

Lesson created by Cindy McGaroch, SD 60 Literacy & Behaviour Support Teacher and Diane Barclay, SD60 District Cultural Aboriginal Student Support Worker

## **The Rabbits Lesson Sequence**

### **Resources and Materials:**

- Book → The Rabbits by John Marsden & Shaun Tan ISBN 0-9688768-8-9 (Check your school library)
- Anticipation Guide
- Quick Write
- See Feel Think
- <https://www.youtube.com/watch?v=Lbnk8wSVMaM>
- Canvasses and Aboriginal Art Samples (pictures on computer)
- Sticks for Pointillism and paint
- Possible -- Diane has Haida Stencils
- Another movie option: "The Boy in the Striped Pajamas"

### **Core Competencies:**

- See attached

### **Before Reading:**

- Setting Expectations → Circle Talk
- Anticipation Guide -- see handout (delete ½ questions -- depends on your class/group)

### **During Reading**

- Youtube Video → Rabbit Proof Fence trailer: Partners
- Partners → FaceBook Status or Instagram Post or Twitter Tweet → after video students can post a facebook status or sketch a picture for Instagram or tweet, #tag words related to video clip
- Chunk "The Rabbits" book into 2 parts
- Read First chunk, beginning to page 12 "and some of the animals scared us" → FaceBook/Tweet/Instagram again

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- Chunk two → Read Page 12 to end → FaceBook/Tweet/Instagram again
- Partner Picture Talk -- > if needed see SMART handout of detailed instructions → 2 images -- each partner has turn describing image and partner retells/switch roles
- After both images shown → complete box “ what words would you use to describe the ‘before’ image and the ‘after’ image. (can use SMART coaching cards)

### **After Reading**

- “Think of a time” quick write -- see handout

**\*Do not read last page! OR → maybe ask students their opinion → read last page and ask for feedback. Students said YES, read the page ;).**

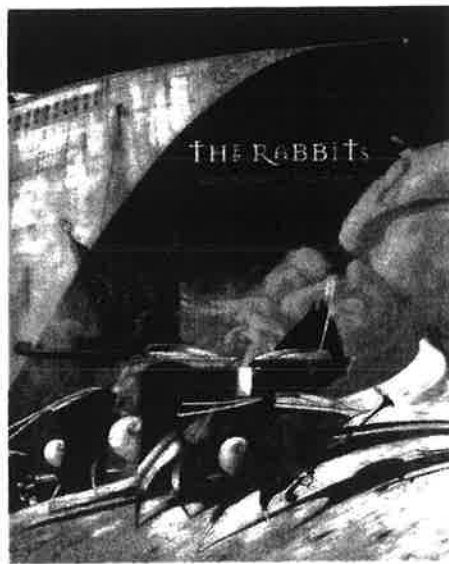
Talking Circle focus question options:

- How can stories teach us to be better people
- What is the lesson learned?
- What is intuition?
  - Discuss how your body reacts to intuition/feelings/emotions i.e. how does your body react to danger

### **Art Activity**

- show examples of Australian Aboriginal Art (Diane -- we need to add details to this part of the lesson :))

# The Rabbits



Name: \_\_\_\_\_



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Diane Barclay SD60 District Cultural Aboriginal Student Support Worker*

**Name** \_\_\_\_\_

**Topic** \_\_\_\_\_

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

<b>Before Reading Agree/Disagree</b>	<b>Statement/Question</b>	<b>After Reading Agree/Disagree</b>
	<b>1.</b> Do you think one community could be better than another community? (yes = agree, no = disagree)	
	<b>2.</b> Humans have the right to change the natural environment to suit their needs.	
	<b>3.</b> When in danger, it is better to play it safe, than to take a risk.	
	<b>4.</b> In a dangerous situation almost any action is forgivable.	
	<b>5.</b> When humans interfere with nature it often produces disastrous consequences.	
	<b>6.</b> Plants and animals have as much right as humans to exist.	
	<b>7.</b> Humans were meant to rule over the rest of nature.	
	<b>8.</b> Everyone is basically good.	
	<b>9.</b> People learn from their mistakes.	

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	<b>10. Doing what's right means obeying.</b>	
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All About **Adolescent Literacy**

Resources for **Parents and Educators** of Kids Grades 4—12

[www.adlit.org](http://www.adlit.org)

Created by  
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Partner Names: \_\_\_\_\_

Twitter: Tweets & #tags

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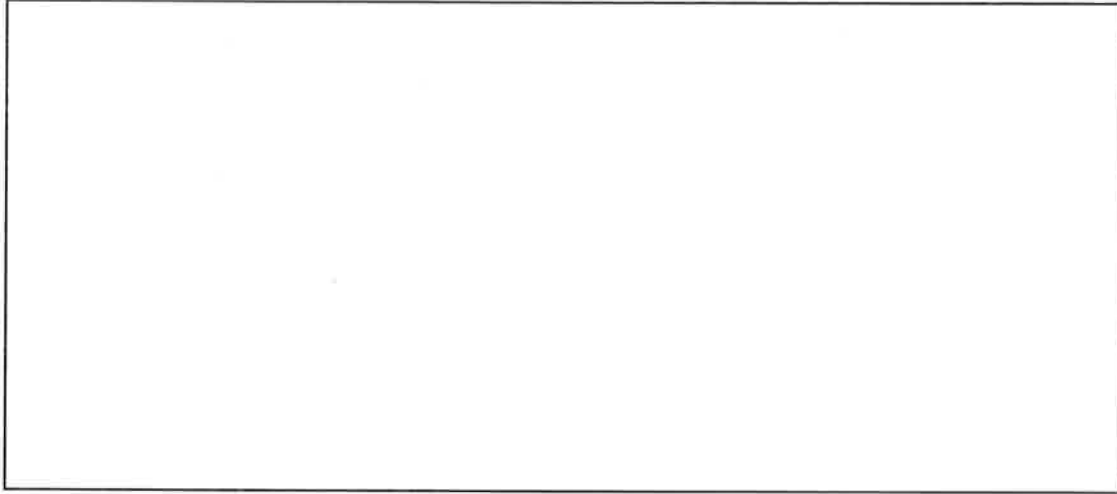
What words would you use to describe the child in the before image and the child used in the after image?

<b>Before</b>	<b>After</b>

**How my thinking has changed ... I think....**

--

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## The Rabbits Lesson Sequence

Name: \_\_\_\_\_

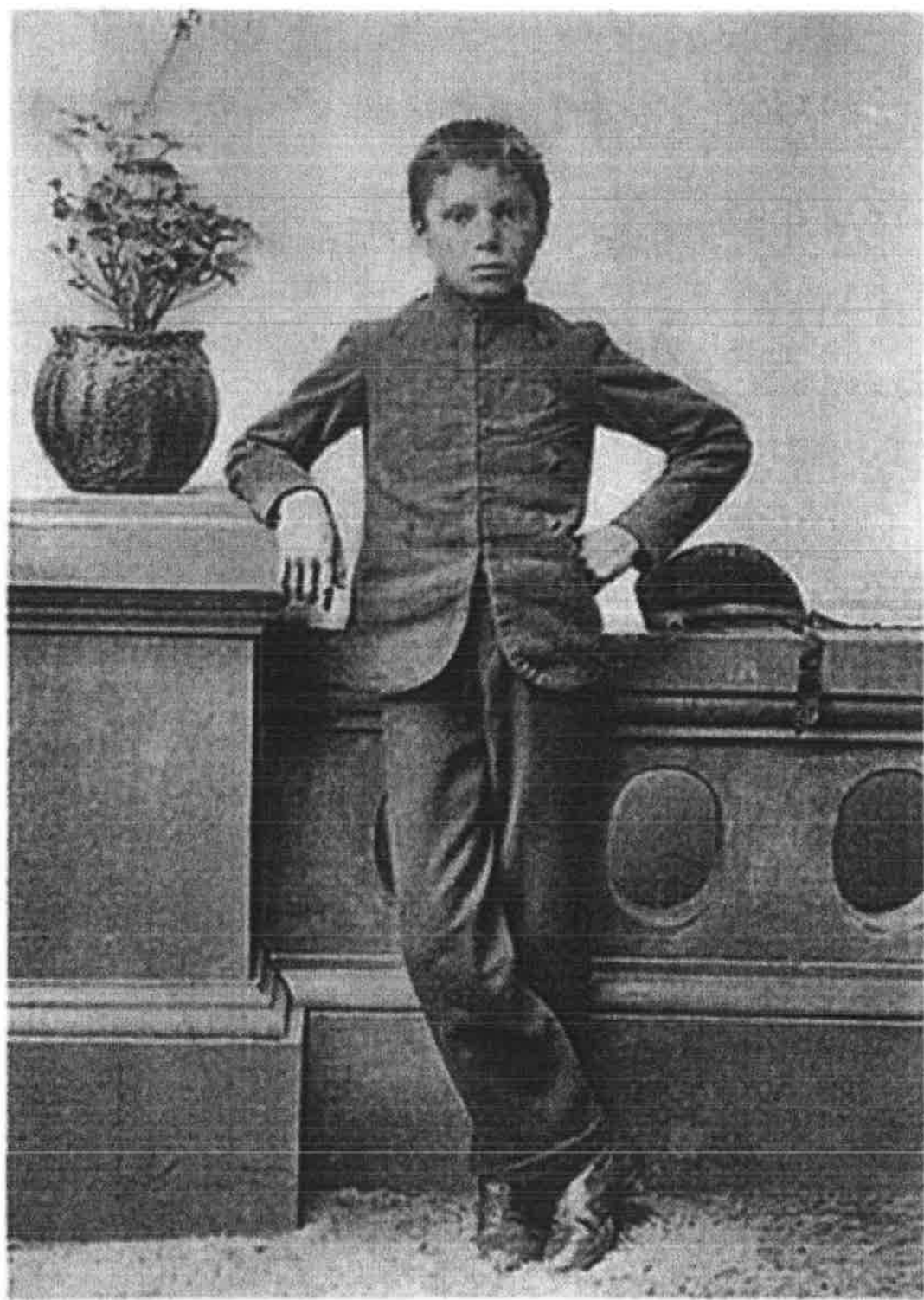
Date: \_\_\_\_\_

Quick Write...

Think of a time when you felt left out or like you didn't belong...describe what happened and how you felt...





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Partner Names: \_\_\_\_\_

# Newspaper Headline

tweets + hashtags

#PowerIsCorrupt  
As people we do not have the right to play "God," we must appreciate what is rather than what is not.

What words would you use to describe the child in the before image and the child used in the after image?

Before

- long, messy hair
- Traditional clothing
- long necklaces
- Medicine bag
- standing near a tree
- straight face
- More detailed characteristics

After

- Short, styled hair
- long sleeve button-up shirt
- long pants
- dress shoes
- in a building of sorts
- Sad
- lonely
- plain

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Name \_\_\_\_\_

Topic \_\_\_\_\_

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
yes	1. Do you think one community could be better than another community? (yes = agree, no = disagree)	Yes
NO	2. Humans have the right to change the natural environment to suit their needs.	NO
NO	3. When in danger, it is better to play it safe, than to take a risk.	NO
yes	4. In a dangerous situation almost any action is forgivable.	yes
yes	5. When humans interfere with nature it often produces disastrous consequences.	yes
yes	6. Plants and animals have as much right as humans to exist.	yes
NO	7. Humans were meant to rule over the rest of nature.	NO
NO	8. Everyone is basically good.	NO
yes	9. People learn from their mistakes.	yes
NO	10. Doing what's right means obeying.	No

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Resources for **Parents and Educators** of Kids Grades 4—12

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Partner Names: \_\_\_\_\_

~~Newspaper Headline~~  
Tweets & Hashtags

# Follow the rabbit fence . . . Europeans assimilation  
all over again. #needstostop

What words would you use to describe the child in the  
before image and the child used in the after image?

<u>Before:</u>	<u>After:</u>
happy	scared
left at 10k	alone

## The Rabbits Lesson Sequence

Name: Sierra GDate: May. 9/16

### Quick Write...

Think of a time when you felt left out or like you didn't belong...describe what happened and how you felt...

All my friends are Christian and I am not as strong of a believer as them. It makes me feel a little separated because they always go to church and talk about it. I wish that I believed a little more but at the same time I do not. They try to convince me to come to church and youth group but I think that if I go, I will be put down for having different views. That is the main reason why I do not go to church. I have very strong views on certain things and they contradict the views of the church.



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Partner Names: Ashley + Kyla

# Newspaper Headline

Tweet + Hashtag

@White\_folks : Are we really helping?  
#residentialschools

What words would you use to describe the child in the before image and the child used in the after image?

Before	After
<ul style="list-style-type: none"> <li>- native boy, young</li> <li>- Blank expression</li> <li>- European clothes</li> <li>- short, cropped hair</li> <li>- posed</li> </ul>	<ul style="list-style-type: none"> <li>• Repressed</li> <li>•</li> </ul>

## The Rabbits Lesson Sequence

Name: AshleyDate: 05/09/16

## Quick Write...

Think of a time when you felt left out or like you didn't belong...describe what happened and how you felt...

A time when I felt like I did not belong was when I used to play competitive coed hockey. Many people, including coaches, teammates, and their parents, did not take me seriously as a player because I'm a female. I had to work almost twice as hard to prove my value to the team than most of the male players. I've even had a coach tell me he considered cutting me from the try-outs because he did not want to have a girl on his team. I felt very frustrated but it also motivated me to work even harder and prove them all wrong.