

The ELDERS ARE WATCHING



David Bouchard & Roy Henry Vickers

**High Interest Aboriginal
Theme Book Strategies**

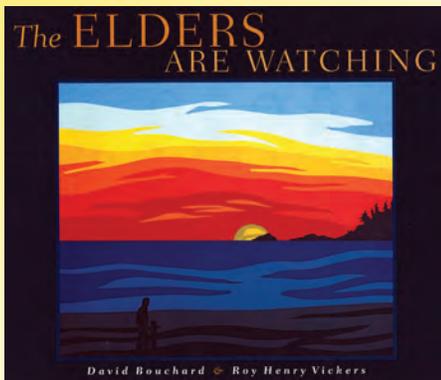


THE ELDERS



ARE

WATCHING



SUBJECT HEADINGS

Northwest Coast

The Importance of our relationship with nature.

SHARED LEARNINGS

- Elders have an important role in the community.
- Aboriginal peoples have distinct views of and relationships with the environment.

AUTHOR

David Bouchard

ILLUSTRATOR

Roy Henry Vickers

MAIN IDEA

We have become too self-indulgent. All cultures have Elders from whom we can learn a wealth of knowledge with respect to relationships with others and with our environment.

MAKING MEANING – WORD WORK

respected

pest

trusted

appreciate

Elders

ore

essence

pits

risking

scars

ebb

pulp

tide

aware

foe

wealth

dependent

grateful

ancient

partially

PHRASES FOR DISCUSSION

Respected the land

The Elders are watching

Thrill of the kill

Treasure what nature gives

SUFFIXES ARE ADDED TO THE END OF A BASE WORD

trusted	needed
hurting	salted
believed	bringing
fishing	running
carefully	promised
speaking	wondering
watching	offering

CONTRACTIONS

A contraction is a shortening of a word by omission of a sound or letter. Look at the following contractions found in this book. Student may orally match words or use cut 'n paste (see *Blackline Master #1*)

who've	who have
you've	you have
don't	do not
you'd	you would
you're	you are
they're	they are
it's	it is
everything's	everything is
that's	that is
I've	I have
they've	they have
we'd	we would

BEFORE READING

Setting the Stage

What do you think the author means by *The Elders are Watching*?

Different ways to introduce the book



Prediction

In partners, make a prediction about the content of the book based on the title.

Access prior knowledge

Who do you have in your life that you would consider an *Elder*. Are Elders often considered wise and if so, why?

Setting a Purpose for Reading

Before reading the story, listen to Chief Seattle's speech. (*see Blackline Master #2*). Listen carefully and jot down notes that you think might be important. Be prepared to compare his speech to what *The Elders* say in this story.

Anticipation Guide

(*see Blackline Master #3*)

Setting a purpose for reading

While you are reading the story, think about what audience the author intended this story for. Who do you think it is? Why do you think this? Before reading, students may watch the DVD - *The Elders are Watching* (12 minutes). Have students identify the primary message in the DVD and share with the class.

DURING READING

- 1.) **Listen carefully to the messages** that are being given. Be prepared to jot down important notes. Once you have listened, choose the message that is most important to you.
- 2.) Stop part way through the book. Hand out the placemat activity to groups of 4 to 6 students - (see *Blackline Master #5*). Ask the students, “What does being socially responsible mean to you?” Each student has a space and can write as many ideas as possible. Students should then dialogue about all the ideas that are written and decide upon the 3 ideas that best describe what it means to be socially responsible. One person from the group can share these with the rest of the group.
- 3.) The author repeats a message in his book. Find this message. Why is it so important for him to get this message out? Using (*Blackline Master #6*), have students write about problems that are discussed in the story and then what the solutions might be to such problems.

AFTER READING



- 1.) Choose your favorite page of writing in the story. Notice the page of art that goes with this writing. Design your own expression of art using a similar style that Roy Vickers uses in the story. (see *Blackline Master #7 - student samples*).
- 2.) Chief Seattle’s message and the messages from the Elders in the book were given many decades apart. Are we as a society getting the message? **Thinking Yes/Thinking No** – Show the evidence. (see *Blackline Master #8*)
- 3.) Have students listen to the clip from SD79– www.sd79.bc.ca/programs/abed/ACIP/grade7/socials7_Lessons/human_impacts/human_impacts7.html (Chief Seattle speech done with the Kwantlen song). Have students create and recite their own speech about environmentalism or social responsibility.
- 4.) **Transforming your knowledge** – Using (*Blackline Master #9*) have students use The 3 Whys in order to transform their knowledge. An example is provided.
- 5.) After dialogue about different perspectives on environmental issues, have students participate in **Hotseat** (see *Blackline Master #10*). Students can take the perspective of local Aboriginal communities, salmon, builders. This provides an opportunity for students to understand that taking care of the environment can be a complex issue when we look through the lens of different stakeholders.

BLACKLINE



MASTERS

BLACKLINE MASTER #1

who've	it is
you've	they have
don't	who have
you'd	everything is
you're	we would
they're	do not
it's	you are
everything's	they are
that's	you have
I've	that is
they've	you would
we'd	I have

BLACKLINE MASTER #2

HOW CAN YOU BUY THE SKY? HOW CAN YOU OWN THE RAIN AND THE WIND?

My mother told me,
Every part of this earth is sacred to our people.
Every pine needle. Every sandy shore.
Every mist in the dark woods.
Every meadow and humming insect.
All are holy in the memory of our people.

My father said to me,
I know the sap that courses through the trees
as I know the blood that flows in my veins.
We are part of the earth and it is part of us.
The perfumed flowers are our sisters.

The bear, the deer, the great eagle, these are our brothers.

The rocky crests, the meadows, the ponies – all belong to the same family.
The voice of my ancestors said to me,
The shining water that moves in the streams and rivers is not simply water,
but the blood of your grandfather's grandfather.
Each ghostly reflection in the clear waters of the lakes tells of memories in
the life of our people.

The water's murmur is the voice of your great-great-grandmother.
The rivers are our brothers. They quench our thirst.
They carry our canoes and feed our children.
You must give to the rivers the kindness you would give to any brother.

The voice of my grandfather said to me,
The air is precious. It shares its spirit with all the life it supports. The wind
that gave me my first breath also received my last sigh.
You must keep the land and air apart and sacred, as a place where one
can go to taste the wind that is sweetened by the meadow flowers.
When the last Red Man and Woman have vanished with their wilderness,
and their memory is only the shadow of a cloud moving across the prairie,
will the shores and forest still be here?
Will there be any of the spirit of my people left?
My ancestors said to me, This we know:
The earth does not belong to us. We belong to the earth.

BLACKLINE MASTER #2 continued

The voice of my grandmother said to me,
Teach your children what you have been taught.
The earth is our mother.
What befalls the earth befalls all the sons and daughters of the earth.

Hear my voice and the voice of my ancestors.
The destiny of your people is a mystery to us.
What will happen when the buffalo are all slaughtered?
The wild horses tamed?
What will happen when the secret corners of the forest are heavy with the scent
of many men?

When the view of the ripe hills is blotted by talking wires?
Where will the thicket be? Gone.
Where will the eagle be? Gone!
And what will happen when we say good-bye to the swift pony and the hunt?
It will be the end of living, and the beginning of survival.

This we know: All things are connected like the blood that unites us.
We did not weave the web of life,
We are merely a strand in it.
Whatever we do to the web, we do to ourselves.

We love this earth as a newborn loves its mother's heartbeat.
If we sell you our land, care for it as we have cared for it.
Hold in your mind the memory of the land as it is when you receive it.
Preserve the land and the air and the rivers for your children's children and love
it as we have loved it.

Used with permission from Susan Jeffers from the book Brother Eagle Sister Sky

BLACKLINE MASTER #3 ANTICIPATION GUIDE

	AGREE	DISAGREE	REFLECTIONS
People are over reacting with concerns about our environment.			
Clear-cutting forests is not a problem. We can always grow more trees.			
There's no problem with trophy hunting.			
By each person contributing even in a small way, we can make big changes to make a healthier place to live.			
The earth does not belong to us. We belong to the earth.			
Pollution doesn't affect animals.			
All things are connected.			

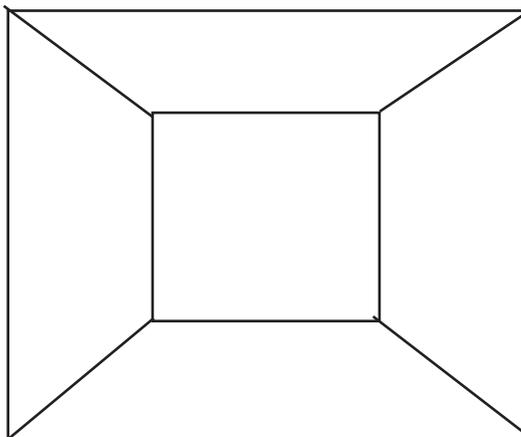
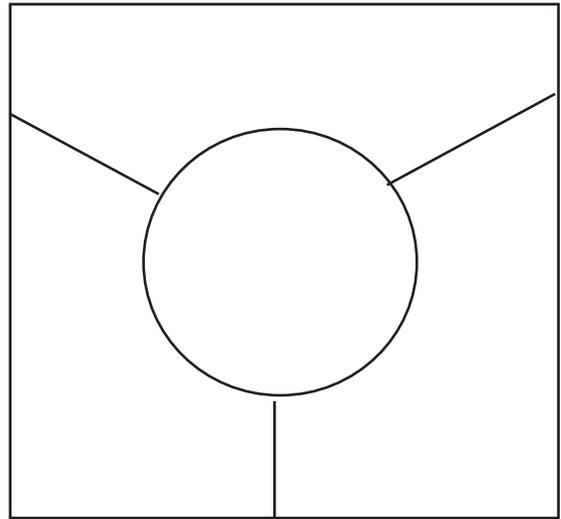
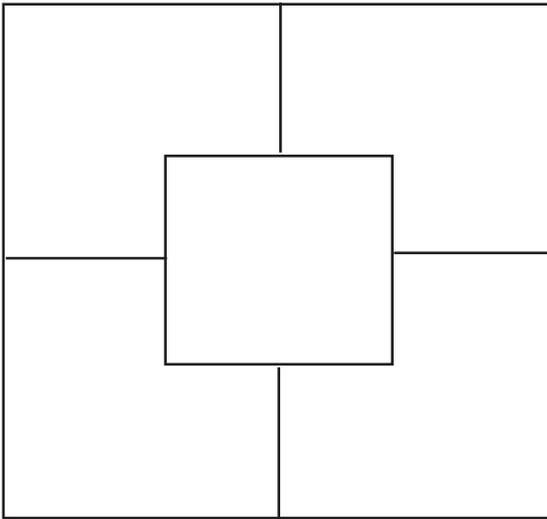
BLACKLINE MASTER #4

JOT NOTES

BLACKLINE MASTER #5 PLACE MAT ACTIVITY

Place Mat involves groups of students working both alone and together around a single piece of paper to simultaneously involve all members. The paper is divided up into pieces based on the number of members in the group with a central square or circle. Ideally, groups of three to four work best. Below are samples of how the paper may be divided according to the number of students.

Each of the outside shapes allows a spot for students to sit at.



MATERIALS:

Organizers blown up to 11 X 17
for each group.

Pen or pencil for each student.

*Adapted from Bennet, Barrie., & Rolheiser,
Carol. (2006) Beyond Monet. (p.172).
Toronto:Bookation Inc.*

PROBLEM - SOLUTION

DIRECTIONS:

In this story, the author repeats a message: They told me to tell you the time has come. They want you to know how they feel. So listen carefully, look toward the sun. The Elders are watching. One might assume because this message is repeated several times, that it is an important one. What are the problems that the author alludes to? More importantly, what might be the solutions? What could you do yourself to be apart of this solution?

PROBLEM

SOLUTION

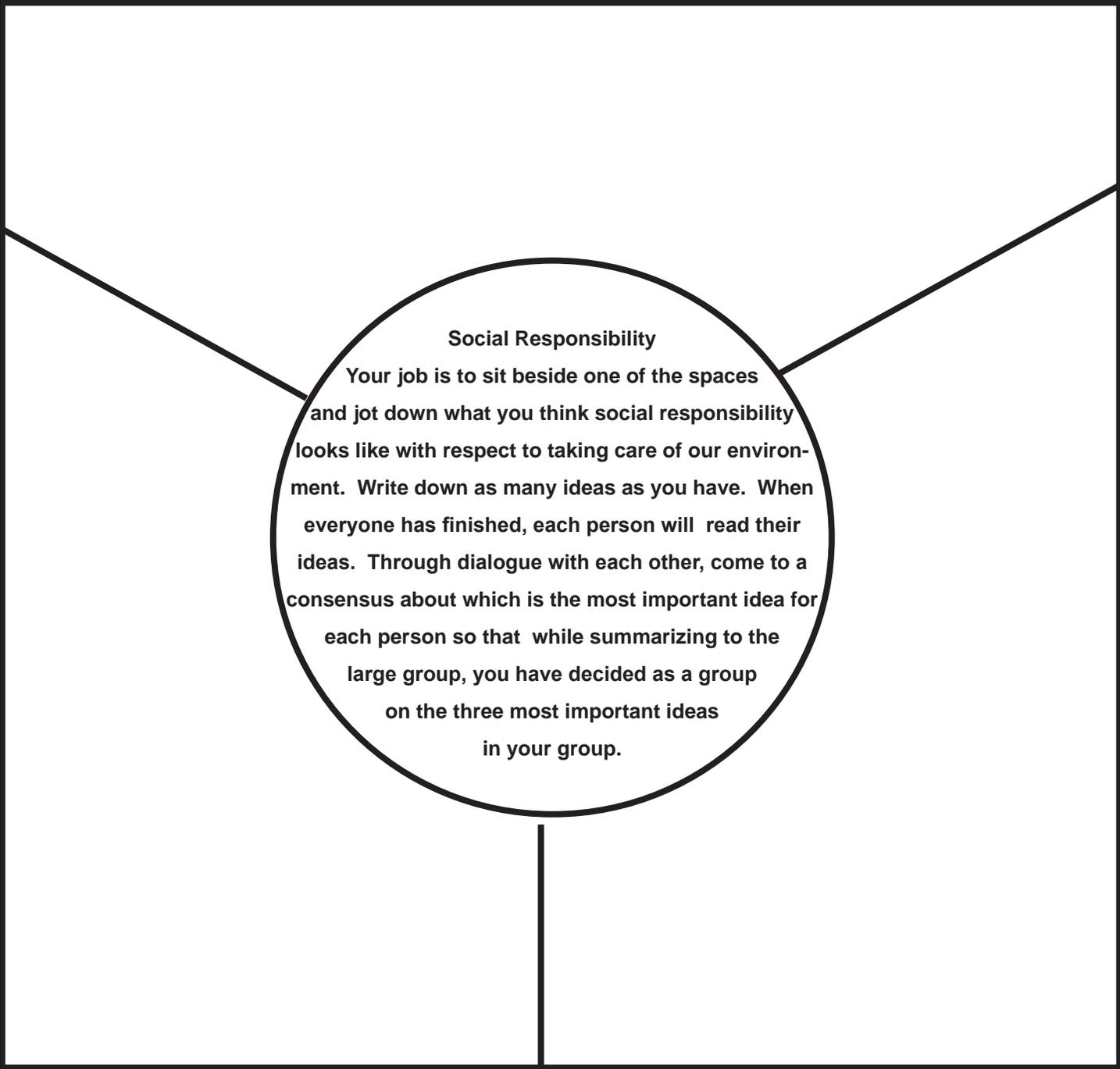
PROBLEM

SOLUTION

PROBLEM

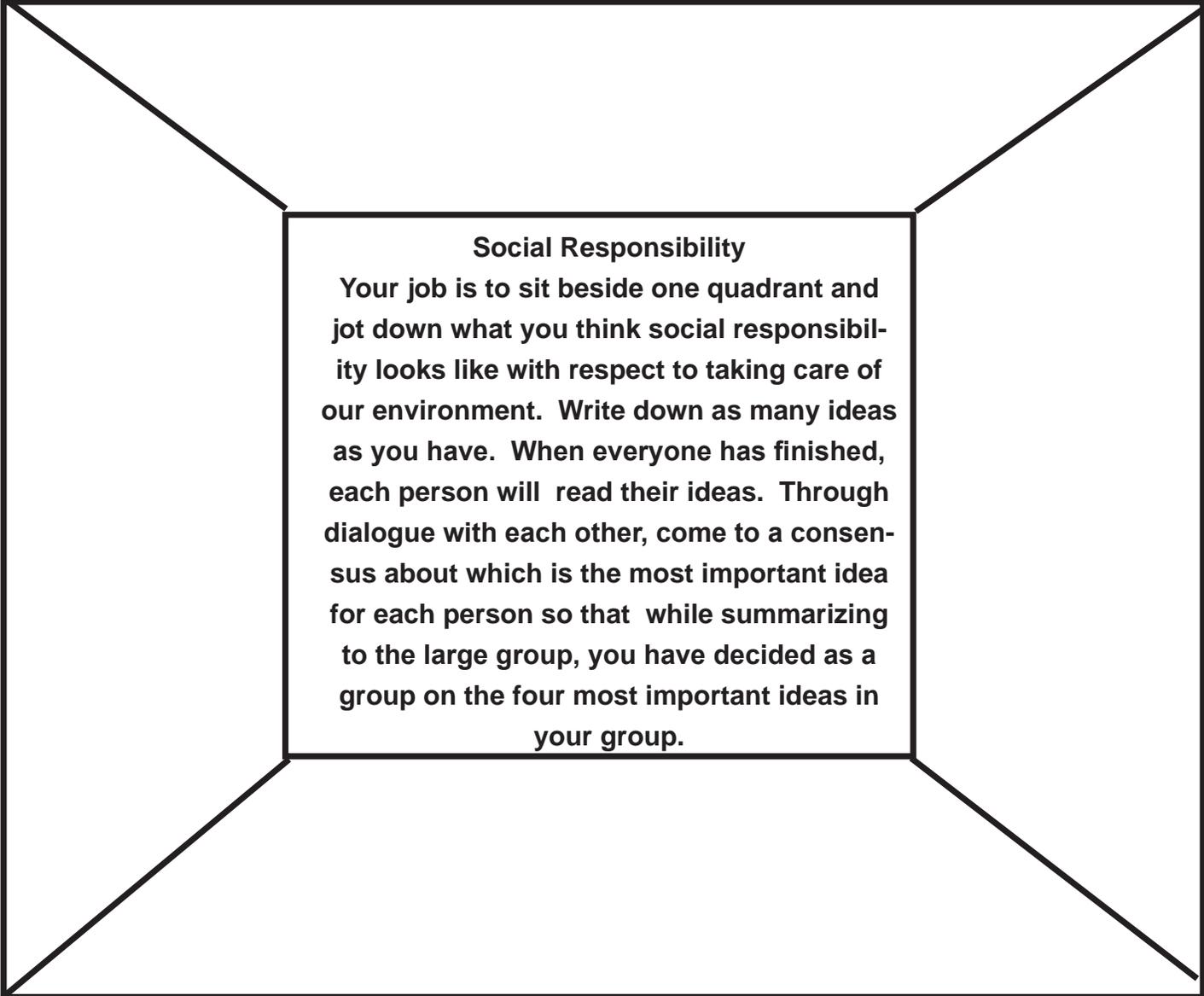
SOLUTION

Social Responsibility
Your job is to sit beside one quadrant and jot down what you think social responsibility looks like with respect to taking care of our environment. Write down as many ideas as you have. When everyone has finished, each person will read their ideas. Through dialogue with each other, come to a consensus about which is the most important idea for each person so that while summarizing to the large group, you have decided as a group on the four most important ideas in your group.



Social Responsibility

Your job is to sit beside one of the spaces and jot down what you think social responsibility looks like with respect to taking care of our environment. Write down as many ideas as you have. When everyone has finished, each person will read their ideas. Through dialogue with each other, come to a consensus about which is the most important idea for each person so that while summarizing to the large group, you have decided as a group on the three most important ideas in your group.



Social Responsibility

Your job is to sit beside one quadrant and jot down what you think social responsibility looks like with respect to taking care of our environment. Write down as many ideas as you have. When everyone has finished, each person will read their ideas. Through dialogue with each other, come to a consensus about which is the most important idea for each person so that while summarizing to the large group, you have decided as a group on the four most important ideas in your group.

DRAW LIKE ROY HENRY VICKERS



STUDENT SAMPLES



STUDENT SAMPLES



STUDENT SAMPLES



STUDENT SAMPLES



BLACKLINE MASTER #8 THINKING YES THINKING NO

QUESTION

Chief Seattle's message and the message from the Elders were given many decades apart. Are we as a society getting the message?

THE YES EVIDENCE

THE NO EVIDENCE

CONCLUSION

BLACKLINE MASTER #9 THE 3 WHYS

Identify one of the messages that the author is trying to portray.

Why is that important?

Why is this important?

Why is that important?

What is your opinion about the author's message?

BLACKLINE MASTER #9 THE 3 WHYS EXAMPLES

Identify one of the messages that the author is trying to portray.

It is important to take care of the environment.

Why is that important?

Because if we don't we won't have the luxury of clean water.

Why is this important?

Because everything on earth requires clean water.

Why is that important?

Nothing on earth can survive without water. People have created the imbalance in our environment and so it is up to all of us who to repair the damage that has been done.

What is your opinion about the author's message?

In my opinion, our survival as a society depends on people listening to what the Elders have said. We must take only what we need and give back in a way that will contribute to a healthy place to live.

BLACKLINE MASTER #10 HOT SEAT

Take on the role of an environmentalist who is concerned about protecting the variety of species of an ecosystem in and around the Fraser River. Think of some reasons why you, as the environmentalist, would have these concerns. Prepare to dialogue with others who may have different perspectives. Take 3 minutes to jot down notes to support your position.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

BLACKLINE MASTER #10 HOT SEAT

Take on the role of a builder who has just been granted the contract to build a 400 unit complex right beside the Fraser River. As the builder, what is your perspective on this development? State your reasons for completing this project. Prepare to dialogue with others who may disagree with your position. Take 3 minutes now to jot down notes to support your position.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

BLACKLINE MASTER #10 HOT SEAT

Take on the role of Spring Salmon or an animal that you think might be affected by the environmental issues discussed in the story. Think of the reasons that you are concerned about your home – the Fraser River. Prepare to dialogue with others who have differing perspectives. Take 3 minutes now to jot down notes to support your position.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____