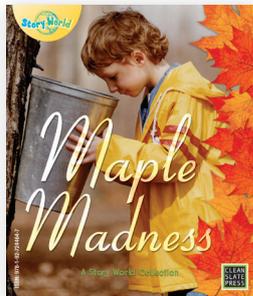
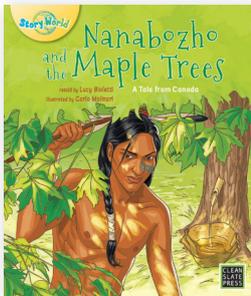


Nanabozho and the Maple Trees

Level
18

Maple Madness

Level
22



Inquire to Learn!

There are many ways in which *Nanabozho and the Maple Trees/Maple Madness* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *Nanabozho and the Maple Trees*, stopping at natural points for discussion. Draw on the students' prior knowledge of creation stories, North American First Nations peoples, maple syrup, and hard work/rewards.

Possible Starter Questions for Discussion

Creation Stories: Discuss that every culture has stories about how things came to be, and *Nanabozho and the Maple Trees* is a creation story from a First Nations people in Canada that explains the origins of maple syrup.

North American First Nations Peoples: Explain that there are many different North American First Nations peoples, and that the folk tale of *Nanabozho and the Maple Trees* comes from the Anishinaabe of Canada.

Maple Syrup: *Who has tried maple syrup? What did it taste like? What did you eat it with?*

Hard Work/Rewards: *When do you get rewarded? What do you have to have done first?* Discuss that rewards are given for working hard.

Text and Illustration Based Inquiry Questions

Cover and title page: Look at the cover and title page and read the title *Nanabozho and the Maple Trees*. Ask, *What do you think is dripping out of the tree into the container? What kind of tree do you think it might be?*

PP. 2–3: Revisit the text and look at the illustration. Ask, *Do the people look like they have everything they need? As a class, list all the things in the illustration that the people have e.g., clean water, a beautiful environment, fine weather, trees, land and animals for hunting, fish, canoes for transport and fishing, ducks/geese/chickens, dogs, wigwams for shelter, apples/fruit, corn, fire, cooking utensils and containers, clothing, family and community.* Ensure that the children understand that these things were all the Anishinaabe needed to be happy and healthy.

PP. 6–7: Ask, *Where is the maple syrup coming from?* (the maple tree)

PP. 8–9: *Why is Nanabozho unhappy?* (because his friends are more interested in drinking maple syrup than they are in working)

Nanabozho and the Maple Trees/Maple Madness

Teacher's Notes continued

PP. 10–11: Revisit the text and explain to the students that Nanabozho is a demi-god, similar to Maui in Māori mythology, so that when Nanabozho pours water into the maple trees he is permanently changing their thick maple syrup into runny sap.

P.P 14–15: Revisit the text and talk about how this part of the story explains how First Nations peoples learned how to turn runny maple sap into thick, sweet maple syrup.

P. 16: Look at the illustration and identify the different ways in which the people are working e.g., grinding corn, harvesting and cooking food, repairing birchbark canoes. Discuss that by making maple sap only run in Spring, Nanabozho ensured that his people would spend the rest of the year working. They would also have to work to turn the runny maple sap into maple syrup, thereby getting a sweet reward for their hard work.

Further Discussion and Inquiry Extension

There are many First Nations stories about the trickster Nanabozho (who is known by a variety of names including Nanabush, Wenabozho, Manabozho, and Wisakedjak). Research to find other Nanabozho stories and share them with the class.

Compare *Nanabozho and the Maple Trees* to other folk tales that explain how things came to be e.g., Maui fishing up Te Ika a Maui, the North Island of New Zealand.

As a class, research to learn more about the traditional life of the Anishinaabe. Challenge the students to work in groups to write reports on one topic each. Topics could include: Who Are the Anishinaabe?, Traditional Anishinaabe Homes, Traditional Anishinaabe Clothes, Traditional Anishinaabe Foods, Birchbark Canoes.

Challenge the children to write their own stories explaining how something came to be the way it is.

Session 2

Using the Big Book, share-read *Maple Madness*, stopping at natural points for discussion. Draw on the students' prior knowledge of Canada and both Canadian and First Nations culture, maple syrup, festivals, flags and other national symbols.

Possible Starter Questions for Discussion and Inquiry

Anishinaabe (Anishinaabemowin) Greeting:
People in Canada speak English or French. Some Anishinaabe also speak Anishinaabemowin. Does anyone know how to greet someone in Anishinaabemowin. It is aanii.

Cover: Look at the cover of *Maple Madness* and ask, *What do you think is in the bucket?* (maple sap)

Location of Canada/Geography: Look at the map on P. 1 of *Maple Madness* and note the location of where the Anishinaabe live today, and the location

of Canada in the Americas. Compare this map to a world map and find Canada and New Zealand on it. Discuss Canada's location in relation to New Zealand.

Maple Syrup: Revisit PP. 2–3 of *Maple Madness* and ask, *What is done to maple sap to turn it into maple syrup?* (It is cooked.) Discuss how the information on how maple syrup was made in the past by First Nations peoples has been presented as a flow diagram. Discuss how flow diagrams are used to show the different steps in a process. Revisit PP. 4–5 and discuss the various other ways information has been presented e.g., pictograph, map, pie graph. Discuss how these different ways to present information help our understanding (visual literacy).

Nanabozho and the Maple Trees/Maple Madness

Teacher's Notes continued

Festivals: Explain to the children that maple syrup and maple festivals are part of Canadian culture. Direct the children to look at the main photo on P. 6 of *Maple Madness* and note that although it is Spring, there is snow on the ground and the people are dressed for cold weather. Review the text on PP. 6–7 and ask, *What do you think would be the most fun at a maple syrup festival?*

Flags and Other National Symbols: Review P. 8 of *Maple Madness* and compare the maple leaf to the silver fern and other symbols of New Zealand. Talk about Canada as a member of the Commonwealth, with a shared history to Great Britain and New Zealand.

Further Discussion and Inquiry Extension

Invite the students to research and learn more about Canada. Challenge them to write reports on their findings. Consider setting different focus questions for different children e.g., What is the capital of Canada? (Ottawa), Who Are the Three Aboriginal Peoples of Canada? (First Nations, Inuit, Métis), What Are the Official Languages of Canada? (English and French), What Is the Population of Canada? (35 million), What Is the Weather Like in Canada? (significant seasonal variations).

Learn about other festivals or special events that are celebrated in Canada e.g., Powwows, Québec Winter Carnival, Tulip Festival (Ottawa), Arctic Winter Games, Calgary Stampede, Loyalist Day.

Challenge the students to explore Matariki or to create a new festival that celebrates New Zealand culture.

Bring in some maple syrup (make sure it is real maple syrup and not just maple-flavoured syrup) for the class to smell and taste. Talk about maple syrup as a healthier alternative to sugar. It may be possible to do some simple baking using maple syrup.

Invite your children to make a 3D maple leaf (simple) or maple leaf kerigami (more challenging – kerigami is a variation of origami that involves cutting as well as folding). Go to www.freekidscrafts.com/canadian-maple-leaf for the 3D maple leaf or www.freekidscrafts.com/canadian-maple-leaf-kerigami for the maple leaf kerigami.

Using a maple leaf template, explore reflection or line symmetry.