

3 3500 00343 7484

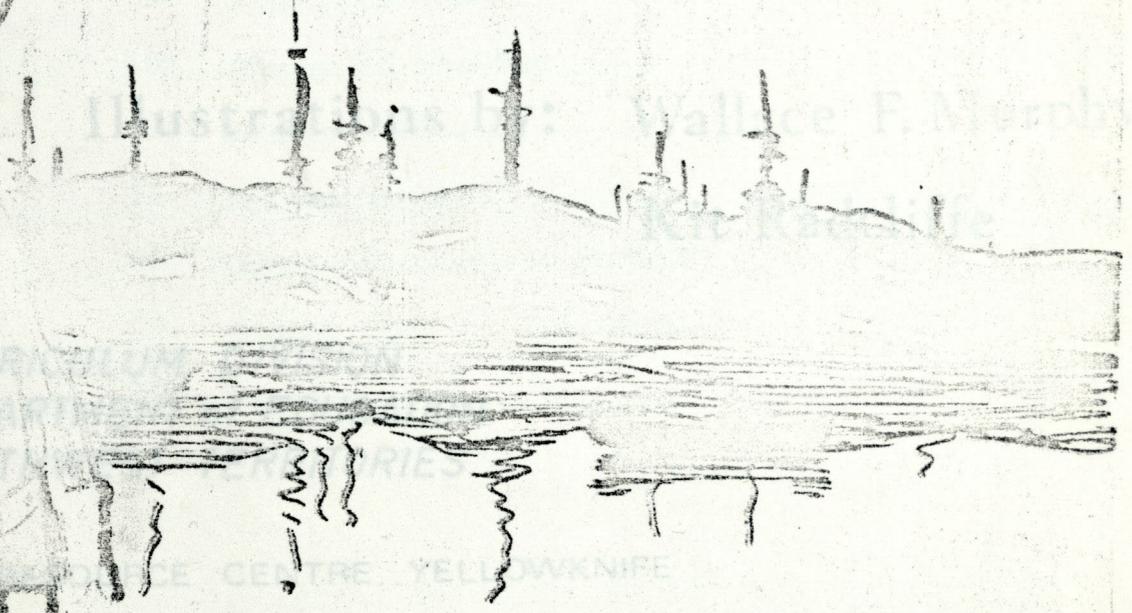
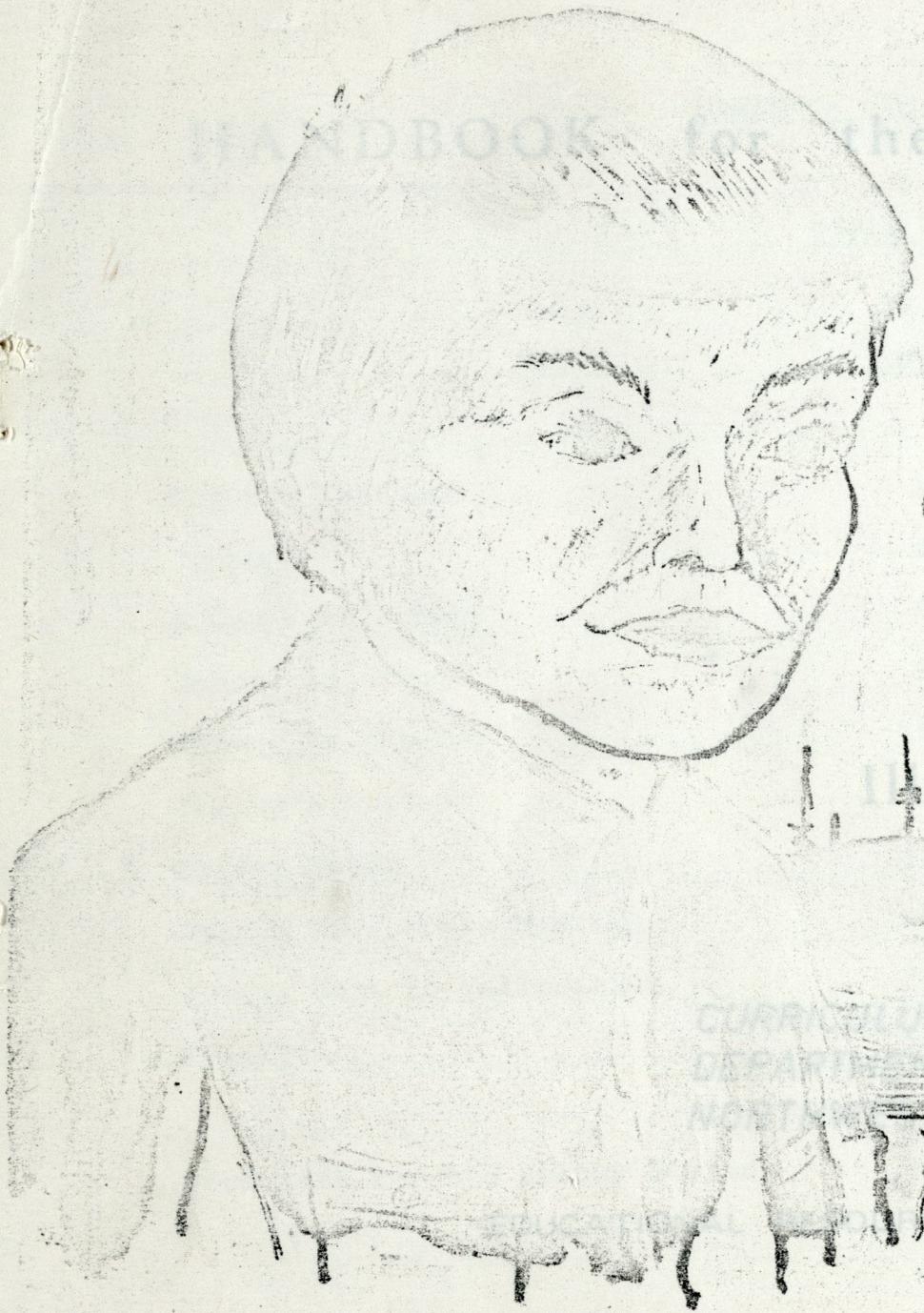
HANDBOOK for the JOHNNY SERIES

Prepared by: J. A. ...

Illustrations by: Wallace F. Murphy

New Rochelle, N.Y.

CURRICULUM DEVELOPMENT
DEPARTMENT
NATIONAL BUREAU OF CURRICULUM DEVELOPMENT



1971



HANDBOOK for the JOHNNY SERIES

TABLE OF CONTENTS

NOTES	PAGE	SUGGESTED ACTIVITIES	PAGE
For the Teacher	1		
Johnny	4	Prepared by: J.A. MacDiarmid	
A Day With Johnny	6	A Day With Johnny	30
Johnny in School	8	Johnny in School	33
Johnny at the Bay	10	Johnny at the Bay	35
Johnny's Present		Illustrations by: Wallace F. Murphy	
Friday Night	14	Friday Night	40
Johnny Goes Moose Hunting	16	Johnny Goes Moose Hunting	42
Johnny Goes to Yellowknife	18	Johnny Goes to Yellowknife	43
Ki-ella		Kit Radcliffe	
Verb list for the Johnny Series	22		47

CURRICULUM DIVISION
DEPARTMENT of EDUCATION
NORTHWEST TERRITORIES

EDUCATIONAL RESOURCE CENTRE, YELLOWKNIFE

1971

HANDBOOK FOR THE JOHNNY SERIES

TABLE OF CONTENTS

	<u>NOTES</u>	<u>PAGE</u>	<u>SUGGESTED ACTIVITIES</u>	<u>PAGE</u>
For the Teacher		1		
Johnny		4	Johnny	26
A Day With Johnny		6	A Day With Johnny	30
Johnny in School		8	Johnny in School	33
Johnny at the Bay		10	Johnny at the Bay	35
Johnny's Present		12	Johnny's Present	38
Friday Night		14	Friday Night	40
Johnny Goes Moose Hunting		16	Johnny Goes Moose Hunting	42
Johnny Goes to Yellowknife		18	Johnny Goes to Yellowknife	45
Ki-ella		20	Ki-ella	47
Verb list for the Johnny Series		22		

FOR THE TEACHER

In October 1970, the Curriculum Division of the Department of Education for the Northwest Territories began work on a series of books based on the Dogrib people. The first series, know as the "Tendi Series" portrays the life of a Dogrib boy and his family prior to the arrival of the "White Man". The stories in this series are meant to depict the various aspects of Dogrib culture, many facets of which are now almost forgotten.

The "Johnny Series" follows, portraying the life of Tendi's grandson who lives in present day Rae. Johnny is a Dogrib boy, who lives and enjoys the daily life of a community. He could be any boy in any community. The emphasis is on the change that has taken place in the Dogrib culture over the passage of time. The "Johnny Series" is meant to illustrate this dramatic change that has occurred in the cultures of the north. A boy such as Johnny may never have seen a birch bark canoe, nor a rabbit fur blanket. However, being aware of the richness and resourcefulness of his culture, may help the native child to appreciate the wealth of his heritage.

It is hoped that teachers will use the "Tendi", "Johnny", and Dogrib Stories in other areas of school programs as well. Books such as these may prove useful in Social Studies, Art, Science...and many other areas of the school curriculum.

in Rae, and translating them into English. These stories have been re-written for children by Jim MacDiarmid, of the Curriculum Division, and made into a series of Dogrib Storybooks. The legends in the series vary in content and style. One legend tells how the fox got his crossed legs and another how the Raven lost his beak. One story bears a very close resemblance to Cinderella. The story of "Peace Between the Tribes" tells of the peace treaty between the Dogribs and Chipewyans.

In re-writing the legends, no attempt has been made to fabricate the original stories. Changes in the wording have been made only where necessary. It has been our intention to retain as much of the legends in their natural form as possible.

We hope that stories such as these will help to enrich a child's reading programme. Also, they may help to cultivate the Indian child's pride in his heritage, and to make other children conscious of the richness of that heritage.

It is hoped that teachers will use the "Tendi", "Johnny", and Dogrib Stories in other areas of school programme as well. Books such as these may prove useful in Social Studies, Art, Science....and many other areas of the school curriculum.

All of the books have been included in the new Curriculum Guide for Social Studies, produced by the Curriculum Division of the Territorial Education Department. Since the illustrations in the books authentically portray life as it is and used to be in the Territories, teachers may find the illustrations useful in the other areas of programme development.

Johnny, a boy who lives in present day Rae. Johnny is Tendi's grandson, and through Tendi's stories is aware of how things used to be. The main purpose of the Johnny Series is to show the change that has taken place in the cultures of the north. Johnny leads a much different life than did Tendi, at the same age. There are many facets of the Dogrib culture that Johnny has merely heard of, and never actually seen. Johnny represents modern youth, in any settlement in the north.

In this book, the members of Johnny's family are introduced. We learn that Joe, Johnny's father, is the school janitor. How different is Joe's main livelihood from that of Stra and Tendi. Mary, Johnny's mother, is a housewife. She has the daily chores of keeping house, and taking care of Martha, Johnny's baby sister. In many ways the mother's role has changed the least from former days. However, whatever vestiges of bygone days remain, the whole social pattern has changed for people who live in settlements such as Rae. Everyone lives in houses; some people own canoes and kickers; some people have radios and phones; some people have cars

STORIES ABOUT JOHNNY

"JOHNNY" Book 1

This is the first of a series of stories about Johnny, a boy who lives in present day Rae. Johnny is Tendi's grandson, and through Tendi's stories is aware of how things used to be. The main purpose of the Johnny Series is to show the change that has taken place in the cultures of the north. Johnny leads a much different life than did Tendi, at the same age. There are many facets of the Dogrib culture that Johnny has merely heard of, and never actually seen. Johnny represents modern youth, in any settlement in the north.

In this book, the members of Johnny's family are introduced. We learn that Joe, Johnny's father, is the school janitor. How different is Joe's main livelihood from that of Etra and Tendi. Mary, Johnny's mother, is a housewife. She has the daily chores of keeping house, and taking care of Martha, Johnny's baby sister. In many ways the mother's role has changed the least from former days. However, whatever vestiges of bygone days remain, the whole social pattern has changed for people who live in settlements such as Rae. Everyone lives in houses; some people own canoes and kickers; some people have radios and phones; some people have cars

or trucks. It isn't unusual to go to Yellowknife for a day's visit. It is breathtaking to think how swiftly this cultural change has taken place in the north.

Certain aspects of the Dogrib culture are maintained, such as the Tea Dance, and the Hand Game. Johnny enjoys living in Rae. He likes the excitement of a settlement and the social interaction of such a large community.

Johnny does remember Tendi, and the stories he told of "yesterday". For many children like Johnny, such stories are their only tie with the past.

The main settings for the "Johnny Series" are all introduced in this story. The "Bay", the school, the home and the church are all mentioned in preparation for the stories that follow.

** a list of verbs found in this story is at the back of this handbook.

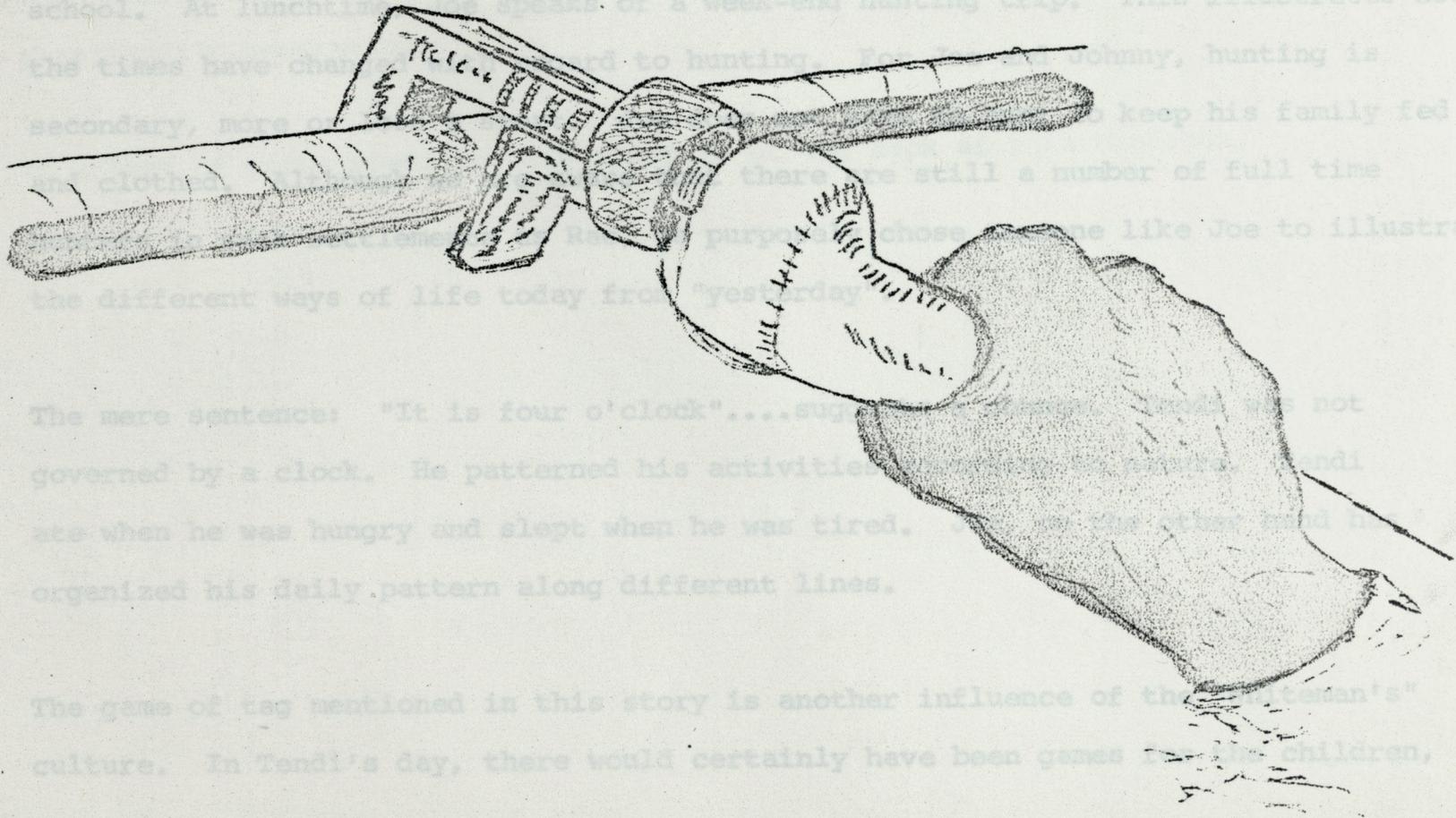
STORIES ABOUT JOHNNY

"A DAY WITH JOHNNY" Book 2

In this book we spend a day with Johnny. We see that his daily routine is patterned to some extent. Mary and Martha are at home, Johnny and Joe are in the school. At lunchtime he speaks of a week-end hunting trip. This illustrates how the times have changed. For Johnny, hunting is secondary, but he still keeps his family fed and clothed. There are still a number of full time workers who choose to live like Joe to illustrate the different ways of life today from yesterday.

The mere sentence: "It is four o'clock".... suggests that he was not governed by a clock. He patterned his activities to his own needs. He ate when he was hungry and slept when he was tired. He organized his daily pattern along different lines.

The game of tag mentioned in this story is another influence of the "Western" culture. In Tendi's day, there would certainly have been games for the children,



STORIES ABOUT JOHNNY

"A DAY WITH JOHNNY" Book 2

In this book we spend a day with Johnny. We see that his daily routine is patterned to some extent. Mary and Martha are at home, Johnny and Joe are in the school. At lunchtime, Joe speaks of a week-end hunting trip. This illustrates how the times have changed with regard to hunting. For Joe and Johnny, hunting is secondary, more or less a sport. Joe does not have to hunt to keep his family fed and clothed. Although we are aware that there are still a number of full time hunters in such settlements as Rae, we purposely chose someone like Joe to illustrate the different ways of life today from "yesterday".

The mere sentence: "It is four o'clock"....suggests a change. Tendi was not governed by a clock. He patterned his activities according to nature. Tendi ate when he was hungry and slept when he was tired. Joe, on the other hand has organized his daily pattern along different lines.

The game of tag mentioned in this story is another influence of the "Whiteman's" culture. In Tendi's day, there would certainly have been games for the children,

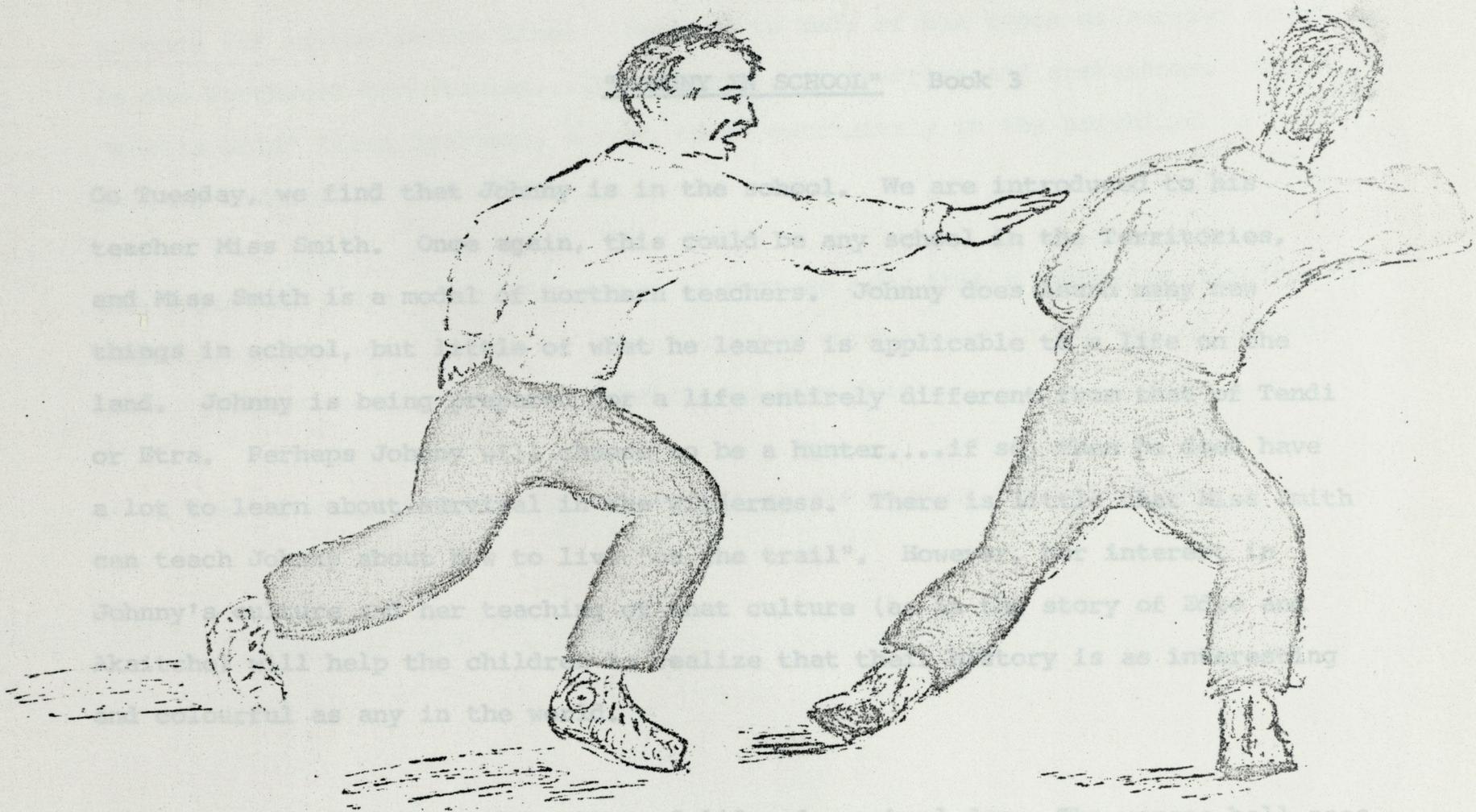
however, these games would have taken the form of future roles in the family circle. For example, the boys may have played at driving a dogteam, and the girls may have imitated the scraping and cleaning of a caribou skin.

Overall, we find that a day with Johnny is quite different from a day with Tendi. It should be remembered that both are part of the same culture,....the main difference being that Johnny's generation has had more "outside" influences than Tendi's generation.

** a list of verbs found in this story is at the back of this handbook.

STORIES ABOUT JOHNNY

"SCHOOL" Book 3



On Tuesday, we find that Johnny is in the school. We are introduced to his teacher Miss Smith. One day, this school is an... history, and Miss Smith is a model... teachers. Johnny does... things in school, but... of what he learns is applicable... life... land. Johnny is being... a life entirely different... Tendi or Etra. Perhaps Johnny... be a hunter... if... have a lot to learn about... business. There is... with can teach Johnny... to live... trail". How... interesting... Johnny's... other teacher... that culture... story of... will help the children... realize that... story is as interesting... as any in the...

In this story, we notice the patterned life of a school day. The recess bell goes at a certain time, and there is a definite time for lunch and for dismissal at the end of the day. Etra and Tendi did not lead such a regulated life. Perhaps Joe, as a young boy, did not follow such a pattern either.

STORIES ABOUT JOHNNY

"JOHNNY IN SCHOOL" Book 3

On Tuesday, we find that Johnny is in the school. We are introduced to his teacher Miss Smith. Once again, this could be any school in the Territories, and Miss Smith is a model of northern teachers. Johnny does learn many new things in school, but little of what he learns is applicable to a life on the land. Johnny is being prepared for a life entirely different from that of Tendi or Etra. Perhaps Johnny will choose to be a hunter....if so, then he does have a lot to learn about survival in the wilderness. There is little that Miss Smith can teach Johnny about how to live "on the trail". However, her interest in Johnny's culture and her teaching of that culture (as in the story of Edzo and Akaitcho) will help the children to realize that their history is as interesting and colourful as any in the world.

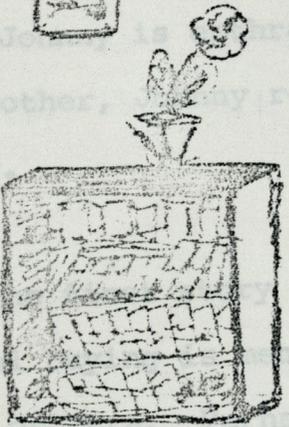
In this story, we notice the patterned life of a school day. The recess bell goes at a certain time, and there is a definite time for lunch and for dismissal at the end of the day. Etra and Tendi did not lead such a regulated life. Perhaps Joe, as a young boy, did not follow such a pattern either.

The subjects mentioned in this story are arithmetic, social studies, art, and science (as in the nature hike). Mention is made of the types of berries found in the Northwest Territories....blueberries, cranberries and saskatoons. Also, "Fool's Gold" (iron pyrites), a rock found extensively in the northland is briefly mentioned.

The important point about this story is that we hope that a number of children in the Territories will relate to Johnny and his experiences in and out of school. Also, perhaps some teachers will relate to Miss Smith.

** a list of verbs found in this story is at the back of this handbook.

aA bB cC dD eE fF gG hH iI jJ kK



122968
42097
77819

FRAG, N.W.T.

432
+ 3216
7597

71318

takes ten dollars and a pack...
the... agreed to...
Archie... called...
for another... returns...
small way...
This is...
and actual...
to Fend...
the trading post, they would rec...
they produced. Later, tokens...
coins and paper bills were not...
Some basic arithmetic is int...
for the groceries, and Archie gives Johnny... dollars in charge.

STORIES ABOUT JOHNNY"JOHNNY AT THE BAY" Book 4

On Wednesday, we find that Johnny is going to the store for his mother. Johnny takes ten dollars and a packsack with him. To add authenticity to the story, the present manager agreed to let us use his name as well as the "Bay" clerk, Archie. Johnny is enthralled with a big red fire truck. Having bought the food for his mother, Johnny returns home, happy that he is helping his family in this small way.

This is the first story in both the "Tendi" and the "Johnny" series where money and actual buying is mentioned. The whole concept of money would be quite foreign to Tendi or Etra. Perhaps when they were young, and were taking their furs to the trading post, they would receive food and supplies to the value of the pelts they produced. Later, tokens were used by the "Bay" as a form of money. However, coins and paper bills were not introduced until much later.

Some basic arithmetic is introduced when Johnny gives Archie the ten dollars for the groceries, and Archie gives Johnny two dollars in change.

The packsack that Johnny carries would be one made of canvas (such as a "Nelson Trapper") as opposed to the babiche bag used by Tendi.

The "Bay" store in Rae is unique in that it is not the traditional white with red trim, but a shade of orange, bordering on pink.

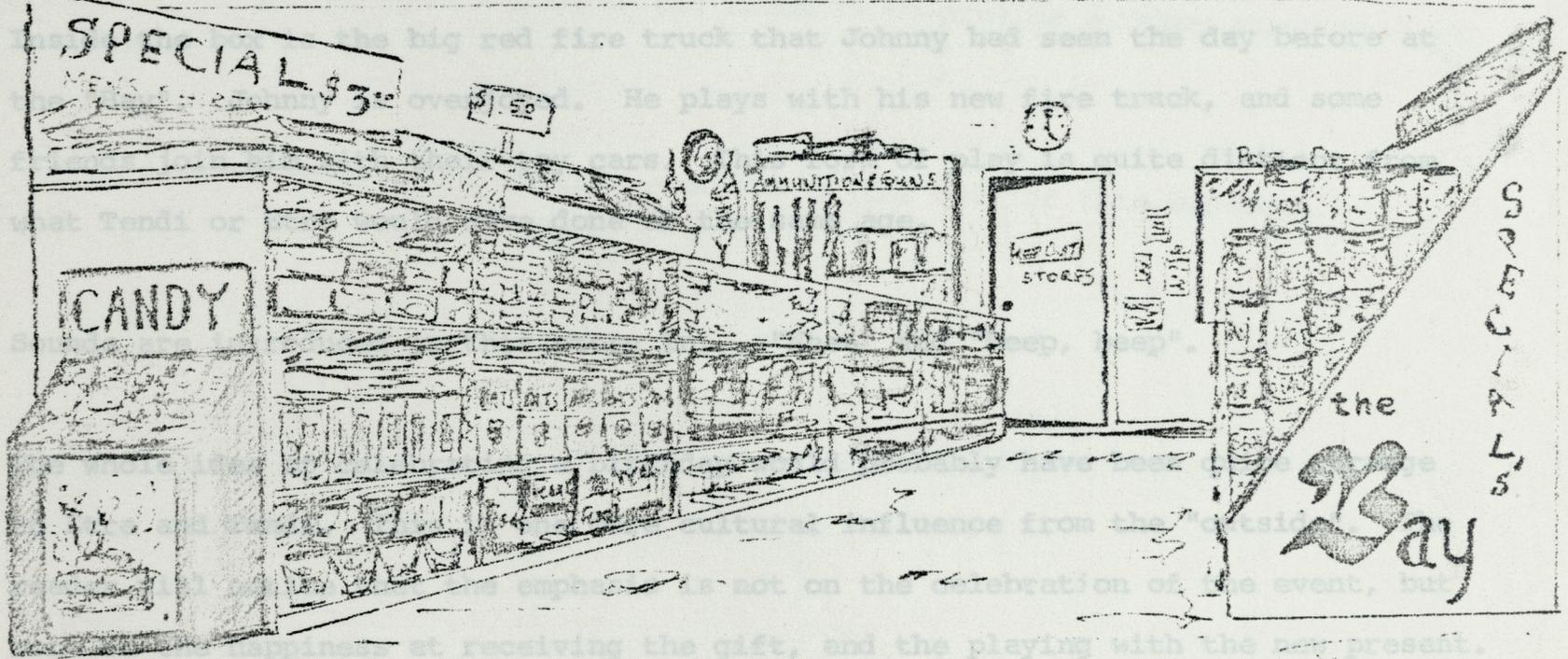
As in most communities in the north, the "Bay" is the center of the community. People meet and talk in the "Bay", and news about the community is passed by word of mouth. The store in Rae is no exception, and Johnny enjoys his outings there.

** a list of verbs found in this story is at the back of this handbook.

STORIES ABOUT JOHNNY

JOHNNY'S PRESENT Book 5

Thursday is Johnny's birthday. At lunch time, Joe gives Johnny a blue box.



Although the idea of present giving on birthdays may be practised, an elaborate party for us would be rather unusual.

It is interesting to note the difference between the types of presents given by

STORIES ABOUT JOHNNY"JOHNNY'S PRESENT" Book 5

Thursday is Johnny's birthday. At lunch time, Joe gives Johnny a blue box. Inside the box is the big red fire truck that Johnny had seen the day before at the "Bay". Johnny is overjoyed. He plays with his new fire truck, and some friends join him with their toy cars. This form of play is quite distinct from what Tendi or Etra would have done at the same age.

Sounds are introduced in this story in.... "Whee" and "Beep, beep".

The whole idea of celebrating a birthday would probably have been quite strange to Etra and Tendi. This is one more cultural influence from the "outside". The reader will notice that the emphasis is not on the celebration of the event, but more on the happiness at receiving the gift, and the playing with the new present. Although the idea of present giving on birthdays may be practised, an elaborate party per se would be rather unusual.

It is interesting to note the difference between the types of presents given by

Etra and Ana and Joe and Mary. Etra and Ana would most likely give something like the snowshoes, or a pair of mukluks etc., as presents....something useful for the trail. Joe and Mary, on the other hand, give Johnny a toy....a toy which is not necessarily useful, nor preparatory for a future livelihood. Of course there is the possibility that Johnny may someday work on a fire truck. However, the main reason for giving such a gift as the truck is to provide a happy experience for Johnny.

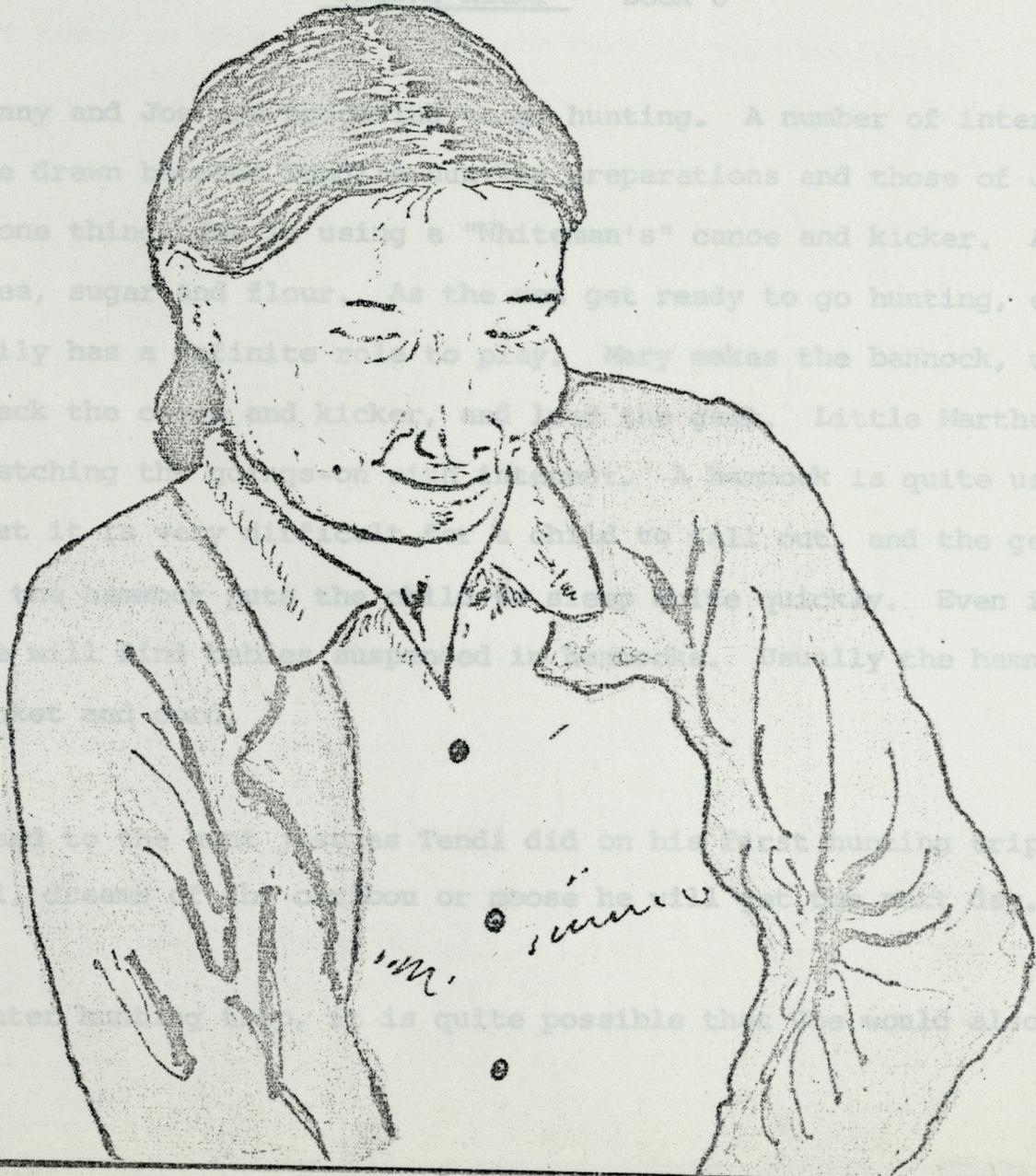
** a list of verbs found in this story is at the back of this handbook.

STORIES ABOUT JOHNNY

"FRIDAY NIGHT" Book 6

In this story Johnny and Joe go hunting. A number of interesting comparisons may be drawn between the preparations and those of Joe and Johnny. For one thing, Joe uses a "Whitman's" canoe and kicker. At the store, Joe buys tea, sugar, flour, etc. The day before going hunting, each member of the family has a definite duty. Mary makes the bannock, while Joe and Johnny check the canoe and kicker. Little Martha is in her hammock, watching the preparations. A hammock is quite useful for babies, in that it allows them to lie flat and the gently swaying motion of the hammock is very soothing. Even in the hunting tents, one will find a hammock. Usually the hammocks are made of a blanket and are suspended from the top of the tent.

Johnny looks forward to the time when he will be able to hunt like Tendi did on his last hunting trip. Johnny, like Tendi, has a special way of hunting. You or those who go with you must be very quiet. If this were a winter hunt, it is quite possible that the hunters would also go



STORIES ABOUT JOHNNY"FRIDAY NIGHT" Book 6

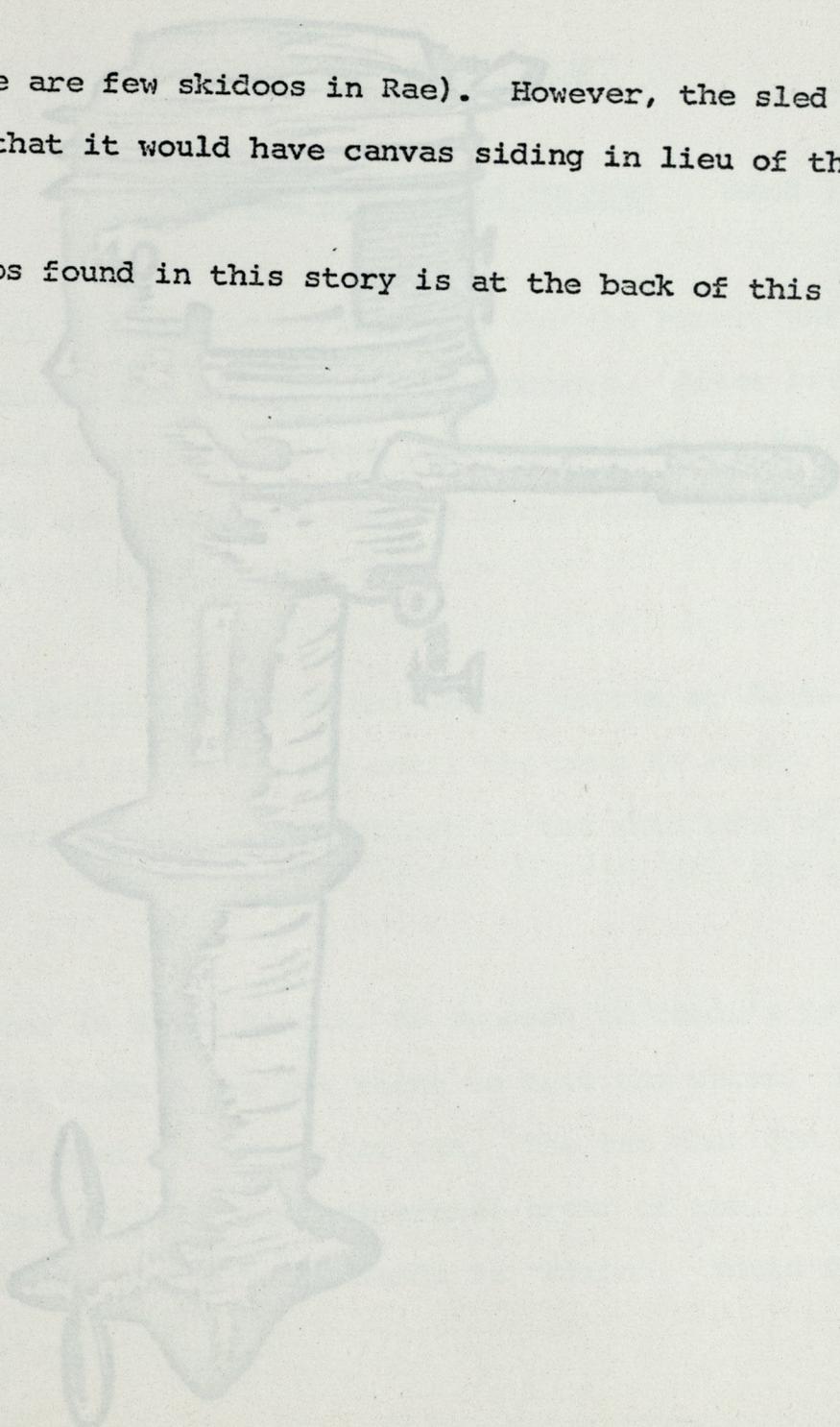
In this story Johnny and Joe are preparing to go hunting. A number of interesting comparisons may be drawn between Tendi's hunting preparations and those of Joe and Johnny. For one thing, Joe is using a "Whiteman's" canoe and kicker. At the store, Joe buys tea, sugar and flour. As the men get ready to go hunting, each member of the family has a definite role to play. Mary makes the bannock, while Joe and Johnny check the canoe and kicker, and load the gear. Little Martha is in her hammock, watching the goings-on with interest. A hammock is quite useful for babies, in that it is very difficult for a child to fall out, and the gently swaying motion of the hammock puts the child to sleep quite quickly. Even in the hunting tents, one will find babies suspended in hammocks. Usually the hammocks are made of a blanket and cord.

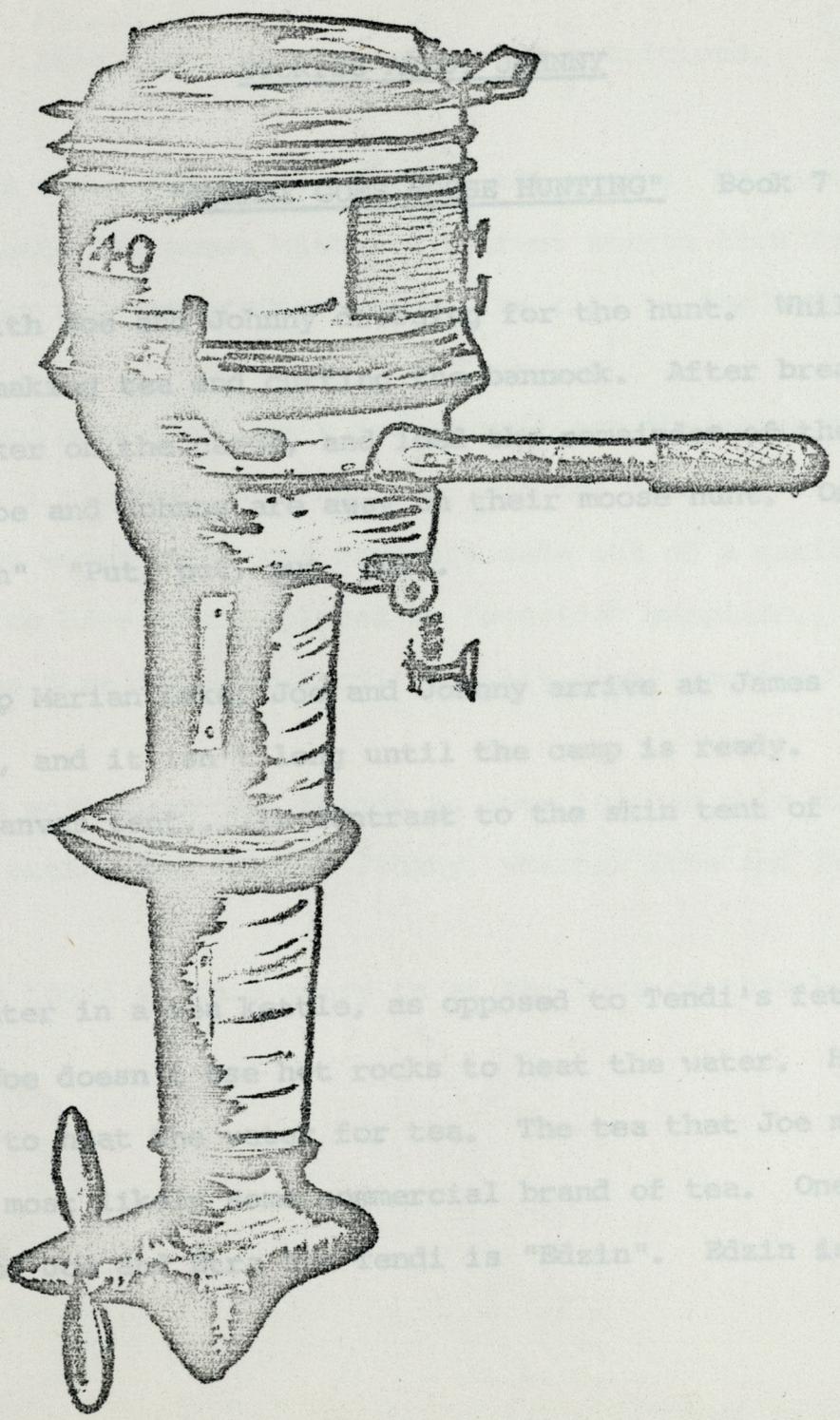
Johnny looks forward to the hunt just as Tendi did on his first hunting trip. Johnny, like Tendi, dreams of the caribou or moose he will get the next day.

If this were a winter hunting trip, it is quite possible that Joe would also go

by dogteam (there are few skidoos in Rae). However, the sled would be different from Tendi's in that it would have canvas siding in lieu of the skin canopy.

** a list of verbs found in this story is at the back of this handbook.





This story opens with
 crossing, Mary is mak
 Johnny put the kicker
 all is ready and Joe and
 effects are used in" "Put
 After travelling up Marian
 the canoe to shore, and it
 tent, which is a can
 era.
 Johnny gets the water in a
 birch bark pot. Joe doesn
 right in the fire to
 "Muskey Tea", but not
 eaten by Johnny and
 for the hunt. While they are
 hammock. After breakfast, Joe and
 the gear. Finally
 their mood. Once again sound
 any arrive at James Lake. Joe turns
 until the camp is ready. Joe puts up the
 trust to the skin tent of Stra and Tendi's
 as opposed to Tendi's fetching water in a
 He puts the kettle
 for tea. The tea that Joe makes is not
 commercial brand of tea. One food which was
 Tendi is "Edzin". Edzin is still a popular

STORIES ABOUT JOHNNY

"JOHNNY GOES MOOSE HUNTING" Book 7

This story opens with Joe and Johnny dressing for the hunt. While they are dressing, Mary is making tea and cutting the bannock. After breakfast, Joe and Johnny put the kicker on the canoe, and load the remainder of the gear. Finally all is ready and Joe and Johnny are away on their moose hunt. Once again sound effects are used in "Put, put, put, put".

After travelling up Marian Lake, Joe and Johnny arrive at James Lake. Joe turns the canoe to shore, and it isn't long until the camp is ready. Joe puts up the tent, which is a canvas tent....in contrast to the skin tent of Etra and Tendi's era.

Johnny gets the water in a tea kettle, as opposed to Tendi's fetching water in a birch bark pot. Joe doesn't use hot rocks to heat the water. He puts the kettle right in the fire to heat the water for tea. The tea that Joe makes is not "Muskeg Tea", but most likely some commercial brand of tea. One food which was eaten by Johnny and Joe and Etra and Tendi is "Edzin". Edzin is still a popular

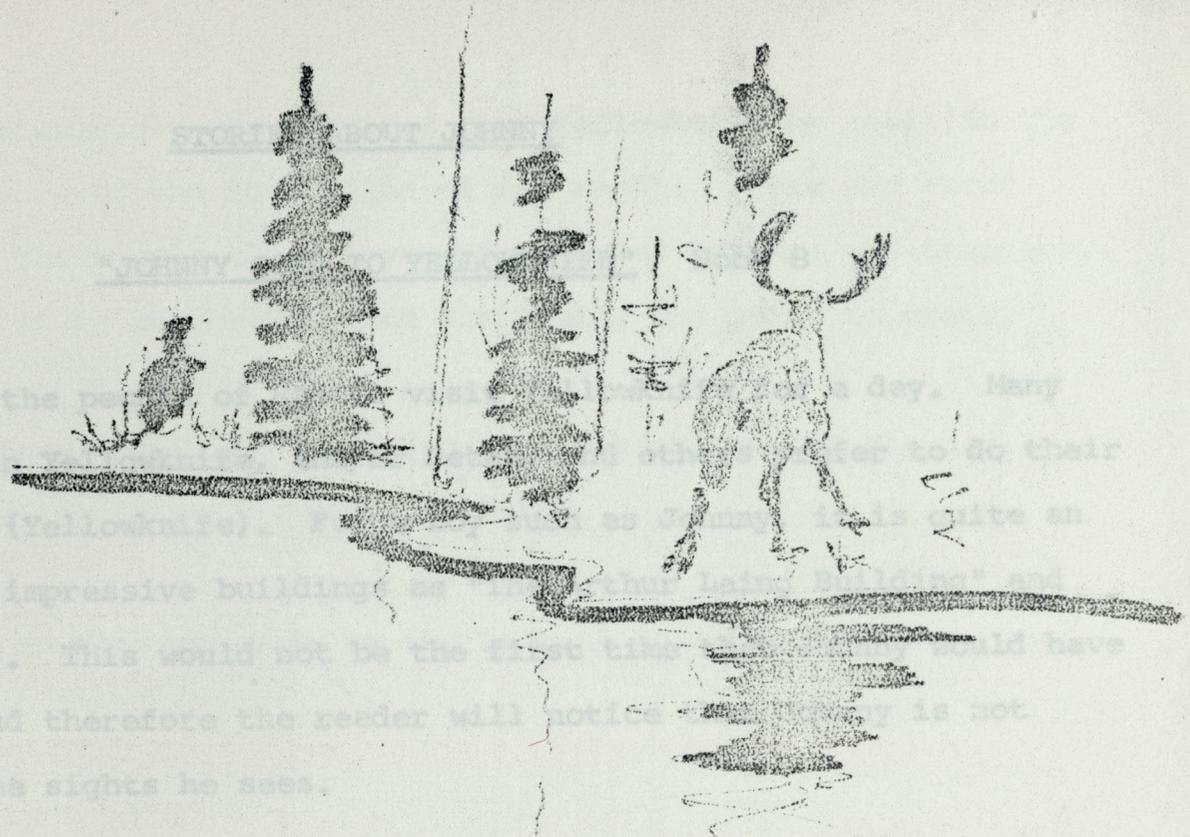
food on the trail. It's light to carry and very nutritious.

Johnny does not use a bow and arrow to shoot the moose. He uses his 25-35 rifle. Although Johnny shoots the moose with a different weapon than Tendi used to kill his caribou, the joy and satisfaction after the kill is the same.

It is interesting to note that Joe's family will eat the moose meat, and use the hide for mukluks and mittens, but the bones are not used for needles and scrapers etc. Although many women still use scrapers made out of a caribou leg bone, most needles and the like have been replaced by "outside" supplies. Joe takes the same pride in his son as Etra did when Tendi shot his first caribou.

Perhaps one of the most important things to note is that this hunting trip is merely a week-end outing for Joe and Johnny, whereas Etra and Tendi hunted to live.

** a list of verbs found in this story is at the back of this handbook.



It is quite common for the people who have relatives living in the north to do their shopping in "Beh-choo" (Yellowknife). Many people have relatives living in the north and they would like an experience to see such impressive buildings as the "Yellowknife Hotel". This would not be the first time that they would have come to Yellowknife, and therefore the reader will notice that they are not overly excited about the sights he sees.



In the story, one can easily appreciate the differences that exist between the life and times of the Tendi. Also, the reader will appreciate how the north has opened up and developed over the years. Evidence of this would be seen in all the buildings of Yellowknife mentioned in the story. Most of the buildings of the northland have been either mentioned or suggested in the Tendi Series; the trading post, the Hudson's Bay Store, the Government (as in the Arthur Laing Building) and the Yellowknife Hotel).

STORIES ABOUT JOHNNY

"JOHNNY GOES TO YELLOWKNIFE" Book 8

It is quite common for the people of Rae to visit Yellowknife for a day. Many people have relatives in Yellowknife, and/or Detah, and others prefer to do their shopping in "Beh-chon" (Yellowknife). For a boy such as Johnny, it is quite an experience to see such impressive buildings as "The Arthur Laing Building" and the "Yellowknife Hotel". This would not be the first time that Johnny would have come to Yellowknife, and therefore the reader will notice that Johnny is not overly excited about the sights he sees.

In this story, one can easily appreciate the differences that exist between Johnny's daily life and that of Tendi. Also, the reader will appreciate how much the North has opened up and developed over the years. Evidence of this would be the airport and all the buildings of Yellowknife mentioned in the story. Most aspects of the opening of the northland have been either mentioned or suggested since the last book of the Tendi Series; the trading post, the Hudson's Bay Store, the Church, the school, the Government (as in the Arthur Laing Building) and private enterprise (as in the Yellowknife Hotel).

Detah is a community approximately eleven miles from Yellowknife by road (in the winter one can reach Detah over the four miles of ice road). There are about 134 people in Detah, and the people there live primarily as hunters and trappers. Noel lives in Detah, and it is he that Joe and his family are going to visit.

The story closes with Johnny and Martha sleeping in the back seat of the car, having enjoyed a day's outing in Yellowknife and Detah.

** a list of verbs found in this story is at the back of this handbook.



21

STORIES ABOUT JOHNNY

"KI-ELLA" Book 9

"Ki-ella" is the Dogrib term for a birch bark canoe. In this story we find that Joe is teaching Johnny the art of making such a canoe. Joe is using the skills taught to him by his father, Tendi. Joe and his family are in a Spring camp, and it is there that the canoe will be built.

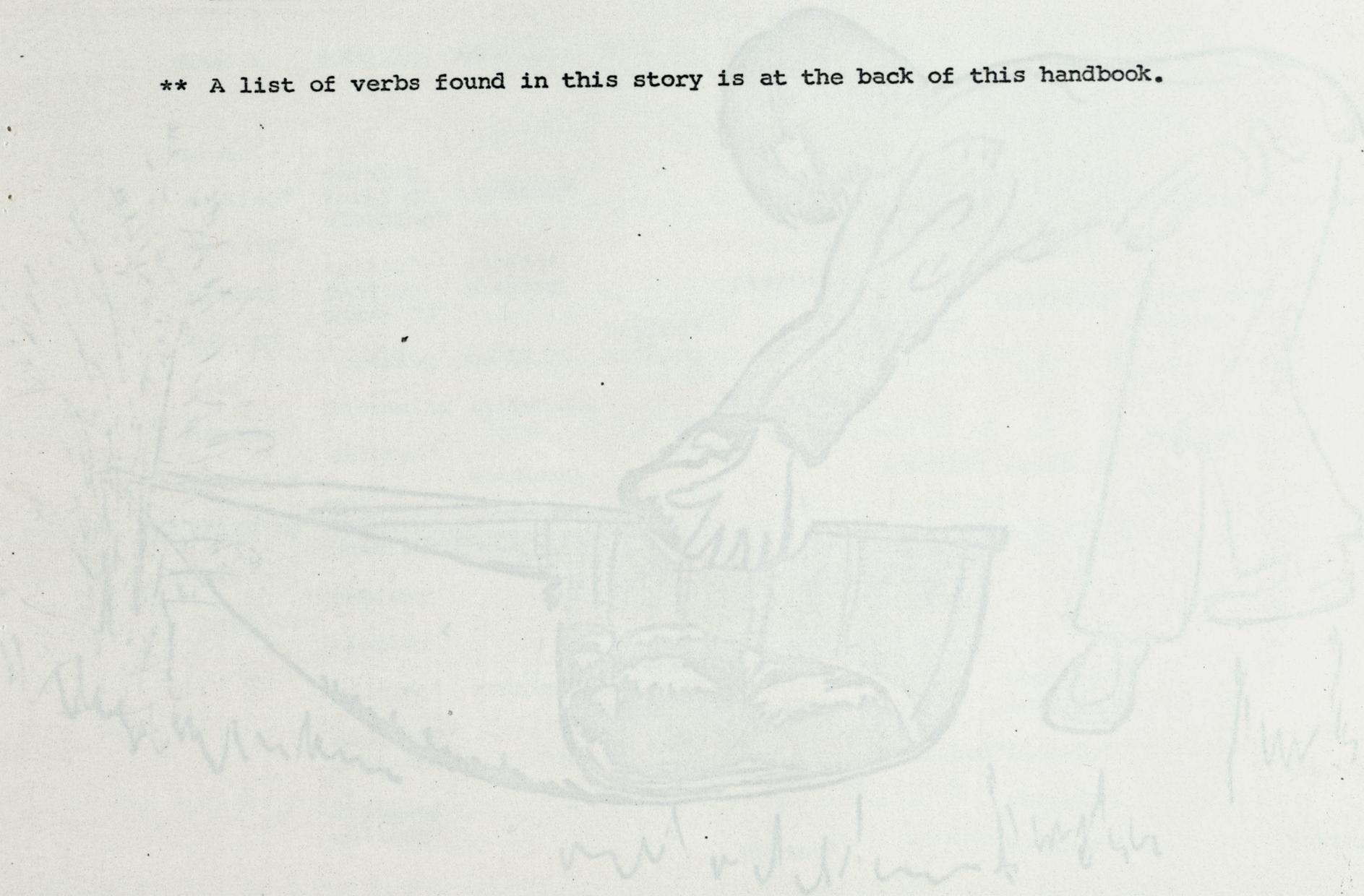
The teacher will note a similarity between this book and "Tendi's Canoe". The main difference between the two stories is that the text in "Ki-ella" is somewhat more advanced. The procedure for making the birch bark canoe is basically the same as that used in "Tendi's Canoe".

There are few people today who can remember the art of making a birch bark canoe. However, it is hoped that books such as "Ki-ella" may revive the native child's interest in the arts and crafts of his predecessors.

"Ki-ella Nezindia"....means that the birch bark canoe is very good. Johnny is happy with his new canoe, and Joe is happy that he is still able to make

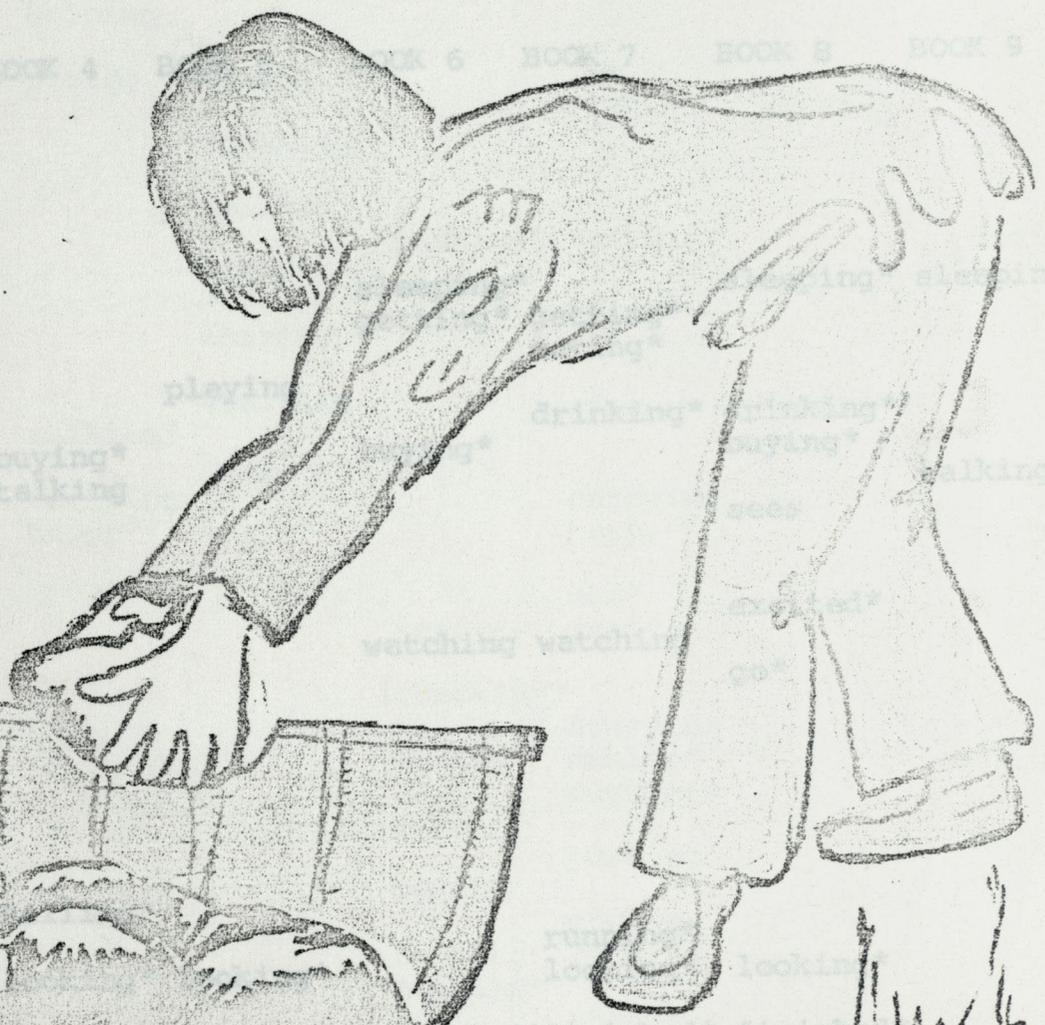
such a fine craft. Like Tendi, Johnny will explore many new places with his new canoe.

** A list of verbs found in this story is at the back of this handbook.



A LIST OF VERBS FOUND IN THE "JOHNNY SERIES"

BOOK 1 BOOK 2 BOOK 3 BOOK 4 BOOK 5 BOOK 6 BOOK 7 BOOK 8 BOOK 9



out and down to the

W/L

lives
working*
sleeping*
eating*
drinking*
talking
listening
excited*
watching
reading
writing
chopping
calling
working*
working*
eating*
playing
drinking*
talking
listening
watching
buying*
talking
talking
listening
watching
reading
writing
chopping
calling
playing
drinking*
talking
listening
watching
buying*
talking
talking
listening
watching
reading
writing
chopping
calling
finished*
finished*
chopping
calling
taking*

A LIST OF VERBS FOUND IN THE "JOHNNY SERIES"

BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9
lives								
working*	washing working* sleeping*	working*						
getting*					sleeping* getting*		sleeping*	sleeping*
playing	eating* playing drinking*	eating* playing		playing		getting* eating*		
buying*			buying* talking		buying*	drinking*	drinking* buying*	talking
sees	talking	talking					sees	
dancing	listening	listening						
watching	excited*				watching	watching	excited*	
thinking	go* thinking hunting*	watching					go*	
tell	reading							
forgotten	ringing							
	running*	running*	telling*					
			looking*	looking*		running* looking*	looking*	
	cooking* finished*	finished*				finished* finished*	finished*	
	chopping calling			wondering				wondering
				taking*		chopping taking*		taking*

BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6	BOOK 7	BOOK 8	BOOK 9
	come							
	helping	helping	helping			going*	going*	
		reading			get	turning*		
	giving	giving	giving	giving		sitting	sitting	
	sitting	sitting		thanking		tying		tying*
		ringing		smiling		spreading		
		putting*		likes*	putting*	standing		putting*
		lining		whining		shooting		
		like*		visiting		aiming*		
		walking*	walking*	beeping		falling	visiting	
		carrying	carrying	happy*		pulling*	driving	show*
		happy*	happy*			eat	following*	happy*
		pressing						remembers
		use*					saying	teach
		cleaning			ready*	use*	tired*	make*
					checking*	ready*	tired*	peeling*
					making*	dressing		making*
					sure	making*		using
					paying	cutting*	holding	hitting*
					rocking	pushing	wetting*	makes*
					packing*	moving	sewing*	laughing
					quiet	rocking	collecting*	piling*
					dreaming*	starting	showed	saying
						waving		
						driving		

BOOK 1 BOOK 2 BOOK 3 BOOK 4 BOOK 5 BOOK 6 BOOK 7 BOOK 8 BOOK 9

					get	going*	going*	
						turning*		
						jumping		
						tying*		tying*
						spreading		
						standing		
						shoot		
						shooting		
						aiming*		
						falling		
						pulling*		
						eat		
							driving	
								show*
							following*	
								made*
								remembers
							saying	
							tired*	
							tired*	teach
								make*
								peeling*
								peel
								using
								holding
								hitting*
								wetting*
								makes*
								sewing*
								laughing
								collecting*
								piling*
								piled
								keep*
								showed
								saying

NOTE: An asterik beside a verb indicates that the verb was introduced in the "Tondi Series".

BOOK 1 BOOK 2 BOOK 3 BOOK 4 BOOK 5 BOOK 6 BOOK 7 BOOK 8 BOOK 9

use*
explore*

SUGGESTED ACTIVITIES

NOTE: An asterik beside a verb indicates that the verb was initially introduced in the "Tendi Series".

I. JOHNNY

a. Pictures of Johnny and his family could be done as a number of media. Fingerprint illustrations of the family would be very effective.

b. In connection with physical-education, the children could play a game of tag (or something similar). Tag would be a good warm-up activity for a physical education program.

c. Basic economics could be covered by: What do you think Johnny will buy at the store? How much money will he spend? This should be part of an arithmetic project on currency. The children could bring in all sorts of discarded containers, and a store could be set-up in one corner of the classroom. Through this device, the idea of buying and selling, cheap and more expensive, and so on, should be covered.

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

1. JOHNNY

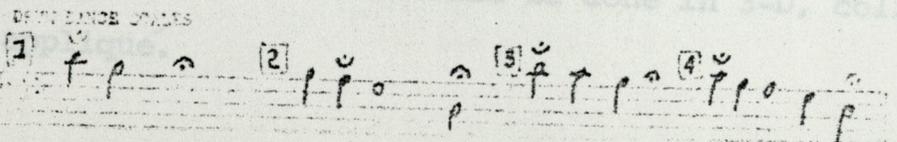
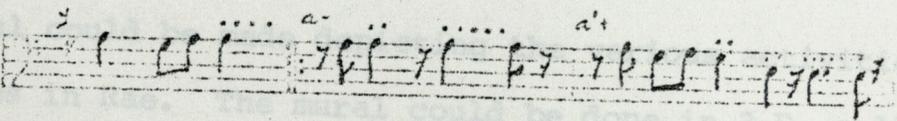
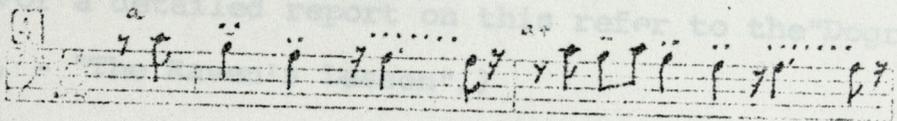
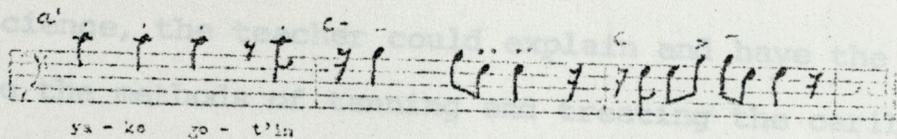
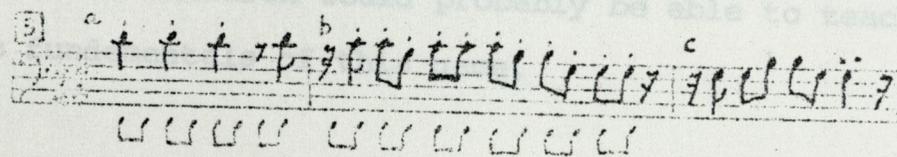
- a. Pictures of Johnny and his family could be done in a number of media. Fingerpaint illustrations of the family would be very effective.

- b. In connection with physical-education, the children could play a game of tag (or something similar). Tag would be a good warm-up activity for a physical education programme.

- c. Basic economics could be covered in: What do you think Johnny will buy at the store? How much money will he spend? This should be part of an arithmetic project on currency. The children could bring in all sorts of discarded containers, and a store could be set-up in one corner of the classroom. Through this device, the idea of buying and selling, cheaper and more expensive, and so on, should be covered.

d. Also in connection with arithmetic, the children could measure twenty-two feet to determine how long Joe's canoe is. Also, (depending on the grade level) the children could figure out the length of the canoe in inches, yards etc.

e. For music, the teacher could have the children do a tea dance in the classroom. The music for the Dogrib Drum Dance is shown below:





- f. The children and the teacher could play the hand game in the classroom. The children would probably be able to teach the teacher the basic fundamentals of this game.
- g. For science, the teacher could explain and have the children illustrate the methods of tanning and treating the caribou and moose hides. (For a detailed report on this refer to the "Dogrib Stories Handbook", - "The Raven's Lesson".)
- h. A mural could be made depicting the various activities that Johnny sees in Rae. The mural could be done in 3-D, collage, finger-paint, or applique.

i. Models of Joe's boat could be made using sticks and pieces of cloth. A variety of media could be used to make the kicker.

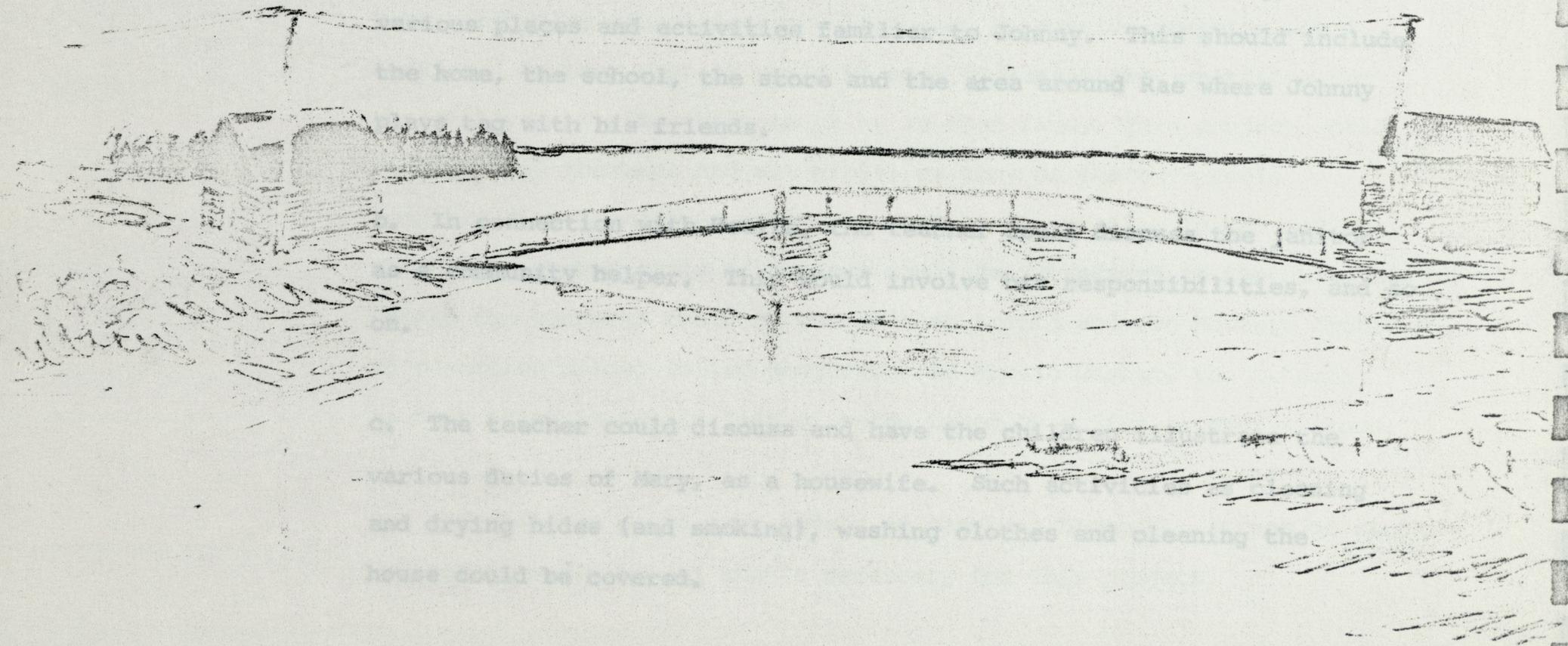
j. In connection with social studies, the teacher could explain Treaties Eight and Eleven. Copies of the Treaties could be shown to the children. Illustrations could be made of the original signing of the treaties.

STORIES ABOUT JOHNNY

EDUCATIVE ACTIVITIES

2. A DAY WITH JOHNNY

a. Since this story introduces most of the main settings for the "Johnny Series", the children could make a mural illustrating the various places and activities in Johnny's life. This should include the home, the school, the store and the area around Rae where Johnny plays with his friends.



b. The teacher could discuss and have the children make various series of Mary as a housewife. Such activities as washing and drying hides (and smoking), washing clothes and cleaning the house could be covered.

STORIES ABOUT JOHNNYSUGGESTED ACTIVITIES

2. A DAY WITH JOHNNY

- a. Since this story introduces most of the main settings for the "Johnny Series", the children could make a mural illustrating the various places and activities familiar to Johnny. This should include the home, the school, the store and the area around Rae where Johnny plays tag with his friends.
- b. In connection with Health, the teacher could discuss the janitor as a community helper. This would involve his responsibilities, and so on.
- c. The teacher could discuss and have the children illustrate the various duties of Mary, as a housewife. Such activities as cleaning and drying hides (and smoking), washing clothes and cleaning the house could be covered.

- d. In connection with science, the teacher could explain the concept of water and sewage pipes. A project could be taught thereon, and interesting follow-up activities might include "pipe art"....i. e. art done with small pipes, or modern art done with pipes as a theme.
- e. To tie in with Home Economics, the children could make bannock. Most schools in the Territories are supplied with a stove, but if your particular school does not have one, an outside campfire would suffice. In many ways it would be more of a realistic experience for the children to make the bannock by an open fire. This project could involve both the boys and the girls, as many of the boys could feasibly find themselves making bannock on the trail. To add variety, the Arctic Quebec style of bannock could be introduced to the children. Unlike the bannocks found in the Eastern Arctic and the Western Arctic, it resembles a long coiled doughnut. In Arctic Quebec, the bannock is deep fried in fat in lieu of being baked by a fire or over a stove.
- f. The children could make models of Martha's hammock. Scraps of cloth and string would be all that's necessary for this project.

g. In connection with Health, the children could be taught the care and handling of an axe. Also, the teacher could teach the children the best methods of chopping wood (depending upon the age of the students, this may not be necessary).

h. Basic arithmetic could be covered by having the children decide how large Joe's store-room is going to be, what size of boards he will use etc.

i. The teacher could talk with the children about dreams. Depending upon the grade level of the children, they may like to tell of some of their dreams. This could (once again, depending upon the age of the students) lead into discussions of the supernatural and Extra Sensory Perception. Although these concepts are somewhat complex, they can be explained in simple form for children.

STORIES ABOUT JOENNY

SUGGESTED ACTIVITIES



b. Times of the day are mentioned throughout this story. In connection with arithmetic, the teacher could review the concept of time. The children could make personal clocks, using scraps of bristol board, paper, or cardboard.

c. To correlate this story with the science programme, the teacher could take the children on a nature walk. As in the story, each child could be supplied with a bag to carry whatever they may happen to find on the hike. Flowers, berries and stones could be collected.

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

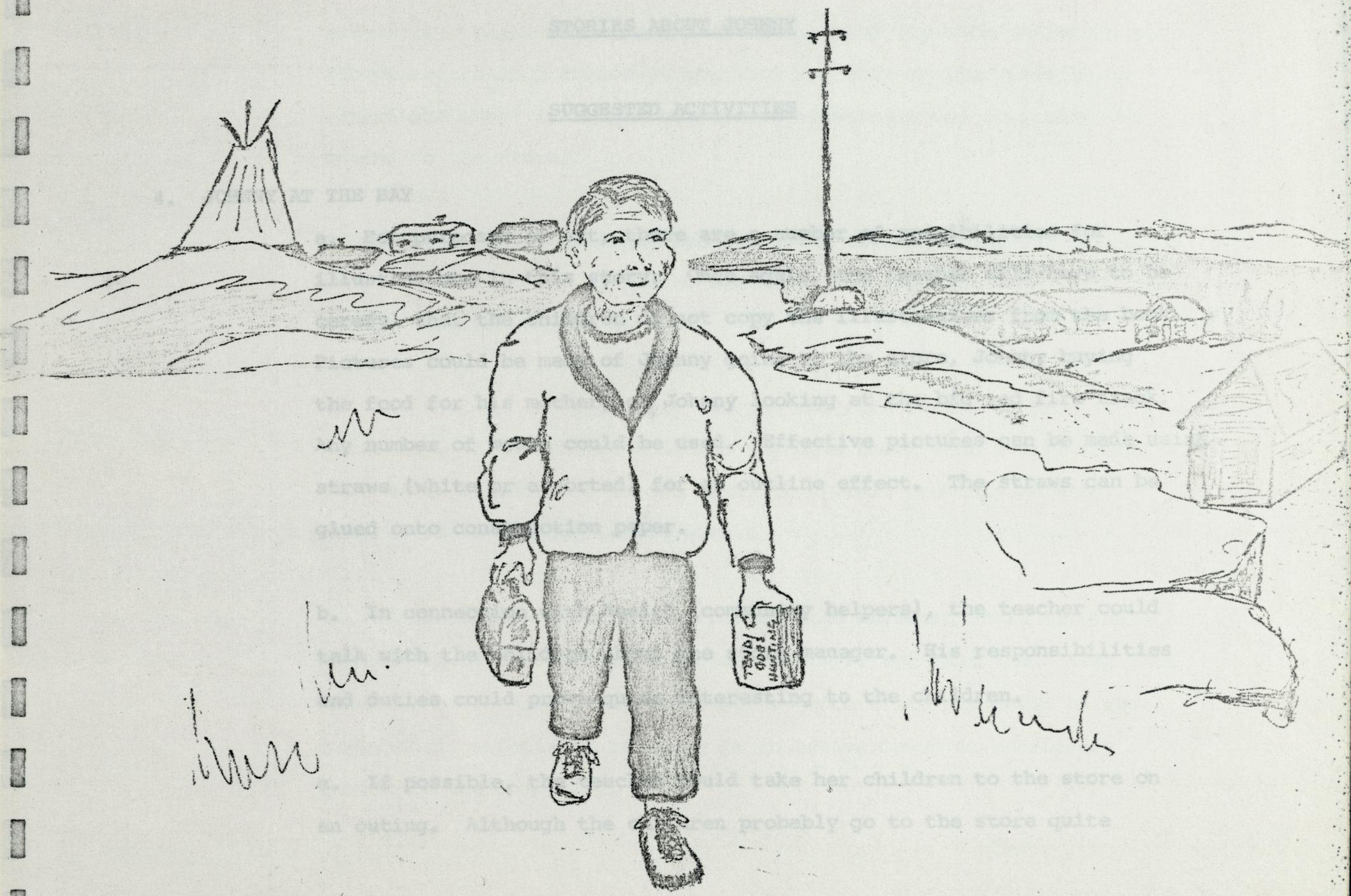
3. JOHNNY IN SCHOOL

- a. Since Miss Smith is introduced in this story, it would be an interesting project to have the children describe and illustrate Miss Smith before they open their texts. Various media would be suitable for this project.
- b. Times of the day are mentioned throughout this story. In connection with arithmetic, the teacher could review the concept of time. The children could make personal clocks, using scraps of bristol board, paper, or cardboard.
- c. To correlate this story with the science programme, the teacher could take the children on a nature walk. As in the story, each child could be supplied with a bag to carry whatever they may happen to find on the hike. Flowers, berries and stones could be collected.

d. Also in connection with science, the stones which the children collect on their hike should be arranged for a classroom display. The most common minerals should be talked about with the children (i. e. quartz, feldspar, mica, iron pyrites, calcite). Such an undertaking could very well lead into an interesting project on rocks and minerals.

e. The flowers that the children collect could be pressed and made into a number of interesting things. The children could make cards, pictures or wall hangings with the pressed flowers.

f. If any berries are collected, one obvious use would be to satisfy the gastronomic tendencies of the children. Also, if some of the berries could be salvaged, effective pictures can be made using the berries for colouring instead of tempera or crayons etc. Blueberries and saskatoons make good dies for special effect pictures.



Handwritten scribbles and marks on the left side of the page.

Handwritten scribbles and marks on the right side of the page.

STORIES ABOUT JOHNNYSUGGESTED ACTIVITIES

4. JOHNNY AT THE BAY

a. For purposes of art, there are a number of possibilities for illustrations in this story. Once again, the teacher will have to be careful that the children do not copy the illustrations from the book. Pictures could be made of Johnny going to the store, Johnny buying the food for his mother, or Johnny looking at the big red fire truck. Any number of media could be used. Effective pictures can be made using straws (white or assorted) for an outline effect. The straws can be glued onto construction paper.

b. In connection with Health (community helpers), the teacher could talk with the children about the store manager. His responsibilities and duties could prove quite interesting to the children.

c. If possible, the teacher could take her children to the store on an outing. Although the children probably go to the store quite

frequently, there are a number of things they overlook and/or do not recognize. A good follow-up activity for this outing would be an experience chart (with the children's illustrations) depicting the outing to the store.

h. If the children are at the stage where they can write and compose

d. While at the store, the teacher could correlate the outing with basic arithmetic; i. e. prices could be compared (how much more, less), totals figured out and so on.

e. The teacher could briefly discuss the role of the fireman in the community. Although the children may have never seen a fire truck such as is illustrated in the book, they would probably be very interested in knowing how it works.

f. In connection with Social Studies, the children could determine where various toys are made (which country), and this could lead into a series of lessons on import/export. Such a project could be quite beneficial, especially if there is an active Co-op or handicraft center in the community.

g. This is one story that the children could have fun dramatizing. Various expressions could be demonstrated by the children while they pretend to be looking at toys in the store.

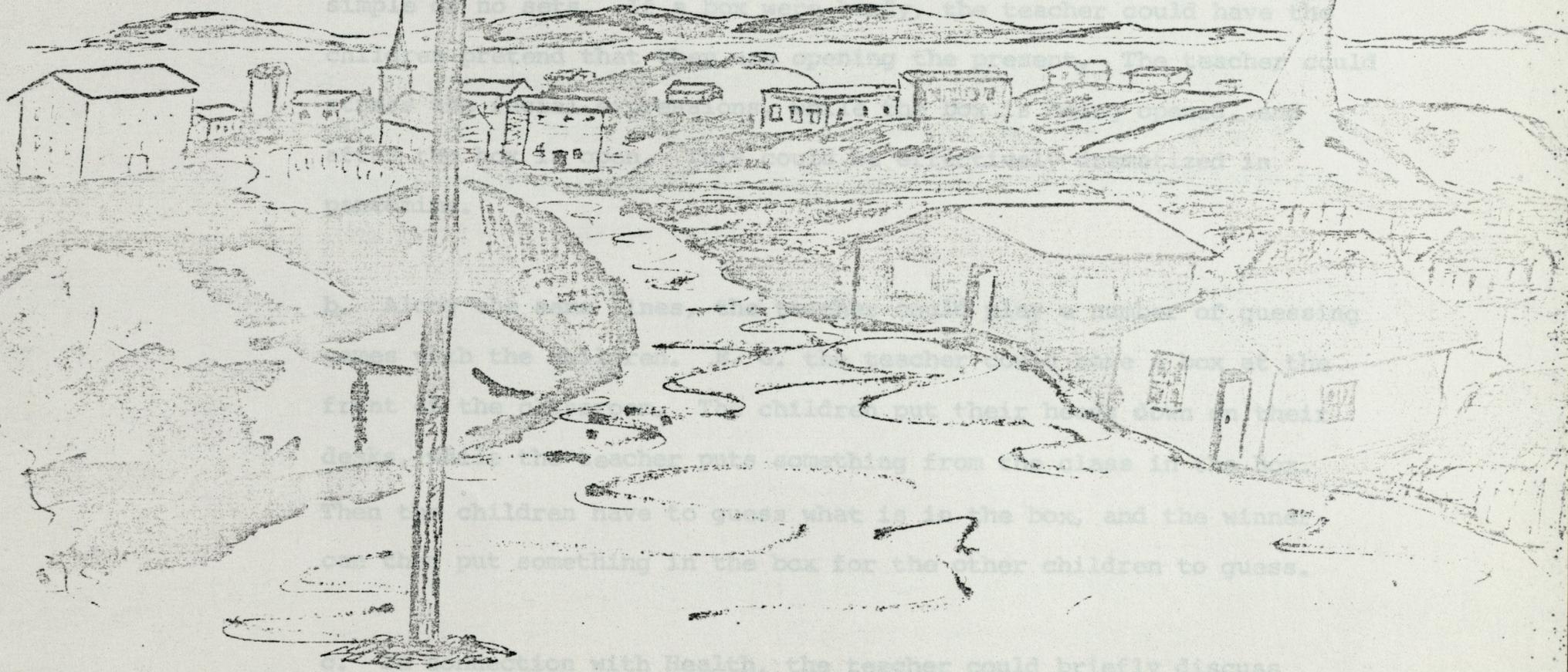
h. If the children are at the stage where they can write and compose independently, it would be interesting to have them write about what they would most like to buy from the store.



STORIES AND SCENES
SUGGESTED ACTIVITIES

5. JERRY'S PRESENT

6. This is another story that could be effectively dramatized using simple props. The teacher could have the children act out the scene.



7. This is a story that could be effectively dramatized using simple props. The teacher could have the children act out the scene. The children have to guess what is in the box, and the winner put something in the box for the other children to guess.

8. In connection with Health, the teacher could briefly discuss

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

5. JOHNNY'S PRESENT

- a. This is another story that could be effectively dramatized using simple or no sets. If a box were handy, the teacher could have the children pretend that they are opening the present. The teacher could stress the facial expressions, while the box is being opened, and after the box is open. This could be effectively dramatized in pantomime.
- b. Along the same lines, the teacher could play a number of guessing games with the children. E. G. the teacher could have a box at the front of the classroom. The children put their heads down on their desks, while the teacher puts something from the class in the box. Then the children have to guess what is in the box, and the winner can then put something in the box for the other children to guess.
- c. In connection with Health, the teacher could briefly discuss

politeness....i. e. saying "Thank you", "Excuse me". Perhaps one of the most effective ways to do this is to dramatize a situation calling for some form of polite comment. E. G. the children could pretend to sneeze, and follow this up with...."Excuse me". The teacher should keep in mind that in most native languages there is no word for "please".

d. In connection with Social Studies the teacher could teach a project on the paper industry. As a motivation, the box for Johnny's present could be used; i. e. What is the box made of? Where did it come from? How was it made?

b. In connection with Social Studies, the teacher could teach a lesson (s) about gasoline....Where does it come from? What kinds are there? How does it get to the settlement?

c. The children could be taught how to repair holes in canvas/fiber-glass canoes. A little booklet could be prepared called (e. g.)... "How to Fix a Hole in a Canoe". These booklets would have the step by step description of the repair procedures, with illustrations done

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

6. FRIDAY NIGHT

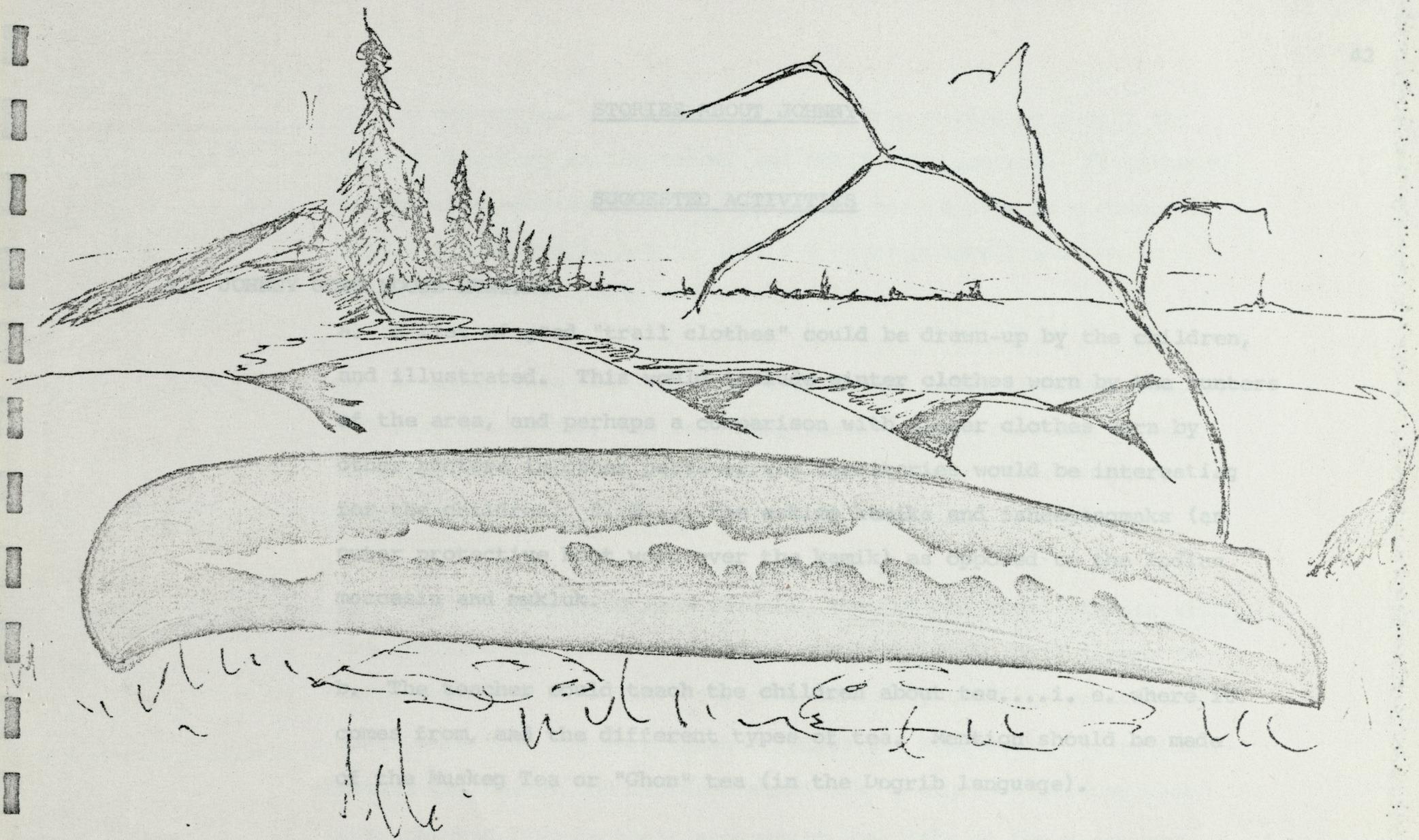
- a. The teacher could teach the basics of a kicker to the children. Most children would be familiar with a kicker, and would no doubt, be interested in knowing how it works. Interesting follow-up activities should include kickers made of plasteceine or clay. In connection with the kicker, models of Joe's canoe could be made using plasteceine or clay, and the models of the kicker could be used with the canoe models.

- b. In connection with Social Studies, the teacher could teach a lesson (s) about gasoline....Where does it come from? What kinds are there? How does it get to the settlement?

- c. The children could be taught how to repair holes in canvas/fiber-glass canoes. A little booklet could be prepared called (e. g.).... "How to Fix a Hole in a Canoe". These booklets would have the step by step description of the repair procedures, with illustrations done

by the children.

d. The teacher could teach a lesson on packsacks. This could include the various types of packsacks; their sizes, and weight. An old catalogue from a store dealing with camping equipment would be an asset.



1. In connection with Social Studies, the children should draw maps of the Marian/James Lakes area, showing the route that Joe and Johnny probably took. Local landmarks could be noted on the map.

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

7. JOHNNY GOES MOOSE HUNTING

- a. A list of good "trail clothes" could be drawn-up by the children, and illustrated. This would include winter clothes worn by the hunters of the area, and perhaps a comparison with winter clothes worn by other hunters in other parts of the territories would be interesting for the children. E. G.....the eskimo kamiks and isheegangmaks (an outer protective boot worn over the kamik) as opposed to the Indian moccasin and mukluk.
- b. The teacher could teach the children about tea....i. e. where it comes from, and the different types of tea. Mention should be made of the Muskeg Tea or "Ghon" tea (in the Dogrib language).
- c. In connection with Social Studies, the children should draw maps of the Marian/James Lakes area, showing the route that Joe and Johnny probably took. Local landmarks could be noted on the map.

d. In connection with health, the children should be taught the basics of safety in the canoe, and boating in general. This should include the wearing of life-preservers, how to move in a canoe or boat (if necessary), how to paddle a canoe properly and how to drive a kicker properly and safely.

e. In connection with Science, the teacher could discuss waves.... how they are formed, how fast they travel, their size and so on. As a point of interest, the tidal waves of other areas could be mentioned.

f. Also in connection with Science, the teacher could discuss with the children how lakes are formed. To bring this topic closer to home, the depth of a lake near your community could be established using maps from the Department of Mines and Resources. As an interesting follow-up, the children could make pictures depicting what they think a lake in their area would look like if the water was drained from the lake.

g. A series of lessons could be taught on the moose....its range,

habits, and size. A variety of interesting follow-up activities could be done in connection with this project. The children could make stuffed models of a moose (or papier-mâché models), and they could do a diorama of the hunting scene from the story.

2. JERRY GOES TO YELLOWKILPS

h. The teacher should teach about the different types of water plants that grow in the area. As with most science activities, a variety of follow-up activities could be used.

i. The care and handling of a gun should be covered with the children. Also, the various types of guns could be taught, and the children could make their own booklets illustrating the various models of firearms.

c. Also in connection with care, the children could be taught

j. Perhaps a hunter from the community could come to the school to explain the carving-up and skinning of moose and caribou. This should be part of a "Cultural Inclusion" programme for the school. Also, in connection with this programme, a woman from the community could come to the school to explain and demonstrate the making of mukluks, mittens etc. out of hide.

STORIES ABOUT JOHNNY

SUGGESTED ACTIVITIES

8. JOHNNY GOES TO YELLOWKNIFE

- a. In connection with religion, the priest or minister (depending upon the religious affiliation of the children) could come to the school to tell the children the story of the church....a history of the church.
- b. As an interesting current events project, the children should list and illustrate the various new types and models of cars produced by the various companies.
- c. Also in connection with cars, the children could be taught basically how a car works....its parts and their functions. Also, care and use of a car should be covered.
- d. A project could be taught on the airports. This should include the control towers, the runways and maintenance of the runways.

e. Also in connection with airplanes, the teacher could teach, and the children illustrate, the various types of planes. The basics in aero-dynamics could be taught. A history of the airplane would be very interesting for the children, and this could be supplemented with the film...."The History of Aviation" or "The Day Man Flew"....which are available from the Educational Resource Center in Yellowknife.

the suggested activities for both books would be about the same.

f. Depending upon the age and level of the children, the teacher should teach a project on government. In particular the Northwest Territories' Government, and its relation to the Federal Government. This concept can be made very basic for children. If and when possible, the member of the Territorial Council for your particular area could come to the school to talk to the children and explain Government and Government matters to them.

g. The teacher could teach a project on mines....the various types, (open pit, shaft), the types of ores mined and the eventual use of the finished product. If you happen to live near a mine, it would be an interesting outing for the children to go on a tour of the mine, which can usually be arranged through the mine headquarters.

STORIES ABOUT JOHNNYSUGGESTED ACTIVITIES

9. KI-ELLA

....Since "Ki-ella" very closely resembles "Tendi's Canoe" in content, the suggested activities for both books would be about the same. Therefore, for activities related to this story, refer to "The Handbook for the Tendi Series",...."Tendi's Canoe", (pg. 36 in the Handbook).

