

# Comic Book Study



## Path of the Warrior

**English 120-130**

Developed by



NWT Literacy Council





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Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.



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## Introduction

*Path of the Warrior* is a comic book about both physical activity and gang prevention. The story was written by Richard Van Camp and illustrated by Steve Sanderson, both of whom are First Nations.

In *Path of the Warrior*, Cullen gets rolled out of his gang and is forced to reconnect with his family and community. Team sports and his culture become his new support system. The story explores traditional values, community, physical fitness and making amends.

*Path of the Warrior* was produced by the Healthy Aboriginal Network (HAN), a non-profit organization that promotes the health, literacy, and wellness of First Nations youth through the use of visual art.

### About Comic Books<sup>1</sup>

Many educators have begun to realize something that long-time comic book readers have always known: **comics are valuable**.

Recently, comics and graphic novels have generated much attention from educators for their use as an educational tool. Most teachers who have used comic books in the classroom tell us that they motivate those students who are unmotivated to read “traditional” books.

This comic study provides learners with a variety of learning activities and handouts. In this study you will find:

- Prereading questions
- Vocabulary
- Language skills
- Reflection
- Reading and comprehension
- Extended learning activities

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<sup>1</sup>From: <http://bookshelf.diamondcomics.com/public/default.asp?t=1&m=1&c=20&s=182&ai=37708&ssd>

Some of the learning outcomes in this comic book study are:

- Set the purpose for reading
- Read to comprehend and respond
- Use word analysis skills to extract meaning from written text
- Use the writing process
- Write to respond, comprehend and express thoughts
- Writing activities (write to respond, comprehend and express thoughts)

## Please Note

This comic book study is very in-depth and provides a variety of activities for learners to do. Instructors can use all the questions, activities and ideas or can pick and choose from each section.

Each section has a list of learning activities and handouts.

**Learning Activities** give instructors ideas for each learning strategy.



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







## Prereading

2 Handouts

Preview the comic book with learners before you starting reading.

### **Activity 1 – Introduce *The Path of the Warrior*** (Handout #1)

Discuss the title, author’s name, publisher, date, and picture on the front. Can the learners draw any conclusions about the comic book from the picture on the front? Write their answers on flipchart paper. Ask learners to fill in Handout #1.

### **Activity 2 – Directed Reading Thinking Activity (DRTA)** (Handout #2)

Learners make predictions about what they are going to read. Refer to Handout #2 for a Prediction Guide.

#### **To begin**

1. Explain to your learner that this activity helps them read and better understand the story.
2. Before the learner reads, put check marks in the comic book where you want the learner to stop reading and predict what may happen next.

#### **Together**

1. Look at the cover of the comic book and talk about what you see and predict what might happen in the comic book.
2. Read the first section of the comic book out loud. Discuss what you thought would happen.
3. Predict what will happen next based on what you have read so far.
4. Read the next section. Again discuss what you thought would happen.
5. Continue doing this for each part of the story.
6. When you finish the comic book, talk about what you liked or disliked about it and why.

## Activity 3 – K-W-L (No handout)

Know – Want to Know – Learned is a great introduction activity to any topic.

1. Ask learners what they already **know** about gangs in Aboriginal and First Nations communities. Have them fill in the **K** column before they read the comic book. They write down everything they already know about the topic.
2. What do they **want** to know about gangs in Aboriginal and First Nations communities? Learners fill in the **W** column before they read the comic book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas. Post them in the classroom.
3. Learners read the comic book.
4. After they have read the comic book, have the learners fill in the **L** column. They write down the new knowledge they have gained. They can also check the information in the **K** column to see if it is correct.
5. Use one colour to record prior knowledge and another colour to record what information was added after reading (all levels).

<b>K stands for Know</b> What do I already <b>know</b> about this topic?	<b>W stands for Will or Want</b> What do I think I <b>will</b> learn about this topic? What do I <b>want</b> to know about this topic?	<b>L stands for Learned</b> What have I <b>learned</b> about this topic?
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## Prereading Handout #1

### Check out the Framework<sup>2</sup>

Items to Check Out	Record Information and/or Reaction
<p><b>Title:</b> Any predictions, questions, clues, or connections?</p>	
<p><b>Author:</b> Are you familiar with the author? Do you know any interesting facts about the author?</p>	
<p><b>Art Work on Cover:</b> Any clues or guesses? What are your predictions?</p>	
<p><b>Inside Cover:</b> When was it published? Who published it? Who funded it?</p>	

<sup>2</sup> From: <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/checking%20out%20the%20framework.htm>



## Prereading Handout #2

### Prediction Chart

Use the chart below to record your predictions before you read the comic book and what actually happened after you read the comic book.

Up to Page	What I Predict Will Happen	What Actually Happened



## Vocabulary

4 Handouts

### **Activity 1 – Definitions for New Words** (Handout #1)

Learners guess what the meaning of the bold word is in each sentence and then they look up the definition and compare it to their guess.

### **Activity 2 – Sentences for New Words** (Handout #2)

Learners write a sentence for the new words they are learning. They must use two words for each sentence.

### **Activity 3 – Word Study** (Handout #3)

Learners study their new words in more depth. They divide words into syllables, find the root words and study different definitions for certain words.

### **Activity 4 – Crossword Puzzle** (Handout #4)

Learners practice their new words by doing a crossword puzzle.



## Vocabulary Handout #1

### New Words

Here are some sentences from *Path of the Warrior*. Guess the meaning of the bold words. Look up the meaning of each bold word in the dictionary. Choose the best meaning for the word and write it on the dictionary meaning line.

1. Look, the shooting of that baby was **unfortunate** and we will get them.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

2. **Torch** his ride and his crib.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

3. If you come work for us at the community centre, the courts will release you to us for circle sentencing. You'll face your **peers** in six months.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

4. Tina's raising your girl alone. Why don't you grow up and take **responsibility**?

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

5. The one who was shot. She's **recovering**.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

6. I've got six months to go **straight**, or I'm going away for a long time.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

7. There's a whole new **generation** of kids that need **guidance**.

Guess (generation) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Guess (guidance) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

8. You can't change that. But you can make **amends**.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

9. This is what I've been missing all these years: **belonging**.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

10. **Honestly?** I can't wait to get to work in the mornings.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

11. When you were born, he was **teased** a lot about how he **doted** on you.

Guess (teased) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Guess (doted) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

12. Thank you. My dad told me that you've become more **spiritual** and are following the red road.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_





**Vocabulary**  
Handout #2

**Writing Sentences**

Write a sentence using these words. Use at least two words in each sentence.

1. unfortunate

2. torch

3. peers

4. responsibility

5. recovering

6. straight

7. generation

8. guidance

9. amends

10. belonging

11. honestly

12. teased

13. doted

14. spiritual

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_



## Vocabulary Handout #3

### Word Study

It is easier to understand words when we study them. In this activity we will break words into syllables, put them in alphabetical order, find the root word and look at the parts of speech (noun, verb, adjective, adverb)

- |                   |               |               |
|-------------------|---------------|---------------|
| 1. unfortunate    | 6. straight   | 11. honestly  |
| 2. torch          | 7. generation | 12. teased    |
| 3. peers          | 8. guidance   | 13. doted     |
| 4. responsibility | 9. amends     | 14. spiritual |
| 5. recovering     | 10. belonging |               |

1. Divide these words into syllables and put the accent on the loudest syllable. The first one is done for you. Say the words aloud.

unfortunate	un' / for/ tu/ nate	belonging	
responsibility		honestly	
recovering		teased	
generation		doted	
guidance		spiritual	

2. Find the root word for each of these words:

unfortunate _____	belonging _____
responsibility _____	teased _____
recovering _____	doted _____
wisdom _____	spiritual _____
guidance _____	honestly _____

3. "Torch" has several meanings. It can be a noun, verb and also it is used in the idiom "carry a torch for". Idioms are words, phrases, or expressions that cannot be taken literally. In other words, when used in everyday language, they have a meaning other than the basic one you would find in the dictionary. Every language has its own idioms. Learning them makes understanding and using a language a lot easier and more fun!

Look up the word "torch" on an online dictionary. Write a sentence for "torch" as a noun, verb and also in an idiom.

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

Idiom: \_\_\_\_\_

4. "Straight" is another word that has several meanings. It can be an adjective, an adverb or a noun. It can also be used in several different idioms or expressions.

Look up the word "straight" in an online dictionary. Write a sentence for "straight" as an adjective, an adverb and a noun.

Adjective: \_\_\_\_\_

Adverb: \_\_\_\_\_

Noun: \_\_\_\_\_

**Now explain the following idioms in your own words:**

He is going to go straight. \_\_\_\_\_

\_\_\_\_\_

I told him straight off what I thought about the matter. \_\_\_\_\_

\_\_\_\_\_

I would like that drink straight up please. \_\_\_\_\_

\_\_\_\_\_

5. "Teased" has two different meanings. Look up the word "teased" and write down the two different definitions below.

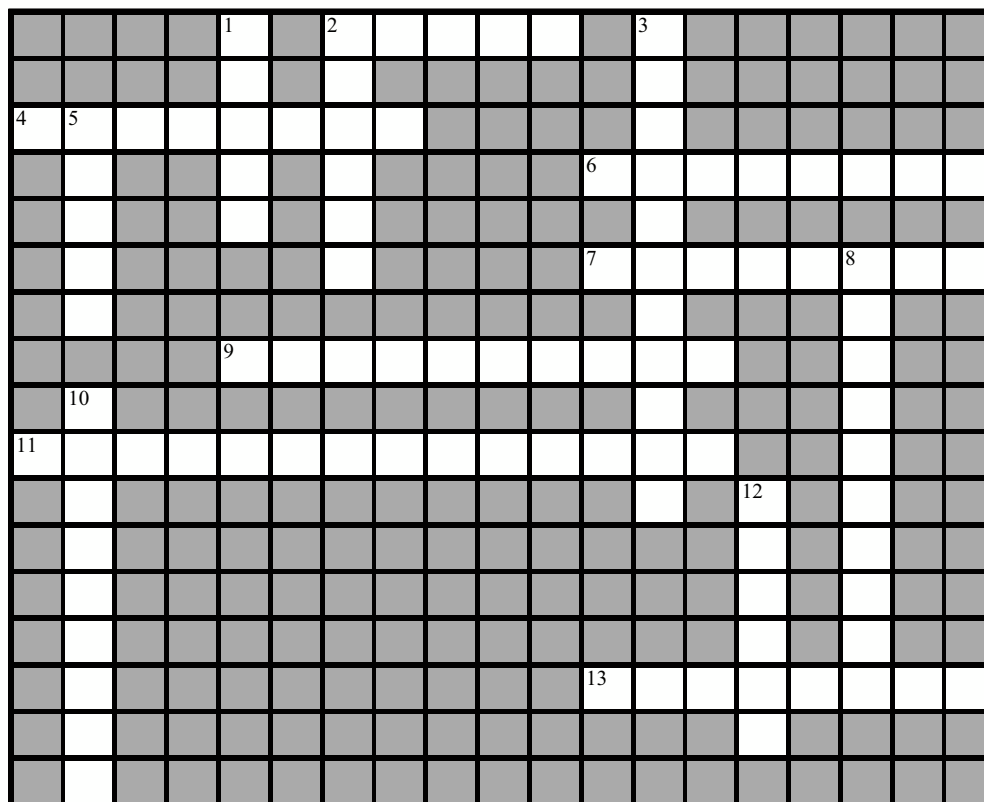
Definition #1: \_\_\_\_\_

Definition #2: \_\_\_\_\_



## Vocabulary Handout #4

### Crossword Puzzle



Hints on next page

- |                   |               |               |
|-------------------|---------------|---------------|
| 1. unfortunate    | 6. straight   | 11. honesty   |
| 2. torch          | 7. generation | 12. teased    |
| 3. peers          | 8. guidance   | 13. doted     |
| 4. responsibility | 9. amends     | 14. spiritual |
| 5. recovering     | 10. belonging |               |

## ACROSS

2. to set fire to maliciously
4. pertaining to sacred things or matters
6. in an honest manner
7. a person who follows traditional or conventional ways
9. getting better
11. reliability or dependability
13. leadership, advice or counseling

## DOWN

1. expressed love or fondness
2. irritated or provoked
3. suffering from bad luck
5. equal to another in abilities, qualifications and or age
8. a group of people living around the same time period
10. to feel you belong
12. compensation for loss, damage or injury







## Language Skills

4 Handouts

### **Activity 1 – Homonyms** (Handout #1)

Learners find homonyms for different words in the story. They can use the Internet if they are struggling with the matching homonym.

### **Activity 2 – Homographs** (Handout #2)

Homographs are words that are spelled the same yet have different meaning. For example the word “teased” is a homograph as it has two different meanings. Learners look up words from the story and write two sentences showing the different meanings for each word.

### **Activity 3 – Slang/Expressions** (Handout #3)

Comic books use a lot of slang and expressions to get their message across. Learners read each sentence given on the handout and then explain the slang or expression in a sentence.

### **Activity 4 – Quotation Marks** (Handout #4)

Quotation marks are used to show speech in a story or novel. Comic books don't use quotation marks as the pictures show who is talking. Learners study examples of how quotation marks are used and then they punctuate a conversation between Cullen and his grandmother. We have added explainers to the sentences.



## Language Skills Handout #1

### Homonyms

Homonyms are two words that sound alike and may even be spelled alike but have different meanings. Some examples of homonyms are:

- bye                    by                    buy
- due                    do                    dew
- bear (animal)    bear (carry)
- lean (thin)        lean (rest against)

Find the matching homonyms for these words from the story. If you are having problems finding the matching homonym(s) go to [http://www.cooper.com/alan/homonym\\_list.html](http://www.cooper.com/alan/homonym_list.html)

weak                    \_\_\_\_\_

here                    \_\_\_\_\_

eye                    \_\_\_\_\_

our                    \_\_\_\_\_

you                    \_\_\_\_\_

right                    \_\_\_\_\_

wait                    \_\_\_\_\_

no                    \_\_\_\_\_

so                    \_\_\_\_\_

real \_\_\_\_\_

see \_\_\_\_\_

straight \_\_\_\_\_

tales \_\_\_\_\_

role \_\_\_\_\_

new \_\_\_\_\_

night \_\_\_\_\_



## Language Skills Handout #2

### Homographs

Homographs are words that are spelled the same yet have different meaning. For example the word “teased” is a homograph as it has two different meanings.

The girl **teased** her hair for Halloween.

The boy **teased** the girl about her **teased** hair.

Some other words from *Path of the Warrior* that are homographs are:

- straight
- peers
- product
- crib
- minutes
- leader
- judge
- kid

Look up each word in the dictionary and write a sentence showing the different meanings for each word.

Straight

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Peers

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Product

---

---

Crib

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---

Minutes

---

---

Leader

---

---

Judge

---

---

Kid

---

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## Language Skills Handout #3

### Slang/Expressions

Comic books and graphic novels often use a lot of slang and/or expressions. They are trying to portray real life. Explain what each sentence means. The first one is done for you.

1. "So what's our take?"                      How much money did we make?
2. "You want out? You get rolled out." \_\_\_\_\_  
\_\_\_\_\_
3. "Torch his ride and his crib." \_\_\_\_\_  
\_\_\_\_\_
4. "He doesn't want the life – he loses what the life gave him." \_\_\_\_\_  
\_\_\_\_\_
5. "I won't dime out." \_\_\_\_\_
6. "When we put a dog down, he's supposed to stay down." \_\_\_\_\_  
\_\_\_\_\_
7. "Blood in, blood out." \_\_\_\_\_
8. "But I'm not leaving our people and I'm not going out in a box." \_\_\_\_\_  
\_\_\_\_\_



## Language Skills

### Handout #4

# Quotations

Comic books are mostly people talking. The pictures show who is talking so there is no need for quotation marks. In regular stories and books quotation marks show that someone is speaking.

**Study the examples below.** Notice how quotation marks are used.

- “You have just started that book,” I said, “and you’re already on the last page!”
- “That’s how I always read mystery stories,” she replied.
- “Why?” I asked with interest.

### Things to remember

1. Explainers tell the reader who is speaking. They show that direct speech is being quoted. Explainers are usually set off with commas.

The little girl said, “Dad isn’t home right now.”

“Dad,” said the little girl, “isn’t home right now.”

2. A comma is **not** used to set off a “he said/she said” clause if the part of the quotation preceding the clause ends with a question mark or exclamation point.

“I had an awesome time at the school concert!” exclaimed Billie.

“What grades were performing at the concert?” asked his father.

3. Use only one set of quotation marks if a speaker says several sentences in a row and they are not divided.

The reporter declared, “The voters do not seem interested in this election.

The major parties have not focused on any important issues. Nobody has talked about literacy or employment problems in our country.”

4. Begin a new paragraph each time the speaker changes, even if the speaker says only a few words.

"I can't come to the meeting with you," she said.

"Why not?" I asked.

"Because I promised my children I would take them to see a movie," she explained. "I don't want to let them down."

## Activity One

The sentences below are from the comic book *Path of the Warrior*, except explainers have been added to each sentence. Read the conversation between Cullen and his grandmother and add quotation marks, commas, and end punctuation where needed.

So, you're still alive said Cullen's grandmother.

They burned me out, Grandma. I got nowhere to go replied Cullen.

Are you in or out with your gang? asked Cullen's grandmother.

I'm out. I promise you said Cullen.

How come you're not in jail? inquired Cullen's grandmother.

I got a job at the community centre replied Cullen. Coaching. They want me to work with kids.

You can stay in your old room grumbled Cullen's grandmother.

I've got six months to go straight, or I'm going away for a long time moaned Cullen.

Cullen's grandmother replied good. Any surprises and I'll call the cops on you.

No surprises. I promise. I just need to sleep muttered Cullen.









## Reflection

3 Handouts

### **Activity 1 – Questions about the Story** (Handout #1)

Learners answer the questions about the story in sentence form.

### **Activity 2 – Your Opinion** (Handout #2)

Learners respond to the questions on the handout. There are no right or wrong answers. Learners have an opportunity to express their ideas and opinions.

### **Activity 3 – Evaluation of Comic Book** (Handout #3)

Learners write an evaluation of the book. They answer questions like: Did you like it? Would you recommend it to others? They can use Handout #3 as a guide.



## Reflection Handout #1

### Questions about the Story

1. Why does Cullen decide he wants out of the gang?

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2. What happens to Cullen when he lets the other gang members know he wants out?

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3. How is Cullen given a second chance?

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4. Cullen goes to stay with his grandmother. Why do you think she is reluctant to have him stay with her?

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5. What do you think the sign “We all deserve to be on the path of honour” means?

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6. Why does Cullen get angry with the Elder at the community centre?

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7. What does Cullen have in common with the young boy who helps with the sports equipment?

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8. What helps Cullen start to feel better?

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9. How does Cullen make amends to the family of the baby who was shot?

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10. Why do you think Cullen is reluctant to go see his own daughter?

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11. What kind of cultural activities did Cullen get involved in?

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12. Why does the gang think that Cullen's coaching is bad for business?

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13. Why does the gang back down from Cullen?

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**Reflection**  
Handout #2

## Your Opinion

Answer the following opinion questions. There are no right or wrong answers. Discuss these questions with others in your class.

1. Why do you think gangs are so prevalent on southern reserves these days?

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2. How do you think Cullen got involved in the gang?

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3. What do you think the “red road” is?

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4. What do you think “going traditional” means?

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5. Do you think living a traditional lifestyle is healthier than living a modern lifestyle?

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6. What do you think the Elder meant when she said “anger is fear”?

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**Reflection**  
Handout #3

***Path of the Warrior* Evaluation**

Evaluate *Path of the Warrior* by commenting on your enjoyment of, reaction to, and opinion of this comic book.

Name \_\_\_\_\_

Date \_\_\_\_\_

- 1. Did you enjoy this story? Why or why not? Would you read another book or comic by this author?

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- 2. Do you think the author made the characters appear as real people? Do you think events in the story were plausible?

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- 3. What did you learn from reading this comic book?

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4. Would you recommend this comic book to anyone? Why or why not?

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5. How would you rate this comic book on a scale of 1 to 5 with 1 as the lowest and 5 as the highest?

1                      2                      3                      4                      5



## Reading and Comprehension

7 Handouts

### Activity 1 – The Red Road (Handout #1)

Ask learners to read the article “The Red Road.” You can do this as a group or individually. As they read the text ask them to fill in Handout #1 (two-column response).

The two-column response is based on the process of understanding that what we read happens in three places. First, the text gives us facts. Second, using both the text and our head, we interpret those facts. We may form a main idea or a conclusion. Last, using our head alone, we draw on our own experience to form a generalization or make an association (Ollman,1992).

To use the two-column response strategy, divide the paper into two columns labeled **In the Text** (left column) and **In My Head** (right column). After or while reading the work, record a number of quotes from the text in the left-hand column. Personal responses to each quote are written in the right-hand column directly opposite the quotes. Handout #1 provides a large handout of the chart below.

**Example:**

#### Title of Work of Literature

In The Text	In My Head

Learners may interpret the quote, state opinions, raise questions, evaluate the writing style or discuss related topics in the **In My Head** column. Discuss their interpretations and opinions once everyone has completed the handout.

*You might want to share this YouTube video about the Red Road with your learners:*

<http://www.youtube.com/watch?v=m2Yk0YT0z3c>

## **Activity 2 – In Your Own Words** (Handout #2)

Learners share what The Red Road means to them through a free writing exercise.

## **Activity 3 – Artistic Summary** (No handout)

After reading the text “The Red Road” have students portray a summary of the text through an art project such as creating a collage, timeline, mobile, poster, or cartoon strip. Suggested teacher prompts:

- What words from the reading jump out at you to help make an artistic representation?
- What was the focus of the reading selection?
- Think about some of the important ideas that struck you.

Have students present their artistic interpretations, along with an oral presentation, to the class.

## **Activity 4 – Skimming and Scanning Text** (Handout #3)

Tell learners we use skimming and scanning every day. We read faster depending on what information we are looking for. Write the definitions of skimming and scanning on the board.

- **Skimming** is to quickly identify the main ideas of a text by running your eyes over all the text.
- **Scanning** is searching for key words or ideas.

Ask learners what they use skimming and scanning for. Write their responses on flip chart paper. Ask them to identify how they skim or scan a piece of text. What techniques do they use?

Read over the skimming techniques with learners on Handout #4. Ask them to skim the newspaper article “Gangs on Reserves” and then give them one minute to answer the questions on the handout.

## **Activity 5 – Think Aloud** (Handout #4)

Model a *Think Aloud* for your learners with a piece of writing. (Learners should have a copy of the text in front of them) Ask learners to keep a list of the different

types of things you (the reader) are doing to help you better understand the text. When you're done, start a master list on a large piece of paper, writing down strategies learners share with you – using their words. Ask learners to pair up and do a Think Aloud using the newspaper article on Handout #5. One learner reads the passage and then tells the other learner what they are thinking as they read. The second learner writes down what the reader is saying.

**Activity 6 – Looking at the Health of Canada** (Handouts #5, 6#, #7)

Learners read the information about the health of Canadians (children, youth and adults) on the handouts and do each exercise. There are a variety of activities: true or false, fact or opinion and answering questions about the text.

Information is presented either in chart or graph format. This is called 'document use' and is considered one of the seven essential skills. For more information on essential skills go to <http://www.nwt.literacy.ca/adultlit.htm>



## Reading and Comprehension Handout #1

### What is The Red Road?<sup>3</sup>

The Red Road is a circle of people standing hand in hand, people in this world, people between people in the Spirit world, star people, animal people, stone people, river people, tree people. The Sacred Hoop.

To walk the Red Road is to know sacrifice, suffering. It is to understand humility. It is the ability to stand naked before the Creator in all things for your wrong doings, for your lack of strength, for your uncompassionate way, for your arrogance – because to walk the Red Road, you always know you can do better. And you know, when you do good things, it is through the Creator, and you are grateful.

To walk the Red Road is to know you stand on equal ground with all living things. It is to know that because you were born human, it gives you superiority over nothing. It is to know that every creation carries a Spirit, and the river knows more than you do, the mountains know more than you do, the stone people know more than you do, the trees know more than you do, the wind is wiser than you are, and animal people carry wisdom.

You can learn from every one of them, because they have something you don't. They are void of evil thoughts. They wish vengeance on no one, they seek Justice.

To Walk the Red Road, you have given rights. You have the right to pray, you have the right to dance, you have the right to think, you have the right to protect, you have the right to know Mother Earth, you have the right to dream, you have the right to vision, you have the right to teach, you have the right to learn, you have a right to grieve, you have a right to happiness, you have the right to fix the wrongs, you have the right to truth, you have a right to the Spirit World.

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<sup>3</sup> From: <http://brendasrealm.tripod.com/americanindian.html>

To Walk the Red Road is to know your Ancestors, to call to them for assistance. It is to know that there is good medicine, and there is bad medicine. It is to know that Evil exists, but is cowardly, as it is often in disguise. It is to know there are evil spirits who are in constant watch for a way to gain strength for themselves at the expense of you.

To Walk the Red Road, you have less fear of being wrong, because you know that life is a journey, a continuous circle, a sacred hoop. Mistakes will be made, and mistakes can be corrected – if you will be humble, for if you cannot be humble, you will never know when you have made a mistake.

If you walk the Red Road, you know that every sorrow leads to a better understanding, every horror cannot be explained, but can offer growth.

To Walk the Red Road is to look for beauty in all things.

To Walk the Red Road is to know you will one day cross to the Spirit World, and you will not be afraid.

Author Unknown

## 2 – Column Response

Title of Text: \_\_\_\_\_

<b>In the text</b>	<b>In my head</b>





**Reading and Comprehension**  
Handout #2

**In Your Own Words**

Use your own words to explain what *The Red Road* means to you. This is a free writing exercise. You have ten minutes to write down your thoughts.

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## Reading and Comprehension Handout #3

### How to Skim

#### Skimming Method #1

- Run your eyes down the middle of the text page.
- Zero in on the facts you need.

#### Skimming Method #2

- Skim from the top left-hand corner to the bottom right-hand corner of the page.
- Then skim from the top right-hand corner to the bottom left-hand corner.

Skim the article below. You have four minutes. Answer the questions that follow as fast as you can.

### Gangs on Reserves<sup>4</sup>

Date: Mon. Aug. 18, 2008

A 20-year-old Alberta woman was shot and killed over the weekend, the unintended victim of a vicious gang war that has claimed a number of lives at a collection of reserves south of Edmonton.

Delema Dixon, who also goes by the last name Lefthand, was shot in the head Saturday night when her home was riddled by gunfire on the Samson reserve – one of four First Nations in Hobbema, Alta.

Dixon's mother, Vernadee Applegarth, told CTV News that she believed it was her son – who is in a gang – who was the target. It wasn't the first time that their home was shot up in the last few years.

Applegarth is now left to take care of her daughter's 18-month-old child.

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<sup>4</sup> From:

[http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20080818/alberta\\_reserves\\_080818/20080818?hub=Canada](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20080818/alberta_reserves_080818/20080818?hub=Canada)

"I'm angry so much that I want to get revenge," she said.

Dixon's father, Darren Applejohn, likened living on the reserve to living in a warzone.

"It's just like living in Iraq – terrorist town – that's how I see it. Bunch of terrorists here," he said.

Gun complaints are nearly an everyday occurrence in the region – one of the mostly heavily policed per capita in Canada.

"These types of cowardly acts are hideous, and there are a lot of community members that are fed up with it," RCMP Cpl. Darrel Bruno said.

Dixon's death – the third murder on the reserves since a gun and weapons amnesty was announced only weeks ago -- sparked leaders to meet for emergency meetings on Monday.

"People are saying, 'What can we do to make it right?'" Roy Louis, an adviser with the Samson First Nation told The Canadian Press.

"It is up to us, the Four Nations people. We need to work together to come up with long-term solutions against the gangs, the drugs and the violence. But our community has to take charge."

Leaders announced a \$10,000 reward for information leading to the arrest of anyone responsible for the murders on the reserves. There have been five murders already this year, in a community of 12,000.

But Applejohn said that people are afraid to come forward to police, saying they are labelled as snitches or shot at themselves.

One of the four First Nations has imposed a youth curfew. The Samson First Nation also approved the destruction of 26 known drug houses.

There are believed to be at least 13 gangs operating in the reserves, fighting for control over the drug trade, which mostly deals in crack cocaine.

*With a report from CTV's Janet Dirks and a file from The Canadian Press*

## Questions

1. Who was killed?

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2. How old was the victim?

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3. What other name does she go by?

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4. What do they compare the reserve to?

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5. How many murders have already happened in the year?

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6. How much reward are they offering for information about the murders?

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7. Why are people afraid to come forward?

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8. How many gangs are operating in the area?

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## Reading and Comprehension Handout #4

### Think Aloud

The purpose of this exercise is to illustrate how good readers are **active readers**. For this activity, you will need to work with a partner. Determine who will be the reader, and who will be the recorder. The reader reads the following passage out loud. **The reader tells the recorder every thought that enters his/her mind as he/she reads.** The recorder jots these thoughts down on paper.

#### **Violence too much for ex-gang member<sup>5</sup>**

#### **Shootings of children on reserve made young mother decide to be part of the solution**

By Chris Zdeb, Edmonton Journal, September 21, 2009

Dawn Baptiste used to be part of the gang problem on the Hobbema reserve. Now, she's part of the solution.

Three months ago, Baptiste, a 26-year-old who says she is a former gang member, joined the Citizens In Action volunteer group to try to make a difference in the Samson Cree community, 90 kilometres south of Edmonton. The group formed last year after gang violence came to a head with the shooting of toddler Asia Saddleback, who was in her grandfather's kitchen when she was struck in the stomach by a bullet fired by a drive-by shooter.

"I got tired of how everything is around here, the gangs and all that," said Baptiste, who has a four-year-old daughter named Dayzia and is pregnant with her second child. "I didn't want to have anything to do with it no more."

<sup>5</sup> From: <http://www.edmontonjournal.com/news/Violence+much+gang+member/2015011/story.html>

Baptiste said gang members are surprised how she's changed, but she hopes to lead by example and make them part of the solution, too. On Sunday, she helped during the second annual back-to-school celebration while children bobbed for apples, had their faces painted, played floor hockey and did crafts at the Howard Buffalo Memorial Centre at the Samson townsite.

"I want (the reserve) to be a lot safer for my kids, so I'm going to do whatever I can to take part and clean up the graffiti and whatever," Baptiste said. "I seen a lot of rough things growing up, shootouts for instance, right in front of me, and I was scared for my children. I don't want them to be part of that. No kids should see that at all."

Sunday's event was a positive sign for a reserve that attracted lots of negative national headlines during a crime wave in the spring of 2008 that involved a series of drive-by shootings. Gangs are still around, and there are still shootings, including that of a young father who was gunned down by gang members in the townsite in April. But their presence has dwindled, said Shelli Yellowbird, a member of the citizens action group and wife of Samson Cree First Nation Chief Marvin Yellowbird.

"There's so much good here. There's a lot of history, a lot of culture, a lot of tradition, a lot of good people and good programming, and unfortunately, the negative always overpowers the positive."

David Buffalo, who is raising two teenage nieces on the reserve, said events such as this "give the community back to the kids."

He thinks gangs became a problem "because we left our kids behind. We did not hear their voice, their concerns. It endangers our children, our community, our families."

Seventy per cent of the 7,000 Samson Cree band members are under the age of 18.

"Our children need a safe place to play, and know that they're loved and cared for and supported, because none of them are going to make it out there without our love and support," Buffalo said.

Yellowbird said more and more people are getting involved and want to be part of the solution, rather than sit back and allow a few individuals to take over the community.

Justin Buffalo, president of Citizens in Action, said the group is "not against anybody, but against the obstacles that are preventing us from reaching our objectives."

Group member and elder Theresia Boysis, 64, said she was surprised but encouraged when four gang members – one as young as 14 – recently signed on as volunteers to help with the back-to-school event. A lot of gang members have changed their attitude, Boysis said. "One by one we're hoping they'll change their lives."



## Reading and Comprehension Handout #5

### Health Status of Children and Youth in Canada<sup>6</sup>

Did you know that more than half of Canadian children are not active enough for optimal growth and development? That means they are not as healthy as they could be.

As well, 25% of children are considered obese, and that number is on the rise. The main reasons are:

- Lack of physical activity. Many children and youth are not getting enough physical activity or exercise.
- Poor eating habits. Many kids eat too much convenience, junk or fast foods, which are high in fat and calories.

Canada's Report Card on Physical Activity for Children and Youth for 2008 tells us that Canada's overall grade is a D.

A	Canadian children and youth are active enough and have the excellent growth and development.
B	Most Canadian children and youth are active enough and have good growth and development; however, children who are obese, or physically or mentally challenged may not have appropriate physical activity opportunities.
C	Insufficient appropriate physical activity opportunities and programs are available to a large portion of Canadian children and youth.
D	Insufficient appropriate physical activity opportunities and programs are available to the majority of Canadian children and youth.
E	Canadian children and youth have a sedentary lifestyle.

<sup>6</sup> From: [http://ctbmag.com/index.php?option=com\\_content&view=article&id=61&Itemid=86](http://ctbmag.com/index.php?option=com_content&view=article&id=61&Itemid=86)



Check  True or False for each statement below. Correct the statement if it's False.

1. 50% of children are not active enough for optimal health.

True

False

2. The number of children who are obese is on the rise.

True

False

3. Canada's overall grade for health for children and youth is a D.

True

False

4. Canadian children and youth have a sedentary lifestyle.

True

False

5. More than half the children population is considered obese.

True

False

6. The main reasons that children are obese is lack of physical activity and poor eating habits.

True

False

7. Insufficient appropriate physical activity opportunities and programs are available to the majority of Canadian children and youth.

True

False

8. Physically or mentally challenged children may not have appropriate physical activity opportunities.

True

False



## Reading and Comprehension Handout #6

### Physical Inactivity in Adults in Canada<sup>7</sup>

The most recent data about physical activity levels in Canada tell us that we need to improve our health status of all Canadians, as almost half of Canadians still remain not active enough to achieve or maintain health benefits.

Statistics Canada's Canadian Community Health Survey examines physical activity levels in Canada every two years. The results of the most recent survey show that:

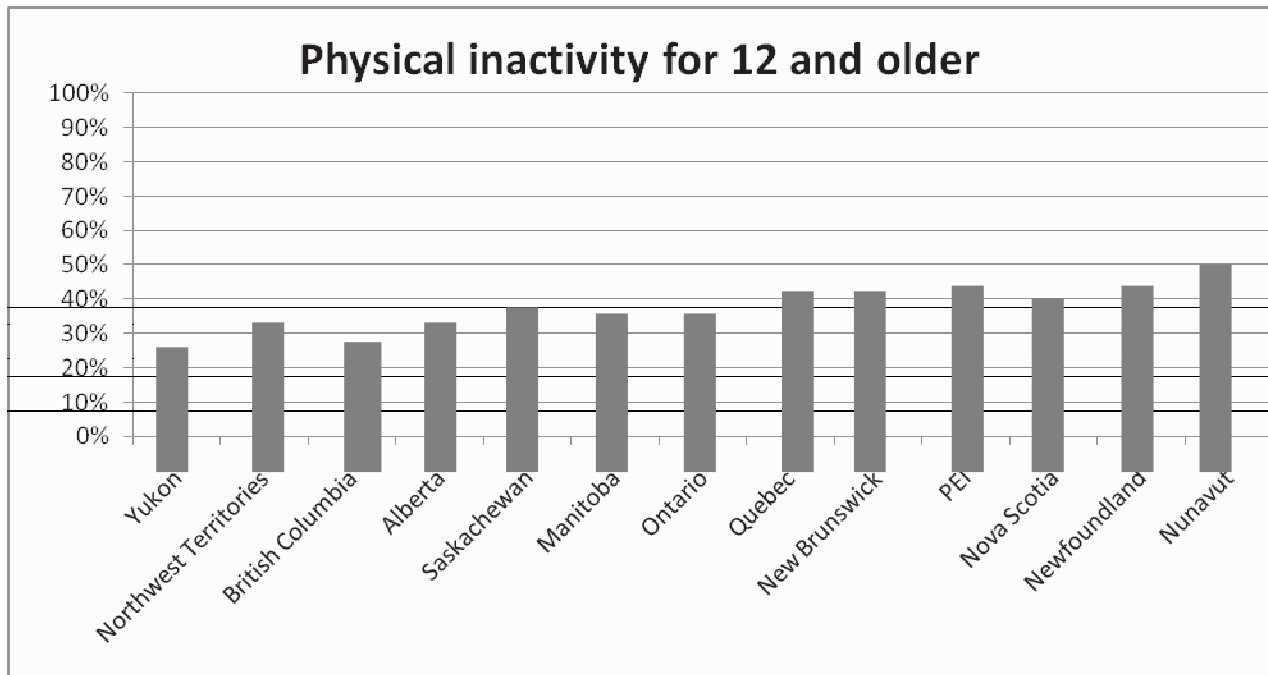
1. Slightly over half of adults aged 20 and older are inactive, an improvement compared to 62% in 1994-95.
2. Physical inactivity levels generally worsen as we move from west to east.
3. More women (50%) than men (44%) are inactive.
4. Physical inactivity increases with age.
5. Physical inactivity by province and territory for people 12 and over is as follows:
 

• Yukon 38%	• Ontario 47%
• Northwest Territories 42%	• Quebec 51%
• Nunavut 60%	• Nova Scotia 50%
• British Columbia 39%	• New Brunswick 52%
• Alberta 43%	• Newfoundland 53%
• Saskatchewan 48%	• Prince Edward Island 53%
• Manitoba 47%	

*Data from #5 also shown on graph on next page.*

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<sup>7</sup> From: <http://www.cchalw.ca/english/faq.aro>



## Fact or Opinion

A statement of **fact** expresses only what actually happened, or what could be proven by objective data. For example: Inuvik is in the Northwest Territories.

A statement of **opinion** expresses an *attitude* toward something – it makes a judgment, view, or conclusion, or gives an opinion that cannot be proven true or false. For example: Inuvik is the best place to live.

Here are a few more examples:

- It is -18°C today. Fact
- I am sure next week will be warmer. Opinion
- Hockey is the number one sport in Canada. Fact
- Hockey is the best sport ever. Opinion

Read the following statements below and decide whether the statement is a fact or opinion. Write a F beside all the statements that are facts and write a O beside all the statements that are opinions. Make sure you read the information on the previous pages before you do this exercise.

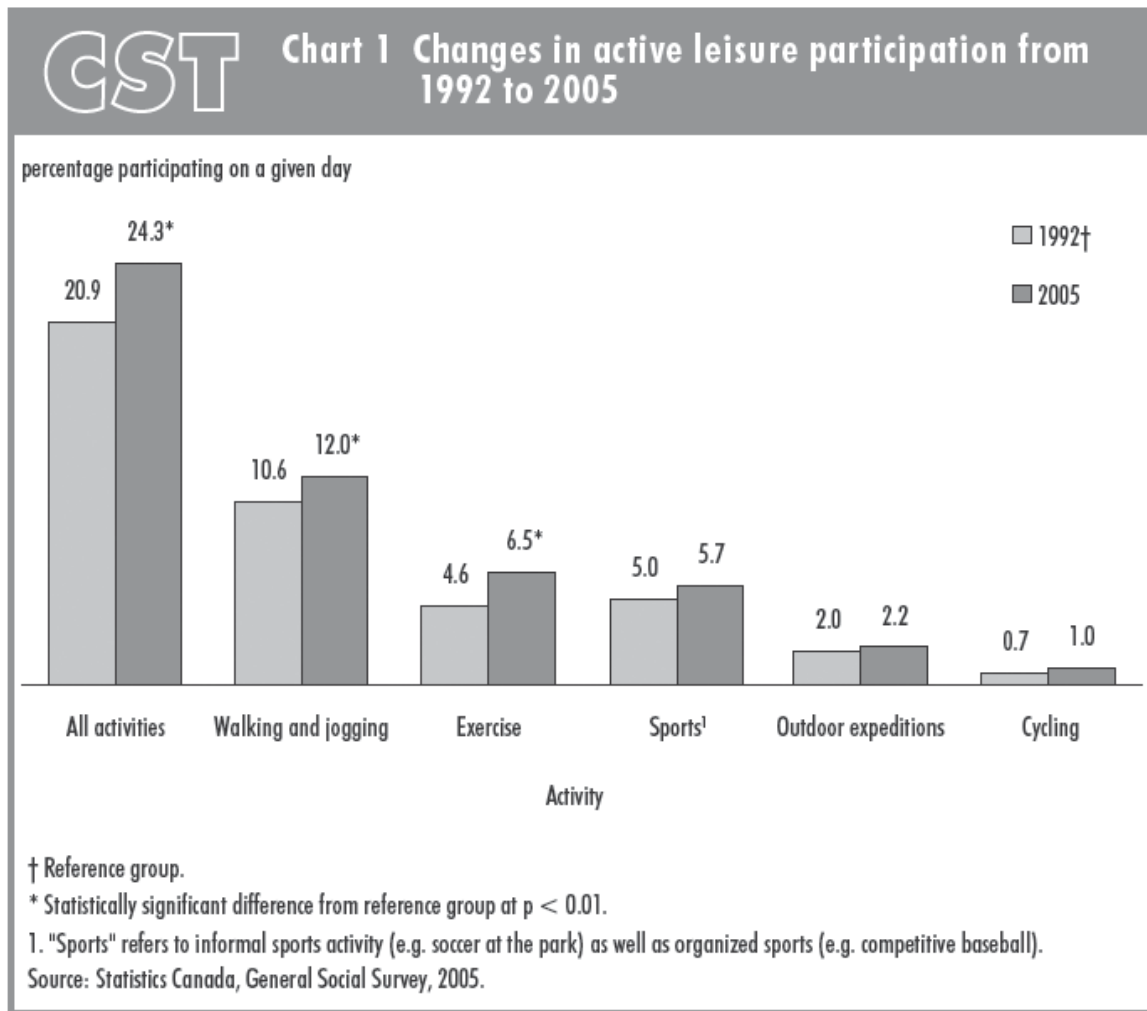
- 1)    \_\_\_\_\_       62% of people were inactive in 1994/5.
- 2)    \_\_\_\_\_       Physical inactivity worsens as you move from west to east.
- 3)    \_\_\_\_\_       People who live on the east coast are lazy.
- 4)    \_\_\_\_\_       Women are more inactive than men.
- 5)    \_\_\_\_\_       Women have less time to be active than men.
- 6)    \_\_\_\_\_       Physical inactivity increases with age.
- 7)    \_\_\_\_\_       It is harder to be active when you are older.
- 8)    \_\_\_\_\_       Nunavut is the least active province/territory.
- 9)    \_\_\_\_\_       The Yukon is the most active province/territory.
- 10)    \_\_\_\_\_       People who live in a cold climate don't exercise as much.
- 11)    \_\_\_\_\_       Newfoundland and Prince Edward Island are tied for the second least active places in Canada.
- 12)    \_\_\_\_\_       British Columbia is the second most active province/territory.
- 13)    \_\_\_\_\_       Most people in British Columbia are very active.
- 14)    \_\_\_\_\_       People have improved in their activity level over the past several years.
- 15)    \_\_\_\_\_       People are more concerned about their health now.



## Reading and Comprehension Handout #7

### Changes in Active Leisure<sup>8</sup>

Look at the chart and then answer the questions on the next page.



<sup>8</sup> From: <http://www.statcan.gc.ca/pub/11-008-x/2009001/article/10690-eng.htm#a3>

## Questions

1. What is the title of the chart? \_\_\_\_\_
2. What years are they comparing? \_\_\_\_\_
3. What year was this survey done? \_\_\_\_\_
4. How much overall did active leisure increase from year 1992 to 2005?  
\_\_\_\_\_
5. What is the difference from year 1992 – 2005 in Sports? \_\_\_\_\_
6. How much more did walking and jogging increase than cycling?  
\_\_\_\_\_
7. What increased more walking and jogging or exercise? \_\_\_\_\_
8. What does Sports refer to? \_\_\_\_\_
9. Who did this survey? \_\_\_\_\_
10. What does this chart tell us about active leisure participation?  
\_\_\_\_\_







## Extended Learning Activities

8 Handouts

### **Activity 1 – Research on Sentencing Circles** (Handout #1)

Learners research Sentencing Circles and answer the questions on Handout #1. You can also have learners write a report on Sentencing Circles. Refer to the English 120 and 130 Curriculum Resource Manuals for guidelines for report writing.

**Please note** that sentencing circles are called different things in different places. Here in the NWT they are often called Alternative Justice or Diversion Sentencing.

### **Activity 2 – Discussion on Sentencing Circles** (Handout #2)

Read the two newspaper articles on Handout #2 with learners. Discuss the pros and cons to Sentencing Circles. Set up a debate in class about sentencing circles. Divide the class in two groups and give each group a position.

- Yes, sentencing circles are effective and should be used widely with Aboriginal people.
- No, sentencing circles are not fair and people do not get the stiff sentences they deserve.

### **Activity 3 – Write an Expository Paragraph** (Handout #3)

Learners write an expository paragraph on their opinion of sentencing circles. Handout #3 explains what an expository paragraph is and gives an example.

### **Activity 4 – Write a Newspaper Article** (Handout #4 & 5)

Learners review Handout #4 on writing a newspaper article. Then they use Handout #5 as a guide to help them write a newspaper article about the shooting of the baby from the comic book.

## **Activity 6 – Develop a Survey about Active Living** (Handout #6)

In the comic book *Path of the Warrior*, Cullen decides to go straight. As part of his healing he starts to exercise and starts to feel good about himself. Ask learners to develop a survey on active living for their class and community.

## **Activity 7 – Promote Active Living in Your Community** (Handout #7)

Learners choose one of three projects below on promoting active living in their community. The projects are:

- Develop a poster or booth on active living.
- Develop a presentation for the class or community council on active living.
- Do a research project on active living.
- Develop a comic strip about active living.

## **Activity 8 – Classroom Discussions** (Handout #8)

Learners respond to discussion questions either in the classroom or as short research and writing assignments.



## Extended Learning Activities Handout #1

### Research on Sentencing Circles

Research sentencing circles and answer the following questions. You can Google sentencing circles and lots of different sites will come up. You can also look at the ones listed below:

- [http://www.sasked.gov.sk.ca/docs/social/law30/unit02/02\\_17\\_sh.html](http://www.sasked.gov.sk.ca/docs/social/law30/unit02/02_17_sh.html)
- <http://www.courtinfo.ca.gov/programs/ccjp/documents/SentencingCircles.pdf>
- <http://network.nationalpost.com/np/blogs/posted/archive/2009/02/27/sentencing-circles-what-are-they-and-how-do-they-work.aspx>

What is a sentencing circle?

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Who came up with the idea? When did they start?

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Who can have a sentencing circle?

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What happens at a sentencing circle?

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Who can organize a sentencing circle?

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Who should sit in a sentencing circle?

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What type of sentence can the circle recommend?

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Who will work with the offender?

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What is the community's involvement?

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## Extended Learning Activities

### Handout #2

# Newspaper Articles about Sentencing Circles

## Circle sentencing harsher than jail<sup>9</sup>

I've watched stray pups, their tails wagging naively, being led to the euthanasia needle.

The Edmonton Journal, June 6, 2007 [smckeen@thejournal.canwest.com](mailto:smckeen@thejournal.canwest.com)

You see some sad things in a newspapering job.

I've watched stray pups, their tails wagging naively, being led to the euthanasia needle.

I've interviewed the homeless, the abandoned, the lost and the lonely. Been at the funerals of innocents. Heard parents wail over a child's suicide.

After 20-odd years of relatively stoic reportage, I almost lost it Sunday. I nearly cried for Andrew Balser, who died at age 14 in a stupid teenage prank in 2005. I clenched down hard when Kyle Pickett, just 20 years old and charged with his best friend's death, sobbed out a detailed confession.

Across from Kyle, from a circle of chairs, came the mournful voices of Andrew's loved ones, including three sisters, who so intimately shared their grief it made you want to flee the room.

Yet the thing that got me most, the thing that made me fight hardest to retain control, was the curative sweetness in that room, as Kyle went through a relatively obscure form of justice known as community conferencing.

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<sup>9</sup>From: <http://www.canada.com/edmontonjournal/news/cityplus/story.html?id=dd098f9b-5c6d-4fe9-95bf-979a1aabe2bd&k=37745>

Also called sentencing circles, the process puts offenders and victims together in a room to tell their stories, to question events, and to eventually develop a sentence of reparation to be taken to a judge for final decision.

My Monday column, you might remember, was also on Kyle's community conference. Yet I've been unable to clear my mind of the remarkable things I witnessed that day or the emotions they stirred.

Space prevented me then from telling you about Andrew, the light now absent from the Balsers' lives.

He was, by all accounts, a remarkable boy. Andrew was one of those kids every other kid -- or sibling -- calls their best friend.

His father, Allen, wept as he told me the story of Andrew, in Grade 9, stopping a bullying incident of a Grade 7 boy. Some fellow Grade 9 kids knocked the books out of the boy's hands. Andrew stared them down and picked up the boy's books.

"Did I do the right thing?" he asked his dad later.

Andrew played all sports, but loved football. Allen tells of how when Andrew was just 11, he asked his dad's advice. Should I play in the NFL or CFL when I grow up?

But Andrew also loved the fantasy figurine game Warhammer. Secretly, that is.

He hid it from many friends because of its geek reputation. His family, teasing him, called it Nerdhammer.

Monday's column was also too short to allow me to sing the praises of circle sentencing, especially as an option for young offenders.

Esteemed lawyer Alex Pringle was on hand for Sunday's circle, as Kyle's court advocate. But Pringle was there to watch, not participate.

Pringle, too, is a big fan of this form of restorative justice. First, because it offers so much to the victims -- to get questions answered, to have their grief heard and to participate directly in justice.



But the healing process can be therapeutic to offenders, too. Pringle says that in many ways, circle sentencing is a harsher form of justice. There's a kind of naked accountability in testifying openly to victims instead of detached courtroom officials.

Circle sentencing won't work for all crimes and all criminals. But you wonder why Alberta, with its record of leading Canada in incarcerating youth, doesn't see fit to use this less-expensive and potentially more rehabilitative form of justice.

Too radical for the system? Or are politicians too afraid to appear soft on crime?

In a paragraph above I used the word "sweetness" to describe the dynamic of Sunday's community conference. It's the best I could come up with to describe the dynamic in that room Sunday.

The Balsers family's courage, honesty and forgiveness was awesome, in the truest sense of that word. Honestly, my stomach hurt as I struggled to stay in control.

The Balsers, still grieving Andrew's death, worried more Sunday about the future of the young man held responsible for it, Kyle Pickett.

Kyle couldn't miss the message. He must now make something out of his life, to honour Andrew's.

He has a debt to repay, standards to meet and a remarkable family to hold him accountable. It is a heavy load to bear.

A year in jail might have been easier.

## Tears flow at Pauchay sentencing circle<sup>10</sup>

### Drug, alcohol treatment suggested

**Betty Ann Adam, Canwest News Service, Saturday, February 14, 2009**

Christopher Pauchay leaned on his elbows, stared at the floor and sobbed aloud yesterday as he told a First Nations sentencing circle how he is haunted by the memory of the two little girls he allowed to freeze to death while under his care.

"There isn't a day gone by when I didn't worry about them. I always worried about them," said Pauchay, who pleaded guilty last year to one count of criminal negligence in the deaths of his daughters, one-year-old Santana and three-year-old Kaydance.

"I feel so bad. I feel so guilty."

Pauchay faced a sentencing circle of 23 people in Rose Valley, about 200 kilometres east of Saskatoon, near the Yellow Quill First Nation reserve on which the girls died.

The group recommended Pauchay take drug and alcohol treatment and assist elders with cultural and spiritual activities. None of the recommendations involves sending him to jail, the CBC reported

Judge Barry Morgan, who has final say on the sentence, told the group he wasn't bound by their recommendations. They will reconvene on March 4 to hear sentencing arguments. Judge Morgan will announce a sentence on March 6. Pauchay's lawyer, Ron Piche, has said he will ask for a conditional sentence.

A neighbour discovered Pauchay, frostbitten and semi-conscious, on her doorstep on the stormy morning of Jan. 29, 2008, but no one realized the girls were missing until eight hours later, when Pauchay was able to speak.

The girls' bodies were later found in a field not far from the family's home. Both children died of hypothermia.

Pauchay has admitted to drinking heavily before venturing outdoors with the toddlers, who were dressed only in diapers and T-shirts.

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<sup>10</sup> From: <http://www.nationalpost.com/news/story.html?id=1288653>

Wearing a black T-shirt and with the fingers of his right hand in a bandage, Pauchay leaned on his elbows and stared at the floor until circle facilitator Doug Gamble told him to sit up, face his circle and explain what happened the day the girls died.

Instead, a visibly distraught Pauchay recounted how he sat up all night with one of his daughters when she was in hospital with a fever – how he was present when his youngest daughter took her first steps.

The mother of the two girls, Tracey Jimmy, took part in the sentencing circle despite having earlier vowed she would have nothing to do with it. She wailed and wept bitterly as she told the circle she believes Pauchay is a good man. Ms. Jimmy said she knew when she met Pauchay that he would be the father of her children. She cried as she talked about how her third child – the one she was pregnant with at the time of Kaydance and Santana's deaths – was taken away after an incident eight months ago that resulted in assault charges and a restraining order against Pauchay.

"That's all I have left. They took her away," she said. "My rights didn't matter. She's all that kept me together."

Joanne Machiskinic, Pauchay's stepmother, said that the family has been devastated by the deaths. "I saw it as one link in a chain of events that have happened in the community," she said. "Why does it take something this bad to make people open their eyes and look at themselves?"

She said the family is dealing with its own grief as well as Pauchay's. She described him as extremely depressed. "I've seen the torment he's been living with," she said.

Sentencing circles are a controversial attempt to wed First Nation cultural concepts to the criminal justice system. Judges, while they can take the advice of a sentencing circle, must impose a sentence within the confines of the law.



## Extended Learning Activities

### Handout #3

## Expository Paragraphs – Stating Opinions

We all express opinions every day. Whenever we say what we think or feel about a movie, store, TV show, restaurant or person we are giving an opinion.

An opinion paragraph should:

- Begin with a strong topic sentence that states the opinion.
- Give reasons to support the opinion. Reasons can be facts or examples.
- End with a closing sentence that restates the opinion using different words.

### Free Buses

City transit in Yellowknife should be free. There are several reasons this is a good idea. First of all, if transportation is free, people will leave their cars at home. This means that there will be less air pollution. Also, if more people ride buses, the city streets won't need to be repaired as often because there won't be as many cars wearing down the pavement. In addition, the number of costly car accidents will drop sharply once people start taking public transit. It is true that free city transit will cost the city more money. However the benefits of free transit far outweigh the costs.

### Your Task

Write an opinion paragraph on sentencing circles.

**Expository Paragraph on Sentencing Circles**

Topic Sentence that states opinion

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Reasons to support opinion (facts or examples)

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Closing sentence that restates the opinion using different words

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## Extended Learning Activities

### Handout #4

## How to Write a Newspaper Article

Newspaper articles require a different style of writing from what is used when writing a story. A newspaper article has all of the important information in the opening paragraph.

This information includes **who, what, when, where, why** and **how**. Most people do not read an entire newspaper article all the way through, so newspaper writers put the most important information at the beginning. A typical newspaper article contains five (5) parts:

1. **Headline:** This is a short, attention-getting statement about the event.
2. **Byline:** This tells who wrote the story.
3. **Lead paragraph:** This has ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.
4. **Explanation:** After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.
5. **Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.

Below is an example of a newspaper article:

**Headline:** Caribou shot and abandoned<sup>11</sup>

**Byline:** By Erika Sherk

Northern News Services

Published Monday, November 2, 2009

**Lead paragraph:** IKALUKTUTIAK/CAMBRIDGE BAY – Four caribou wounded and left for dead and 14 carcasses were recently found by Cambridge Bay hunters. The local wildlife office received five separate complaints shortly after, according to Rob Harmer, wildlife conservation officer for the Government of Nunavut. The caribou carcasses were scattered within a 15 km radius of the hamlet, he said. The hunters who discovered the animals killed the wounded and harvested the abandoned meat.

**Explanation:** "The majority of these caribou were harvested by the hunters who had found them, either for personal consumption or for dog food," said Harmer. Leaving meat in such a way is punishable by law, under the Nunavut Wildlife Act sections 76.1 and 76.2. The sections refer to not retrieving dead or wounded game and wasting or abandoning usable animal parts, respectively.

"It also goes completely against the Inuit IQ principles," Harmer said, referring to Inuit Qaujimagatuqangit. There is always the possibility of someone shooting an animal and being unable to harvest it," Harmer said.

"If there's a situation with the harvester where the caribou goes off a cliff or gets away from him in some way, that is obviously taken into consideration."

When it comes to 18 animals, however, "generally, there is intent," he said.

**Additional Information:** The case is under investigation by the wildlife office, though so far information is patchy. No one has come forward with information as to who shot the caribou, he said, so it's impossible to know if anyone will be charged.

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<sup>11</sup> From: [http://www.nnsi.com/preview/newspapers/stories/nov2\\_09sa.html](http://www.nnsi.com/preview/newspapers/stories/nov2_09sa.html)

"I can't even answer that; we don't have anyone to talk to at this point. We can't lay charges without the investigation going somewhere."

The wasting of animals is considered very disrespectful by most Nunavummiut.

"It's sporadic. You get it off and on over the years, but this is a year where it's really concerned the public here," Harmer said, due to the close proximity of the animals.

The meat wastage can be attributed in part to easy access to the caribou. The Victoria Island herd is migrating very close to the community this year, Harmer said.





## Extended Learning Activities

### Handout #5

## Guide to Writing a Newspaper Article

Write a newspaper article on the shooting of the baby from the comic book. Use the guide below to help you. You will have to make up a lot of things like – the date, time of day, etc. You will also have to make up quotes from people in the story. You could quote the mother, grandfather or police.

**When you have filled in this guide, write your article in paragraph form.**

**Headline:**

**Byline:** By:

**Lead Paragraph:**

Who:

What:

When:

Where:

Why:

How:

**Explanation:**

**Additional Information:**



## Extended Learning Activities

### Handout #6

## Develop a Survey on Active Living

Try to find out how active people in your class and community are. Hand out a questionnaire and have everyone answer the questions.

You can create your own survey or use some of the example questions below.

1. What three physical activities do you do regularly?

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2. How much time do you spend doing physical activity each day?

- a. Less than 10 minutes
- b. 10 – 30 minutes
- c. 30 – 60 minutes
- d. More than 60 minutes

3. How would you rate your overall fitness level?

- a. Excellent
- b. Good
- c. Ok
- d. Not very good

4. Exercise
  - a. Helps me feel better
  - b. Helps me clear my head
  - c. Makes me exhausted
  
5. Some of the reasons I don't exercise are:
  - a. Not enough time
  - b. No gym in our community
  - c. Not interested
  - d. No programs that interest me

## **What should I do with the results?**

1. Compile the results when at least 10 people have completed the survey.
2. Share your results with your class and community members through a presentation or information sheet.



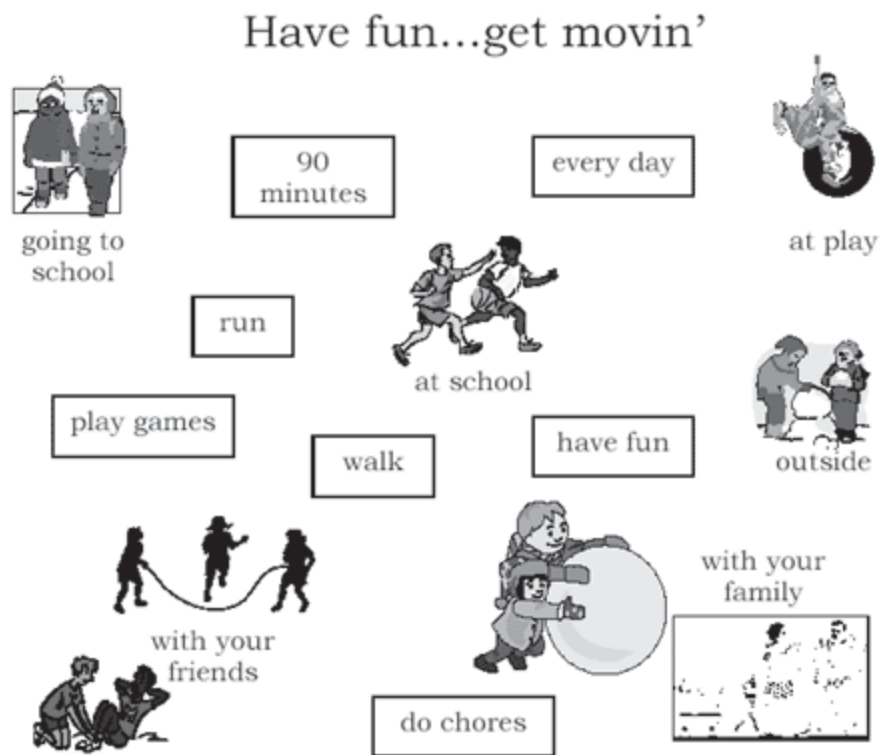
## Extended Learning Activities Handout #7

### Promote Active Living

Choose one of the projects below.

#### Project #1 – Develop a poster or booth on active living

Take a walk around the community with a camera and take photos of children and youth involved in physical activities. Use the photos as part of a display to promote active living for children and youth in your community. Put your posters up around the community.



## Project #2 – Develop a presentation for your class or community council

Think of some ways in which your community encourages people to be active. For example, maybe you have an arena or a trail around a lake, people play handgames, or perhaps you have elders who teach traditional drum dancing to younger people.

- With a partner, make a list of all the different ways your community encourages active living.
- Now think of some new and simple active living ideas for your community—nothing too expensive. With your partner, prepare a presentation to the Hamlet or Band Council. Your presentation should include:
  - Your suggestions
  - What they might have to do to make it happen
  - The benefits the community would get
- Either do the presentation to your class or to your community council. Be prepared to answer questions after your presentation.



## Project #3 – Do a research project on active living

Do a research project on active living. Answer the following questions in your report

- What is active living?
- Why should we be active?
- What might happen if we are not active?
- How active do we need to be?
- How can we be more active?
- How active are adults in the NWT?

### **Project #4 – Develop a comic strip about active living**

Write a comic strip about active living. You will need to illustrate the comic book and promote the value of being active in the story. Some ideas for your comic strip are below:

- Dave is forty: he has a government job and works long hours. He's not very active, nor in good shape. He's often short of breath. He and his wife go to the doctor's office. The doctor tells him he needs to be more active.
- Johnny is an elder. He used to go hunting and fishing, but now he stays home and watches TV. The more he sits around, the stiffer he gets. His son and daughter are worried about him and think he should be more active.
- Your friend has never been active and she eats food that's not very healthy. Now she's starting to put on weight. You and your other friend think she should be more active but you know she needs help to get started.
- You are members of the Recreation Committee and you want to get the community more active. Discuss some of the things you might do.



## Extended Learning Activities

### Handout #8

## Classroom Discussion

These questions can either be used for a classroom discussion or for short research and writing assignments.

1. The drum is a very powerful tool used by people all over the world. How is the drum used in your culture? Is the use of the drum the same for both men and women in your culture? Why not?
2. Have you ever seen the eagle feather used the way it is used in this comic book? Discuss with the class and see if anyone has ever seen an eagle feather used for prayer like this.
3. Have you ever gone to a sweat lodge ceremony? Write a short description of what you think it is like inside a sweat lodge during a ceremony. What is the purpose of a sweat lodge?
4. Have you heard about sentencing circles before reading this comic? Here in the NWT they come under the description of Alternative Justice Programs, and they do not work the same way as shown in *Path of the Warrior*. They are only used for very minor crimes. Research NWT Alternative Justice Programs and then discuss them in class. A good place to find out information is at The John Howard Society.