick topics they want to research from the '**Want to know**' list.
7. Encourage learners to use the Internet to gather information. The Resources section provides several useful websites and links that learners may use.

Note:

You can also make a 3 column chart that learners can use to write down their ideas.

Know	Want to Learn	Learned





Vocabulary Learning Activity 2

Two handouts

2-1: Sentence Writing

The handout lists some words from the story. Learners look up the best meaning for each word in the dictionary. Ask learners to write a sentence using the new word.

2-2: Word Search

The word search has 20 words from the story.





Vocabulary Learning Activity 2

2-1: Sentence Writing

Use a dictionary to find the meaning of the words from the story.
Write a sentence of your own for each word.

1) Alcoholism _____

2) Intoxicated _____

3) Blackout



Spirit of Illness



4) Sober up

5) Acknowledge _____

6) Unconscious _____

7) Respond _____



Spirit of Illness



8) Illness _____

9) Regain _____

10) Peaceful _____

11) Spirit _____



Spirit of Illness



12) Confidence _____



Spirit of Illness



Vocabulary Learning Activity 2

2-2: Word Search

Find these 20 words in the table below. Words may appear forwards, backwards, up, down, or diagonally. The words relate to drinking and other words from the story.

alcohol	partying	sick	passed out	respond
sober up	blackout	hit	drunk	faith
unconscious	attention	spirit	illness	soul
blood	sleep	misty	peaceful	cure

u	w	b	t	u	o	d	e	s	s	a	p
n	c	g	a	t	t	e	n	t	i	o	n
c	p	d	r	u	n	k	u	z	l	g	f
o	d	e	a	l	c	o	h	o	l	n	a
n	m	j	a	q	k	h	a	f	n	i	i
s	i	c	k	c	m	t	i	v	e	y	t
c	s	o	a	x	e	i	i	t	s	t	h
i	b	l	o	o	d	f	s	r	s	r	l
o	b	k	e	r	u	c	u	t	i	a	u
u	p	u	r	e	b	o	s	l	y	p	o
s	a	r	e	s	p	o	n	d	p	n	s





Language Skills Learning Activity 3

Two handouts

3-1: Sequencing

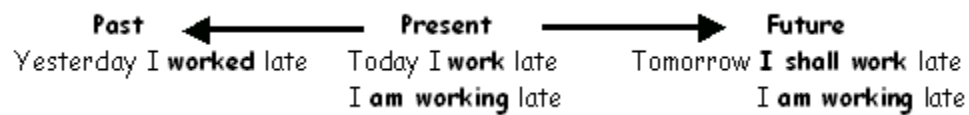
Learners read each sentence and decide what order they happened in the story. They write a number beside each sentence to show the sequence of events.

3-2: Tenses

Learners rewrite past tense verbs as present tense verbs in a paragraph from the *Spirit of Illness* story. Learners, particularly ESL learners, can struggle with the concept of tenses. The tense of a verb tells us **when** the action was done. The action can be done in the past, present or future.

Before they do this activity put this saying on the board:
“Today I go, yesterday I went, and tomorrow I will go.” Ask learners to underline the verbs and point out the present, past, and future tenses.

Another example you can use to help your learners understand tenses is:





Language Skills Learning Activity 3

3-1: Sequencing

Read each sentence. Decide what order they happened in the story. Write a number beside each sentence to show the order they happened. We already put number 1 beside the first sentence. Fill in the rest. There are eight sentences altogether.

- _____ When I got home I went straight to my bedroom and passed-out, like I usually do after a drunk.
- _____ Later that day when I regained consciousness I felt totally at peace like I've never experienced before.
- _____ A friend and I were out partying for at least three days and were cruising home in the wee hours of the morning on a four-wheel terrain bike when he was experiencing a blackout, (which I didn't know about at the time).
- _____ Seeing the shape I was in my brother yelled to my mom to call an ambulance.
- __1__ A long time ago when alcohol was invented everyone was excited about it, because they got good feelings of being happy and no worries about anything or anyone.
- _____ I started thinking what that misty haze was all about and why it was hovering over me on my hospital bed and making me feel so peaceful.



Spirit of Illness



- _____ We crashed into a big stump and we both went flying through the air. I saw trees coming towards me real fast, and just before hitting the ground I fell into a blackout.

- _____ The Spirit of Illness has given me the strength and courage to go on one day at a time and become closer to achieving my personal goals.

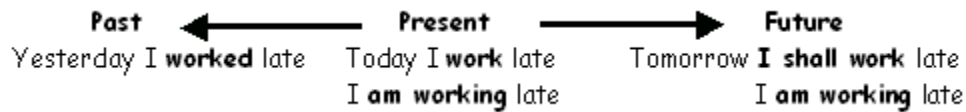




Language Skills Learning Activity 3

3-2: Tenses

Tenses refer to past, present and future. In this exercise you will change the past tense verbs to the present tense verbs. **Example:**



Read the following paragraphs. Notice that the verbs are **bold** and they are in the past tense.

Unconsciously I **got** up and **looked** for my glasses because I **knew** I **couldn't** see without them. I **found** my lens but not my frames so I **stuck** the lens in my pocket and **started** walking towards my parents' home. When I **got** home I **went** straight to my bedroom and **passed out**, like I usually do after a drunk.

In the paragraph below, replace the verbs in the past tense with the same verb in the present tense.

Unconsciously I ____ up and ____ for my glasses because I ____ I ____ see without them. I ____ my lens but not my frames so I ____ the lens in my pocket and ____ walking towards my parents' home. When I ____ home I ____ straight to my bedroom and ____, like I usually do after a drunk.





Questions Learning Activity 4

Two handouts

4-1: Story Questions

Learners use what they learned from the story to answer six questions about alcoholism, preventing accidents and spirituality.

4-2: Journal Writing

Learners use the questions in the handout as a guide for their journal writing.

- ✓ In what ways can you relate to this story?
- ✓ The person in the story had a vision, the Spirit of Illness, which cured the narrator from alcohol sickness. Do you believe in visions?
- ✓ Is there anything in your life that gives you strength and courage to reach your own goals?





Questions Learning Activity 4

4-1: Story Questions

Answer the following six questions. Use one or more sentences for each answer. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) In the story, the author lets a person tell the story. This person is called a narrator. Do you think this is the author's personal story, or is she telling someone else's story? Explain why you think so.

- 2) In the story, the narrator says, "A long time ago when alcohol was invented everyone was excited about it, because they got good feelings of being happy and no worries about anything or anyone." What does the narrator mean by that?

- 3) The narrator describes a bad accident with an ATV. How can accidents like this be prevented?



Spirit of Illness

- 4) How does alcohol affect the person drinking? Sometimes drinking can also affect friends and family. From your research in Learning Activity 1, discuss some of the effects.

- 5) Three days after the accident, the narrator regained consciousness and described a “misty haze floating above”. What type of experience was this?

- 6) “The Spirit of Illness has given me the strength and courage to go on one day at a time and become closer to achieving my personal goals.” Why is this belief in the Spirit so important for the narrator in order to stay away from alcohol?



Spirit of Illness



Questions Learning Activity 4

4-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ In what ways can you relate to this story?
- ✓ The person in the story had a vision, the Spirit of Illness, which cured the narrator from alcohol sickness. Do you believe in visions?
- ✓ Is there anything in your life that gives you strength and courage to reach your own goals?





Research - Learn more about alcoholism **Learning Activity 5**

One handout

Learners do on-line research and find out about alcohol and other addiction issues in our everyday lives. List some of the websites listed in the Resources section at the front of the class.

Learners fill out the research cards in the handout as they do their research. The research cards focus on:

- i) What is alcoholism?
- ii) How can substance abuse affect a person?
- iii) Why do you think it is so difficult for people to stop drinking?
What can people do to stop drinking?
- iv) Use the empty research card to answer a question from Learning Activity 1 (K-W-L).

Ask learners to start with a basic Internet search about alcoholism. From there they can pick different websites to find information about other addictions they want to learn more about. For each successful website, learners should fill out a research card.

After everyone completes the cards, ask people to share what they learned. Ask learners to give a brief, informal presentation. This may be done individually or in small groups.

You can also have a discussion about what websites learners liked the best, and why. List these websites on a flipchart for others to copy.





Research - Learn more about alcoholism Learning Activity 5

Go on-line and do a general search for alcoholism. Choose different websites to fill in the research cards below:

1. What is alcoholism?
2. How can substance abuse affect a person?
3. It can be difficult for some people to stop drinking. What can people do to stop drinking? What services are available?
4. Use the empty research card to answer a question from Learning Activity 1 (K-W-L).

1. What is alcoholism?

Website address: _____

Title of article: _____

Author: _____

Website date: _____

Notes: _____



Website address: _____

Author: _____

Notes: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







Writing Learning Activity 6

Two handouts

6-1: Write a Report

Learners write a report about one of the topics from the research in the previous activity. They choose one of the four questions and write a one page report.

Learners use the stages of writing to write their report:

- ✓ Choose a topic
- ✓ Brainstorm and organize ideas
- ✓ Write a rough draft
- ✓ Edit
- ✓ Revise
- ✓ Prepare final copy
- ✓ Print

6-2: Write a letter

Learners write a letter to encourage someone to stop drinking. In the letter they list the reasons why it is important to stop drinking. They can also suggest places someone can go to get help. They can write the letter to someone they know or make it up.





Writing Learning Activity 6

6-1: Write a Report

Write a report about one of the questions that you researched:

- ✓ What is alcoholism?
- ✓ How can substance abuse affect a person?
- ✓ Why do you think it is so difficult for people to stop drinking?
What can people do to stop drinking?
- ✓ Or your own question that you researched.

Remember the writing stages when you write your report:

- ✓ Choose a topic
- ✓ Brainstorm and organize ideas
- ✓ Write a rough draft
- ✓ Edit
- ✓ Revise
- ✓ Prepare final copy
- ✓ Print

Your report should have the following:

- ✓ An introduction paragraph
- ✓ Three body paragraphs
- ✓ A concluding paragraph





Writing Learning Activity 6

6-2: Write a letter

Write a letter to a friend or family member to encourage them to stop drinking. This can be a real letter or you can make it up. The letter should include:

- ✓ Personal information about how alcohol has affected your life.
- ✓ Information on why drinking can be harmful.
- ✓ Information about places they can go to get help.

Dear _____

Sincerely,





Group Discussion Learning Activity 7

One handout

7-1 Brainstorm

There are many reasons why some people drink alcohol and some people don't. Some people drink a few drinks at a time, while others can't stop at 2 or 3 drinks.

In small groups, ask learners to brainstorm reasons why some people drink and some people don't. Groups will write their ideas on flipchart paper or on the handout provided. When all the groups are finished, they will compare their lists. If the class is small, assign half the class to each group.

Here are a few reasons:

Why do people drink?	Why do some people not drink?
<ul style="list-style-type: none">• To be accepted by their friends• Peer pressure• To escape from their problems• They think it's cool• It's a readily available drug• Everyone else in the family or community drinks	<ul style="list-style-type: none">• They are too young• Their community is a 'dry community'• It costs a lot of money• They are going to be driving later• They are pregnant• It's not good for their health to drink too much• It may hurt their family and friends



7-2: Supporting Opinion

Learners may have strong opinions about drinking alcohol and alcohol addiction. In this activity learners decide how much they agree or disagree with a statement and support their opinion.

Write **one** of the following statements on a flipchart paper at the front of the classroom.

- ✓ The legal drinking age in the NWT is too young. I think it should be raised.
- ✓ I'm okay to drive after I had a few drinks.
- ✓ It's OK for pregnant women to drink alcohol.
- ✓ I respect people who do not drink.
- ✓ Alcohol should be banned from my community.
- ✓ I would stop drinking if it was hurting my family.
- ✓ If my friend had a drinking problem, I would ask him/her to quit.
- ✓ I can easily say 'No' to alcohol.
- ✓ It's OK to drink alcohol if all your friends are doing it too.
- ✓ Only people who drink hard liquor daily are alcoholics.

In each corner of the room post one of the following four opinions:

- ✓ I strongly agree
- ✓ I agree

- ✓ I disagree
- ✓ I strongly disagree



Spirit of Illness



- ✓ Learners decide how much they agree or disagree with a statement and stand under the opinion they agree with most. Ask learners to discuss their opinion with other learners in their group.
- ✓ Ask each group to share their viewpoint with the whole class and to defend their opinion. Learners should try to make a strong point for their opinion.
- ✓ After learners have listened to each group, individuals may choose to change their opinion and join one of the other groups. Ask that learners explain what persuaded them to change their opinion.
- ✓ This activity can be repeated for several of the above statements.





Group Discussion Learning Activity 7

7-1: Brainstorm

There are many reasons why some people drink alcohol and some people don't. Some people drink a lot and others may only have a glass of wine, or a beer.

In a small group, brainstorm reasons why some people drink and some people don't. Write your ideas on flipchart paper or on this handout. When you are finished, compare your list with the other groups.

Here are a few reasons. Fill in the rest of the chart with your ideas.

Why do people drink?	Why do some people not drink?
<ul style="list-style-type: none">• Peer pressure• To escape from their problems•••••••••••	<ul style="list-style-type: none">• Their community is a 'dry community'• It costs a lot of money•••••••••••





Learn Skills to Refuse Alcohol Learning Activity 8

Two handouts

8-1: Role Plays¹

Learners explore situations that encourage people to drink alcohol, such as pressure from friends or family. They look at different ways to avoid alcohol.

1. Review the first page of the handout and the six skills people can use to avoid or refuse alcohol. Ask learners to fill in the table in the handout with the word that best fits the skill.
2. Ask learners to do role plays to try out the six skills. Divide learners into groups of three. The handout gives six role play scenarios. Ask each group to do three. For each role play, one person tries to convince another to drink. The second person refuses, or tries to refuse. The third person watches and comments at the end. Ask learners to change roles for each role play, so each person does all three roles.

Ask each small group to pick one role play to perform in front of the whole group. Discuss as a whole group:

- ✓ How did it feel to try to convince someone to drink?
 - ✓ How did it feel to refuse or try to refuse?
 - ✓ How did it feel to watch the other two?
3. Review the fourth page of the handout and discuss things a pregnant woman needs to do to look after herself. As a class, brainstorm what fathers, partners, friends,

¹ Adapted from The Northern Edge: *Before I was born*.



Spirit of Illness



neighbours, family members, and others can do to support pregnant women. Write down the responses on a flipchart.

8-2: Write a Response

Learners are given a cartoon with four situations. Learners write a response in the bubble. Ask learners to share their responses with other learners.





Learn Skills to Refuse Alcohol Learning Activity 8

8-1: Role Plays

A person may decide they don't want to drink alcohol. But other people may try to change their mind. These six words describe some of the skills we can learn and use to deal with this situation.

Refuse

Take a stand

Give alternatives

Retreat

Negotiate

Avoid the situation

The table below describes what a person can do and say for each of these skills. **Write in the words for the skill that fits best.**

What to do	What to say	Skill
Stay true to your decision.	"I'm not into that right now. No, I don't want to."	
Keep repeating 'no' so there's no doubt.	"No. No thanks. No, no. I mean it."	
Give a reason and leave.	"I need some sleep so I'm going home early."	
Agree to disagree.	"You want to drink and I don't. Let's leave it at that."	
Name other things you'd like to do.	"Let's watch a video, go for a bike ride, or go visiting."	
Don't go where people drink.	"I can't. I stay away from places where people drink."	



Spirit of Illness

Role plays

Pick three of the following six role plays, or make up your own. For each role play, one person tries to convince the other person to drink. The second person refuses, or tries to refuse. The third person watches and offers comments at the end. Switch places at the end of each role play, so everyone has a chance to do each role.

Pick one role play to perform for the whole class.

Discuss as a class:

- ✓ How did it feel to try to convince someone to drink?
- ✓ How did it feel to refuse? Was it easy or difficult?
- ✓ How did it feel to watch the other two people?

Role play 1:

Four friends are at a party. One person doesn't want to drink, but one of her friends hands her a beer. She says she doesn't want it, but the others try to persuade her.

Role play 2:

John is spending the weekend at a friend's cabin. John doesn't want to drink right now, but his friend Bill is pushing John to have a drink with him. After all, they're old friends and it's not right for Bill to drink alone.



Spirit of Illness

Role play 3:

You and your friend are at a dance. Your cousin has promised to give you both a ride to a party afterwards on his snowmobile. When he shows up, you realize he's been drinking.

Role play 4:

Your friend is a really nice person, but he's awful when he is drinking. He is rude and mean, and he hurts his family and friends. He tries to force you into drinking with him.

Role play 5:

Two sisters are trying to decide what to do for the long weekend. One option is to join some other family members camping close by at the river. One sister is pregnant and she's worried that people will expect her to drink. The other sister is trying to convince her that drinking is better than avoiding your family.

Role play 6:

Tom goes out every weekend and doesn't come home until very late. His wife Violet doesn't drink. It's hard for Violet and she wants Tom to stop drinking. Tom decides he can keep drinking if he just convinces Violet to join him.



Taking care of pregnant women

Many people find that it's very hard to say NO to alcohol. People who want or need to say NO may have to change their habits. Other people may also have to change their habits, even if they don't give up drinking themselves.

You may be a pregnant woman. Or, you may be the husband or partner of a pregnant woman, or a friend, neighbour, or other family member. Everyone needs to help take care of pregnant women.

What are some things pregnant women should do?

- ✓ Be determined to look after themselves.
- ✓ Eat healthy foods.
- ✓ Be physically active.
- ✓ Say NO to alcohol.

What's the payoff?

- ✓ More energy and physically fit.
- ✓ Feel good about themselves.
- ✓ Maintain healthy weight.
- ✓ Spend time and have fun with other children, family, and friends.
- ✓ Healthy mother and healthy baby.

Brainstorm different ways that husbands, other partners, friends, neighbours, family members, and others can support pregnant women say NO to alcohol, to be healthy, and to have healthy babies.

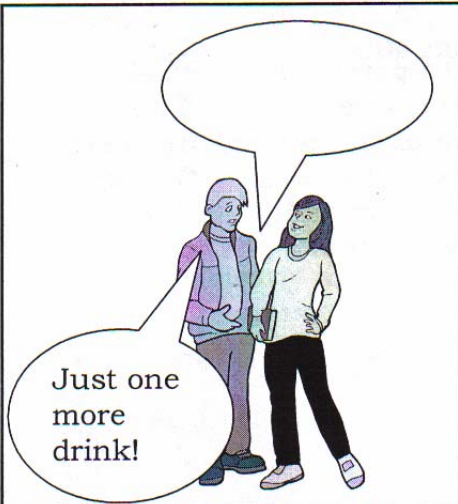
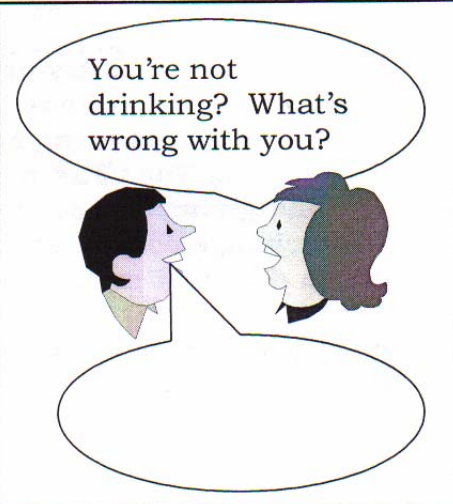
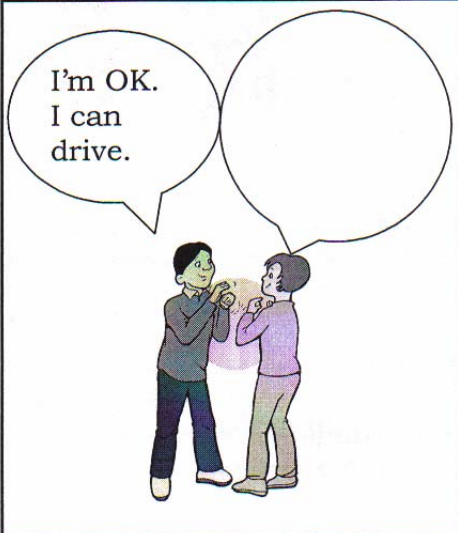
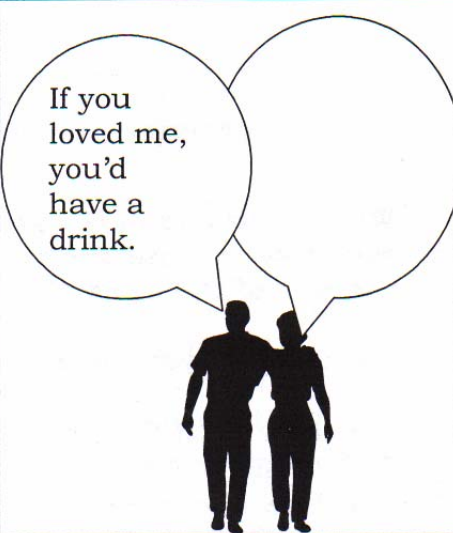




Learn Skills to Refuse Alcohol Learning Activity 8

8-2: Write a Response²

Write a response in the bubble for each situation. Share your response with other learners.

 <p>Just one more drink!</p>	 <p>You're not drinking? What's wrong with you?</p>
 <p>I'm OK. I can drive.</p>	 <p>If you loved me, you'd have a drink.</p>

² Adapted from *Health Check*, NWT Literacy Council.





Getting Help Learning Activity 9

Three handouts

9-1: Where can we get help?

Brainstorm the people and places in your community and region that offer help about:

- ✓ Quitting drinking
- ✓ Substance Abuse
- ✓ Healthy Lifestyles

Ask learners to fill in the blanks on the handout. Encourage learners to search the Yellow Pages under *Addiction – Information & Treatment Centres*.

Learners can cut out the notepad, take it home, and hang it on the fridge. Encourage learners to be creative. Make the list on the computer, print it on coloured paper, laminate it, put a magnet on the back, etc.

9-2: Develop a Poster

Learners develop a poster that describes where people can get help for drug and alcohol problems. Learners can put up the posters in the local grocery store, band office, school, etc.

9-3: PSA Announcements

Learners develop public service announcements to encourage people to get help with their drinking and drug problems. The Alcoholics Anonymous website has example PSA announcements that learners can listen to. Go to:
<http://www.alcoholics-anonymous.org/?Media=PlayFlash>





Getting Help Learning Activity 9

9-1: Where can we get help?

Where can we get help?	
Alcoholics Anonymous	Phone: 867-444-4230 Website:
NWT Help Line	Toll free phone 1-800-661-0844
Salvation Army	
YWCA & YK Women's Centre, Women's Healing & Recovery Program	
Community Counselling Services	
Social Services	
Addictions Worker	
Alcohol and Drug Counselling	
Health Centre	
Healthy Baby Club	
Elders	





Getting Help Learning Activity 9

9-2: Develop a Poster

Develop a poster for the community about where people can get help for drug and alcohol problems. Include:

- ✓ Information about organizations that can help
- ✓ Phone numbers
- ✓ Pictures (magazines, clip art or illustrations)

Go to <http://www.alcoholics-anonymous.org/?Media=PlayFlash> to find out more about Alcoholics Anonymous. There is lots of information on the website.

Example:

Get Help Now! 

Do you have problems with drinking and drugging? There is help for you!

- ✓ Alcoholics Anonymous
- ✓ Health and Social Services
- ✓ Alcohol and Drug Counsellor
- ✓ Salvation Army
- ✓ NWT Help Line





Getting Help Learning Activity 9

9-3: PSA Announcement

Develop a public service announcement for your local radio or for CBC North Radio. Review the PSAs on the Alcoholics Anonymous website http://www.alcoholics-anonymous.org/en_media_resources.cfm?PageID=42

Example 1:

Now here is a message about drinking. I found myself drinking more and more. I found myself drinking on my own, drinking during the day, and drinking to get rid of the pain. It got so bad that I had a hard time keeping my job, raising my kids, and being a good person. I had a bad accident on my snowmobile, and I almost killed myself and someone else. That accident saved my life! I am now sober. It is still hard sometimes, but I have a support group and my children. My life is so much better and more rewarding. Take the risk and stop drinking.

Example 2:

Do you drink everyday? Do you binge drink on the weekend? Do you drink and drive? If you said yes to any one of these – you have a drinking problem. Before you hurt yourself or someone else – get help. Call _____ for more information.



Spirit of Illness



Your Turn





Resources

- ✓ **Northern Writes 9: Entries from the 2001 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Health Check** – easy-to-read information about healthy eating, smoking, alcohol, active living, relationships, STDs and AIDs. Includes excellent resources and learning activities. Available from the NWT Literacy Council. Call toll free in the NWT 1-866-599-6758 or on-line at <http://www.nwt.literacy.ca/adultlit/hlthchk/cover.htm>

Websites

- ✓ <http://www.cpa.ca/factsheets/alcoholism.htm>
This link is from the Canadian Psychological Association and gives definitions of alcohol abuse and dependency as well as symptoms of alcohol disorders.
- ✓ <http://www.hlthss.gov.nt.ca/content/Publications/Reports/HelpDirectory/2001/HelpDirectory.pdf>
Northwest Territories 2001 Help Directory, which lists all the help and support agencies across the NWT. Some of the contacts may be out of date, but the majority is still current.
- ✓ <http://www.ccsa.ca/ccsa/>
This is the website for the Canadian Centre on Substance Abuse. Although the alcohol information provided is mostly concerned with legislation, it does provide good links to other addictions such as cannabis, cocaine and gambling.

This link lists some excellent resources, including northern resources or resources of special northern interest.



Spirit of Illness

- ✓ http://www.aa.org/default/en_contact.cfm?contype=central
This Alcoholics Anonymous website gives some explanation about what alcoholism is and some signs to the illness.
- ✓ www.canadian-health-network.ca
This Canadian Health Network website provides many useful links for healthy living choices. Under Substance Abuse/Addictions it provides a link to “Alcohol and your Health”, which discusses the health risks of alcohol. This website also offers links to Aboriginal Peoples health concerns.
- ✓ <http://www.yhssa.org/resources/links/linkSelf.asp>
Yellowknife Health and Social Services provides links to Alcohol and Drug Programs, as well as Self-help Groups. This website also provides links to health promotions and events in the NWT.
- ✓ <http://www.hlthss.gov.nt.ca/>
This is the website for the Government of the Northwest Territories Department of Health and Social Services. This website provides information about the successful “*Don’t be a Butthead*” campaign. It also provides links to other Canadian governments, as well as research and publications.
- ✓ <http://www.naho.ca/english/>
This website provides information on health related topics for Aboriginal people across Canada. It provides research information, health information and an opportunity to connect with others across the country.



Spirit of Illness

Videos

✓ **Alcohol Facts, Alcohol Fictions: Can You Tell them Apart?**

Available from Joseph E. Seagram, Box 847, Station H, Montreal, Quebec, H3G 2M8.

The following videos are available for people in Yellowknife, Tłıchǫ, Dehcho, Deninu, Hay River, Fort Smith, and Lutselk'e from Regional Programs, Yellowknife Health & Social Services Authority, Box 608, Yellowknife, NT X1A 2N5.

Phone: 867-920-3454

Fax: 867-873-0158

✓ The Circle Moving	1987	28 minutes
✓ Degrassi talks – Alcohol	1992	30 minutes
✓ Drinking and Driving Kills	1999	27 minutes
✓ Drug Danger: In the Body	1992	12 minutes
✓ Friends Don't Let Friends	1988	60 minutes
✓ A Mother's Choice	1995	27 minutes
✓ One drink won't hurt my baby, will it?	1996	26 minutes
✓ Something to celebrate	1984	24 minutes
✓ Where we've been, where we're going	1983	60 minutes
✓ Women and Substance Abuse: Sharing our Experience	1994	16 minutes

Other Resources

- ✓ Ask your local community health worker, social worker, addictions counsellor, recovering alcoholic, or prenatal health program worker to do a presentation or workshop.

