



# EVERY CHILD MATTERS

## ORANGE SHIRT DAY SEPTEMBER 30

In recognition of the harm the residential school system did to children's sense of self-esteem and wellbeing, and as an affirmation of our commitment to ensure that everyone around us matters.



## Red Wolf

Submitted by Jennifer Desilets, Middle Years Teacher, Ste. Anne Elementary School, Seine River School Division

### Chapter 1

Red Wolf said that "everything is for everyone." What does this phrase mean to you. What might this look like in everyday life in the Algonquian wilderness in the 1880's? Explain your ideas.

### Chapter 2

(ELA-W, ELA-CT, SS-CT) Write a journal entry pretending to be either StarWoman Red Wolf's mother, or HeWhoWhistles (Red Wolf's father). How are you feeling about being tricked and about your son having to go to school far away and alone? Remember to write in first person. Explain your feelings and why you feel that way.

### Chapter 3

(ELA-LV, ELA-CT, SS-CT) In which ways has Red Wolf already had his appearance and identity affected and changed just by his first encounter with Mother Hall? Explain your ideas.

### Chapter 4

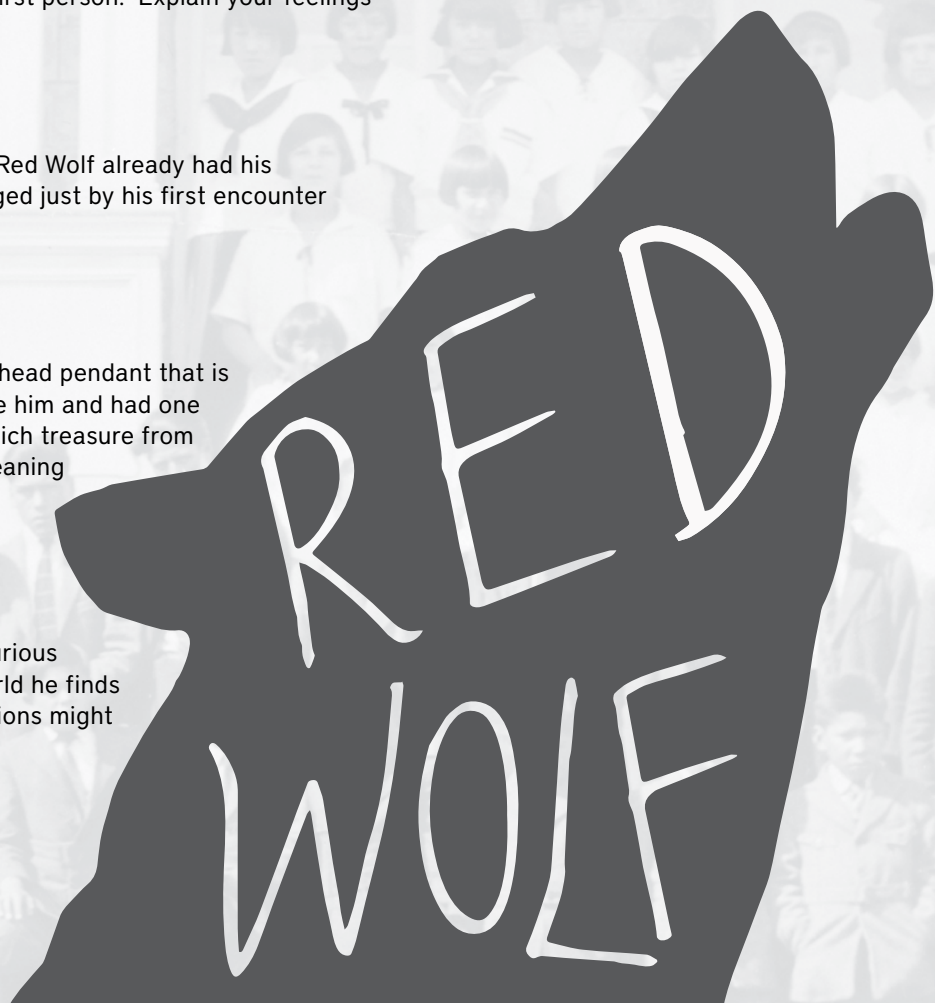
(SS-CT, ELA-CT, ELA-W) Red Wolf has a wolf head pendant that is doesn't want found or destroyed. If you were him and had one small item with you at residential school, which treasure from home would you keep with you and what meaning does it have to you? Explain.

### Chapter 5

(ELA-CT, ELA-LV, SS-CT) Red Wolf is very curious and always has questions about his new world he finds himself in. If you were him what other questions might you have? Include at least 3 questions.

### Chapter 6

(ELA-CT, SS-CT) Toward the end of chapter 6 the narrator says "The day before, when Red Wolf was still a child, he would have giggled, but today there was no laughter." Explain what this quote means and how and why Red Wolf has changed.





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### Chapter 7

When the nurse said that one of the boys was homesick, Mother Hall said "That's nonsense... Indians don't have emotions like we do..." Write a personal response to this statement. How do you feel about it? What are your thoughts?

### Chapter 8

*(ELA-W)* Think about the conditions of the crate in which Red Wolf has been trapped in. Write a paragraph describing as many details about the crate as you can. How does the wood feel? Smell? How is the air? Is there light or darkness or both? Include as many describing words (adjectives) as possible. Highlight them once you are done. Give your reader a sense of EXACTLY how it would feel being in the wooden crate.

### Chapter 9

*(ELA-CT, SS-KU, SS-CT)* At the beginning of this chapter we learn that Red Wolf doesn't speak, think, or even dream in his own language and rather he now only uses English. What do you think some of the consequences of losing a language may be for both Red Wolf and for Aboriginal people? Why is language important and how is it tied to culture and identity?

### Chapter 10

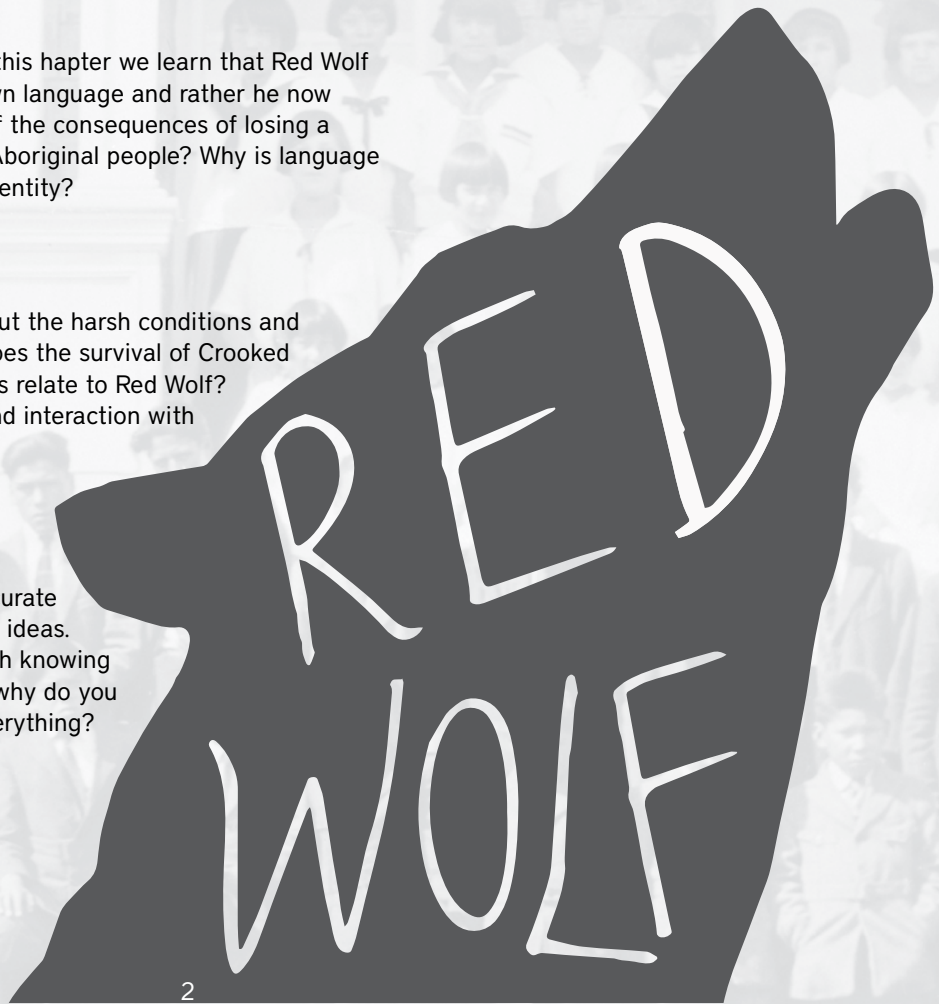
*(ELA-CT, SS-CT, SS-KU)* Chapter 10 is all about the harsh conditions and things the wolves must do to survive. How does the survival of Crooked Ear and his interactions with the other wolves relate to Red Wolf? How is Red Wolf's story a story of survival and interaction with others too?

### Chapter 11

Do you think the governor was shown an accurate idea of how the school really is? Explain your ideas. Do you think the governor left the school with knowing how it is really run? What was left out? And why do you think the governor was not shown or told everything?

### Chapter 12

At the end of chapter 12 we hear that "Turtle had changed. He was broken. The light in his eyes was gone." What do you think this means? How was he broken/ what broke him? How do you think this may affect him later in his life?





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### Chapter 13

*(ELA-CT)* The priest said that "We learn from our pain... We cannot taste joy until we have drunk from the cup of sorrow." What does this statement mean? Do you agree with this statement? Support your opinion with evidence and supporting ideas (from either the book or your own life experience).

### Chapter 14

*(ELA-W, ELA-CT, ELA-LV, SS-CT)* Write a journal entry pretending to be either StarWoman (Red Wolf's mother), or HeWhoWhistles (Red Wolf's father). How are you feeling now about having their son home for the summer? How are things different with your son Red Wolf? What questions do you have? Remember to write in first person. Explain your feelings and why you feel that way.

### Chapter 15

*(ELA-CT, SS-CT)* What stands out to you from this chapter? What did you find shocking? Explain how you are feeling after learning about the illness and death that children were surrounded with. What emotions get stirred up in you?

### Chapter 16-17

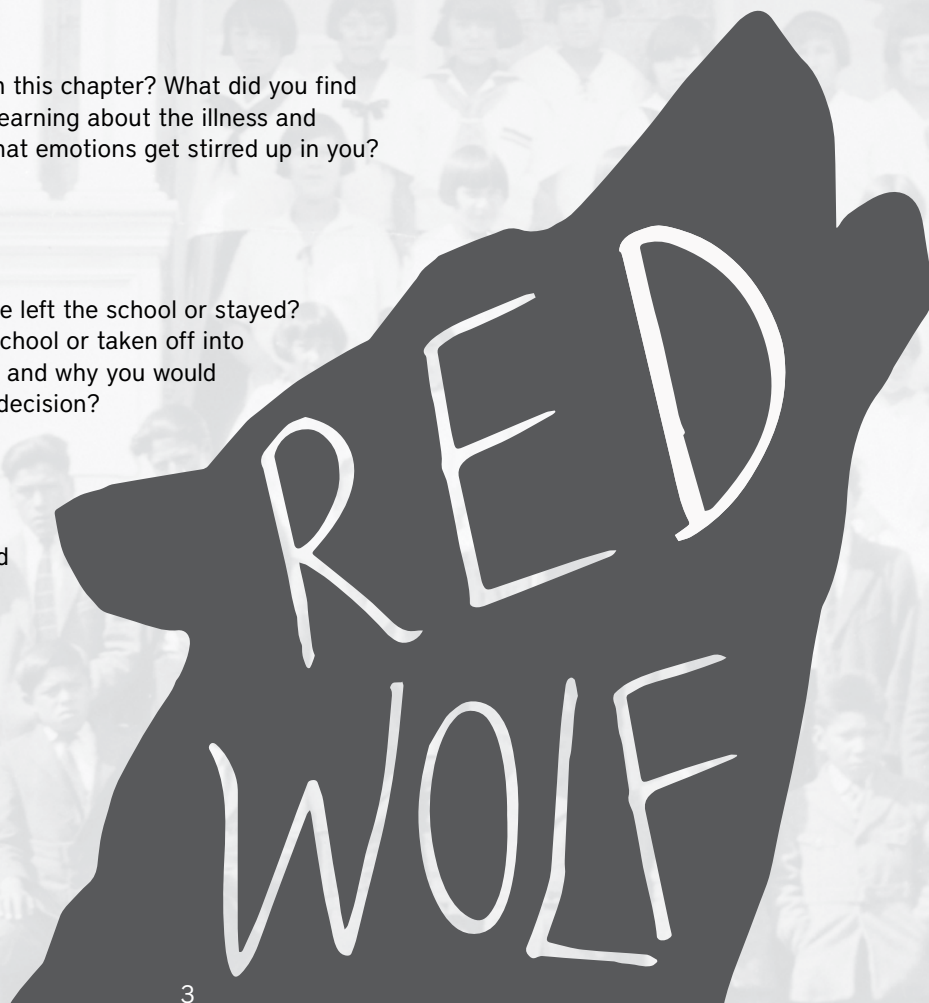
*(ELA-CT)* If you were Red Wolf would you have left the school or stayed? If you left would you have gone back to the school or taken off into the woods? Explain which choice you'd make and why you would make it. What are the pros and cons of your decision?

### Chapter 18

*(ELA-W, ELA-CT, SS-CT)* What thoughts would you have when alone in the forest at night? Red Wolf made a dream catcher and prayed. What would you do? Explain why.

### Chapter 19-20

You are Crooked Ear: Write 5 adjectives/describing words/feelings about how you felt when your leg was caught and injured. Write 5 adjectives/describing words/feelings about how you felt when Red Wolf freed you and/or how the water felt on your injured leg.







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### Chapter 21-22

Write a journal entry pretending to be Red Wolf /George when you find out what happened to your parents and sister. Why do you feel numb? Why do you go by George, 366 and not by Red Wolf anymore?

### Chapter 23

(ELA-LV, ELA-CT) What do we learn about Crooked Ear's personality and characteristics in this chapter? How is he as an individual and how do you know?

### Chapter 24

(ELA-CT, ELA-W, SS-KU, SS-CT) Write a journal entry pretending to be George. What new challenges might you face now that you are out of the school? If you were him what kinds of fears might you have? Why is no one hiring you? Why do you believe that "working knee-deep in manure" is all that you deserve to do? Remember to write in first person.

### Chapter 25-26

(ELA-CT) Do you think that George made the correct choice in returning Daisy to the stall instead of stealing her? What are the pros and cons of stealing Daisy and not stealing Daisy? If you were him would you have made the same choice? Explain your reasoning.

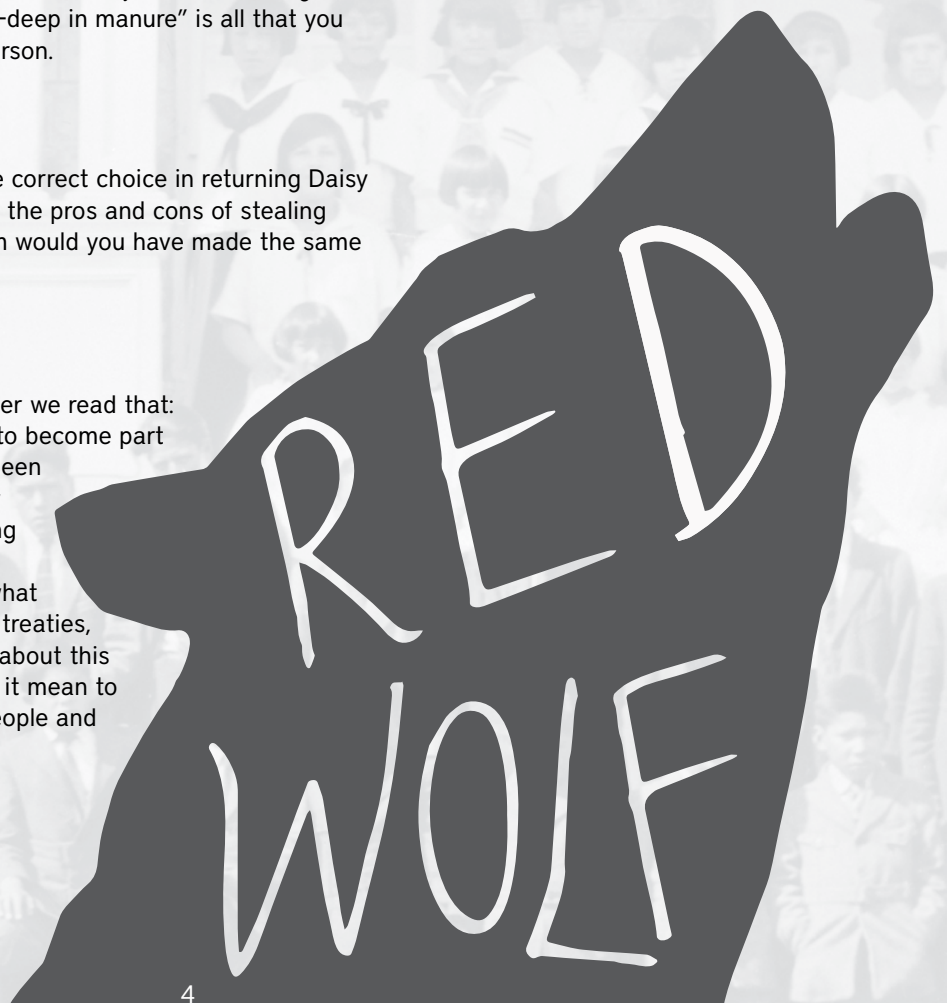
### Chapter 27

(ELA-CT, ELA-LV, SS-CT, SS-KU) In this chapter we read that: "He had spent his whole life learning how to become part of a society that didn't want him. He had been taught to despise his own people, and now he was, caught between two cultures, fitting in nowhere."

This sums up the big idea in this novel and what many Aboriginal people faced with reserves, treaties, and residential schools. Write your thoughts about this quote and unpack what it means. What does it mean to you? What does it mean to the Aboriginal people and to Canada?

### Chapter 28

(ELA-CT, SS-KU, SS-CT) Why do you think that Red Wolf/George made the decision to go find his grandmother at the end of the book? What benefits could there be in that decision? If you were him where would you have ended up? Would you have stayed on the reserve? Would you have left to be in the woods with your grandmother? Or would you have tried to live in town with the "white people"? Explain your reasoning.

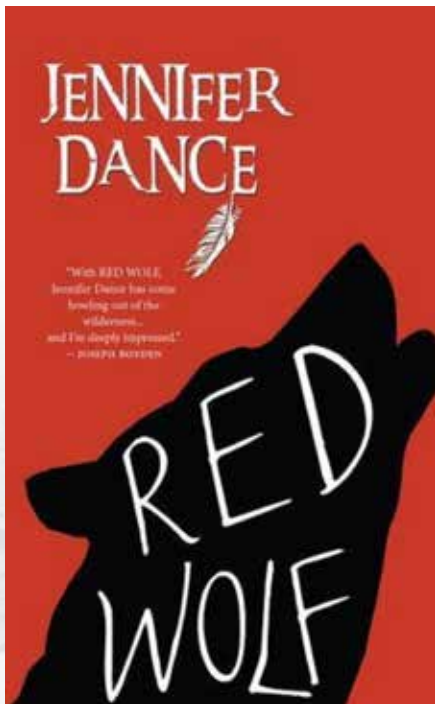




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## End of Book Reflection

Write a paragraph answer for 3 of the 4 questions. Make sure you fully explain your ideas.

1. What have you learned from this novel that is related to our topics in Social Studies related to reserves, residential schools, treaties and the effects they had on Aboriginal people?
2. What shocked you about the events or incidents in this book and how has it changed your understanding/views of reserves, residential schools, and the signing of the treaties? What feelings or opinions do you have about this part of Canadian History?
3. It is said that it will take 7 generations for the Aboriginal people to heal from the effects of residential schools. What does this mean? What effects do residential schools have on the children who lived there, their families, communities, and the Aboriginal culture? (Use examples mentioned in the book). What do they need to heal from?
4. Why do you think Jennifer Dance chose to write this novel? Who would benefit from reading it? What does it teach people about the effects of reserves, residential schools, and treaties? Why is it important to learn about this part of Canadian history?