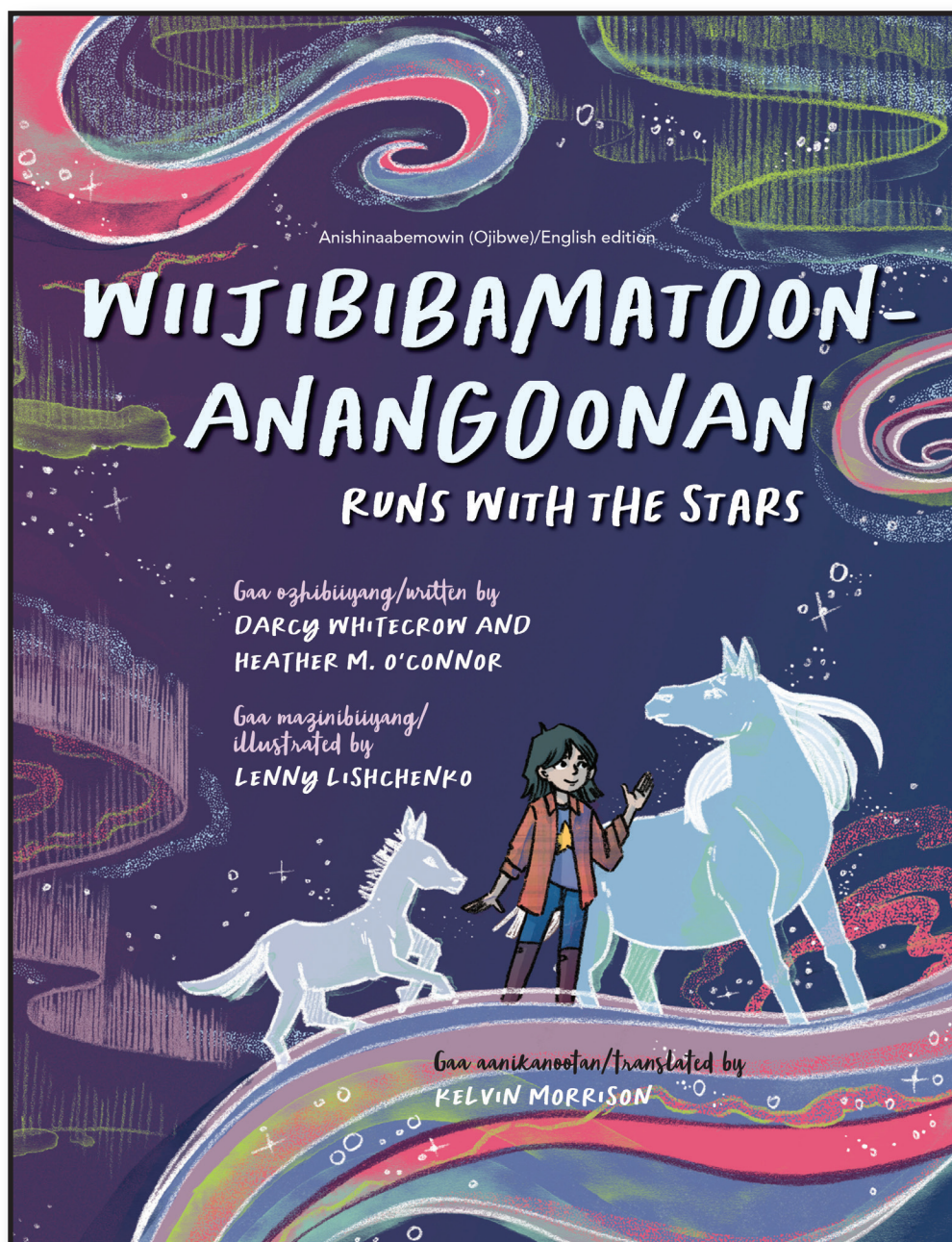


Grades 1 – 3; Ages 6 – 8



Wiijibibamatoon-anangoonan: Runs with the Stars

Written by Darcy Whitecrow and Heather M. O'Connor

Illustrated by Lenny Lishchenko

Translated by Kelvin Morrison

Teacher's Guide written by Laura Horton

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Summary

As Noozhis waits for the birth of a new foal, Mishoomis tells her the story of the Ojibwe Horse that roamed the lands west of Lake Superior long ago. In the time of her great-great grandfather, the last few wild horses were whisked away in winter to ensure they would survive. Now, she awaits the arrival of someone very special and asks, is it time?

Mishoomis helps Noozhis build connections to her past, understand messages from the dream world and strengthen relationships with each other, and with their friends, the Ojibwe Horses that they care for today. She wants to carry on the work of her Mishoomis as her love for her four-legged friends grow.

The Afterword tells more of the near extinction of the Ojibwe Horse. The Canadian government was to destroy the last of these horses. Fred Isham intervened, rescuing four Ojibwe Horses that were bred with Spanish mustangs to build up a new herd. Today, one of the authors, Darcy Whitecrow, and many others continue to care for and breed the descendants of the Ojibwe Horse.

We can do better.

Messages to the Teacher

Language Revitalization

So lucky the reader is to have this story first told in Anishinaabemowin, also known as Ojibwemowin. It is important to have stories told from the First Nation Peoples' worldview, reflective of thoughts, understanding, and beliefs. The translator was raised speaking Ojibwe and learned English later in life.

The story was translated into English. The two language systems are different. The reader can reflect back and forth to find meaning. In a simplistic manner, we can say that English is noun and verb based with adjectives and adverbs expounding on meaning. Ojibwe is verb based. Ojibwe adds parts to the root verb to indicate tense, speaker, listener, and much more. For this reason, you must know the root of an Ojibwe word to learn the depth of the meaning being transmitted. The root word can be in the center of words you read.

Listen to the story in the language. Remember, infants listen for a year to speak and comprehend a few words, like “mama” or “dada.” By the 2nd year, a child can speak in broken sentences and language skills develop as a result of hearing the language spoken every day, in the home, on tv, radio, Internet platforms, etc. Let your students hear the sounds of Ojibwemowin. Some will understand, some will not; listening is good for all. The health of Indigenous languages varies. Ensure all children hear this language. Encourage your students to listen to the story in the Ojibwemowin to hear the rhythm of the language. Help them grow respect for the multitude of Indigenous languages in Canada.

Human Inter-relations, Interference, Intervention, and Reconnections

The Ojibwe Peoples knew the Ojibwe Horses in the wild and as helpers on the land. Horses carried riders, pulled wagons, hauled wood, and helped with heavy work. With the introduction of the snow machine, the horses became obsolete and were released to the wild once more.

The Canadian government saw the Ojibwe Horse as a menace and hunted all but a few down. The government is made of people. People decided a species should not exist. What right do people have to destroy a species? People are but a part

of creation. This story is a great opportunity for students to think about human's place on creation. Ojibwe Creation story tells us humans were last to be placed on earth. Humans are the young sibling. Humans depend on all of creation to survive. Ecosystems are a web, each system dependent on another. Things begin to crumble when species become extinct.

This story tells of an intervention to save a species and the ongoing work to revitalize a species as best could be done, and ensure they continue to thrive.

**Wholistic Learning—
Emotional, physical, mental, and spiritual teachings**

Grandfather and granddaughter have a strong emotional bond. Their love for one another demonstrates respect, patience, positive role modeling, dedication, and perseverance. Grandfather teaches Noozhis how to care for others, they watch the coming of new life and are blessed. Noozhis travels to the dream world and receives a teaching. Mishoomis recognizes the gift of the name for the foal and helps Noozhis accept the reality of spiritual teachings as normal. Learning can come from many sources.

Read Aloud:
Wijibibamatoon-anangoonan/Runs with the Stars

Inquiry of the Cover

Factual

1. What language is this book written in first? Second?
2. Why is it important to write books in Anishinaabemowin (Ojibwe) or any other First Nation language in Canada?
3. What is being shown on the cover? Have you seen anything like this in the night sky?
4. What are northern lights? When can we see them in our region?

Predictive

1. Who is on the cover?
2. Why might the horses be coloured so differently than the grandchild?
3. Why do the horses look different to one another?
4. Who might be Wijibibamatoon-anangoonan, Runs with the Stars?

Analytical

1. What do the swirls and colours represent?
2. What are the three characters standing on?

Application/Synthesis

1. How might one run with the stars? We are here and stars are way up there....

Bonus

1. Brainstorm with students about what they know about stars, northern lights, and horses.
2. Have students propose their own inquiry questions and display them on a board or chart paper in the classroom.

Read Aloud Discussion Starters

Keep students thinking and engaged.

1. Who are the characters Mishoomis, Noozhis, and Star?
2. What is their relationship to one another?
3. What do Star and Noozhis have in common?
4. Recall students' experiences with special moments in their lives.
5. Early in the story, Noozhis asks, "Is it time, Mishoomis?" What is she referring to?
6. The Ojibwe Horses, also known as Lac La Croix Indigenous Ponies, are special. Why?
7. If the story of the horses comes from Mishoomis's Mishoomis, how many generations is that from Noozhis? (**Answer:** Noozhis, her parents, Mishoomis, his parents, M's Mishoomis: four generations back, she is fifth generation)
8. If a generation is considered to be 20 years, how long ago did Mishoomis first hear this story?
9. What were these horses like and how did they help Anishinaabe people?
10. What did Noozhis like to give her horses?

11. What was the special treat for Star? Why?
12. When the snow machine was introduced, what happened to the horses? (Decision making, changing lifestyles)
13. When Mishoomis was a boy, the thunder of the hooves faded. To save the last few Ojibwe horses, what was done? (Creative thinking/problem solving/action oriented).
14. What type of horse were the Ojibwe Horses bred with?
15. Something happens on day three while Noozhis brushes Star. What? How did Star's belly push against her hand?
16. Why did Mishoomis decide to raise Ojibwe Horses?
17. Noozhis had a dream. Retell the dream.
18. Mishoomis woke up Noozhis, "It's time." Describe the night walk to the barn.
19. Compare the newborn foal to the one in the dream.
20. Do you think the foal recognized Noozhis?
21. Why was the foal named Wijiibimamatoon-anangoonan?
22. How soon can Wijiibimamatoon-anangoonan stand? How long does it take a baby to stand?
23. What is Noozhis' desire for her future with Wijiibimamatoon-anangoonan?

Bonus:

Further inquiry: Ask students what they to know about the Ojibwe Horses and assign independent research projects where students can present their topics either orally to the class, or in written form.

Afterword: It is key

This section gives factual insight to what happened back in the late 60s and the near extinction of the Lac La Croix horses. This is important for the connections to science and technology as well as social studies. Children need to learn that individuals can act to correct injustices. Fred Isham took action against the Canadian Government in a very quiet and highly impactful manner. No fuss. Action was needed and taken. No glory was sought after, just the continued life of a species. Now, many like Darcy Whitecrow are continuing to help the herds grow so we can remember. The granddaughter, Noozhis, gives us hope that we can raise a generation of mindful people to continue to care for all and accept messages from the spirit realm when received.

Learning Opportunities

Responding to *Wijibibamatoon-anangoonan/Runs with the Stars*

Indigenous Languages

Anishinaabemowin/Ojibwemowin/Ojibwe is an Indigenous language. It is important for students to hear Indigenous languages spoken and to see them written in books. Both Indigenous students and settlers benefit from experiencing Indigenous languages as a part of living Indigenous Peoples and cultures.

Ojibwe and Animals

Alex McKay is an Anishinaabe individual from Northern Ontario and a senior lecturer in the Aboriginal Studies Department of the University of Toronto. He, like Aanung, speaks to the particularities of his language:

“Does it confuse you when I refer to animals as people? In my language, this is not confusing. You see, we consider both animals and people to be living things. In fact, when my people see a creature in the distance, the thing they say is: Awiiyak (Someone is there). It is not that my people fail to distinguish animals from people. Rather, they address them with equal respect. Once they are near and identify the creatures’ shadows, then they use their particular name,” (Faymus Copperpot, “Indigenous Language Immersion in Canada”).

Oral Communication

Activities

- Listen to the audio story in Ojibwe then read the section in English.
- Invite an Ojibwe speaker to your classroom to read the story and talk about their community and the connections between the Anishinaabe language and worldview.
- Have students repeat the title by syllables until they can say the title with fluency.

Activities

- Use the Word Wall given to have students read and say words with fluency, accuracy, and comprehension.
- Have students find pictures depicting the meaning of the words. Make flash cards.
- Create Crosswords and Seek and Find puzzles with words using a Puzzle making app.

Activity

- Use the Sound Chart to help read and write the following words.

Ojibwe Word Wall: *Wijibibamatoon-anangoonan: Runs with the Stars*

Wijibibamatoon	runs
Anang(oonan)	star(s)
(Ni) Mishoomis	(My) Grandfather
Anang	star
Noozhis	Granddaughter
Anishinaabe Mistadimoog	Ojibwe Horses
Mistadimoosan	foal
Niizhwaaswi giisibiboone	seven winters (7 years old: age told in numbers of winters lived)
Gaaawiin	no
Noongom	today
Beziig	one
Niiwin	four
Niizhwaaswi	seven
Nishwaaswi	eight
Giibaap	laugh
Maamaa	mama
Wiibagoo	soon
Migiziwi-giizis	Month of Eagles Returning (February)
Gikenimad	learn
Wekwiinodag	herd

Ojibwe/English Letter and Sound Chart

- Compare the letters used in English (26) and those used in Ojibwemowin (25)
- What is the same/different? How are the sounds the same/different?
- Fill in the English Sounds column with words you know.

Ojibwe Letters	Ojibwe Sound (English words)	English Letters	English Sounds of Letters
A	about	A	
Aa	father		
B	big	B	
C		C	
Ch	stitch		
D	do	D	
R	café or hay	E	
		F	
G	geese	G	
H	hi	H	
‘	glottal stop		
I	pin	I	
Ii	seen		
J	Jump	J	
K	Pick	K	
		L	
M	man	M	
N	name	N	
O	obey	O	
Oo	boot		
P	rip	P	
		Q	
		R	
S	miss	S	
Sh	bush		

T	pit	T	
		U	
		V	
W	way	W	
		X	
Y	yellow	Y	
Z	zebra	Z	
Zh	measure		

Language Arts

Oral Communication

Activities:

- Listen to Read Aloud
- Respond to Discussion Questions
- Critically think about layers within story: past, present, future
- Think-Pair-Share: Think about one of Canada's currently endangered species e.g., monarch butterfly, caribou, wolverine, rusty-patched bumble bee. With a partner, share what you know about one of the species. Where they live, what they look like, what is happening to them.... Share with the class.

Reading

Activities:

- Three Pair Share: Take turns being a **Reader**, **Audience**, **Moderator**. The Reader reads with tone, enthusiasm, and fluency as best they can. The Audience responds to Reader with body language, facial expression, and appreciation. The Moderator comments on skills of R and A and recaps what was read briefly. Rotate roles so everyone practices each skill set. Be mindful of students' different reading levels and confidence reading aloud when doing this activity.

Writing

Activities:

- Using the English Vocabulary Word Wall, write sentences or a descriptive paragraph.
- Write a word reflective of its meaning (sparkly ink for shimmering...)

English Vocabulary Word Wall

crinkled	ruffles	Mustang stallion
impatient	herd	amble
haul	shimmering	startles

Science and Technology

Life Systems

We live in an ecosystem, which is a community of living organisms that interact with each other and the environment they live in. All living things have needs, and all living things affect one another. Many of our current human activities have a negative impact on the environment, but there are things we can do to minimize our impact. As a part of this ecosystem, we have a responsibility to the animals, plants, land, and water that we share this planet with.

Activities

- Tell, illustrate, write about how Noozhis and Mishoomis met the needs of their herd of horses and those yet to come.
- Today, the author has a herd of Lac La Croix Indigenous Ponies that help people through equine therapy, cultural teachings, and more. How does this work for both the people and the horses?

Earth and Space Sciences

Activities

- This story's cover illustrates the wonders of the star realm, the night sky, and wonders of spiritual connections. Talk about northern lights, stars, the milky way, spirit.

- Google images from NASA Webb camera. On July 11, 2022, the clearest images yet of our universe were released. Have students see what Noozhis saw in her dreams.
- Have children look out at night sky. Look for constellations, bright planets, phases of the moon.
- Go on YouTube and search Wilfred Buck. He is a Cree astronomer and storyteller. Have children listen to him tell stories of the constellations.

Social Studies

Heritage and Identity

Our sense of self and our relationships and responsibilities to one another are affected by our heritage, the culture we live in, and the circumstances of our daily lives.

Activities

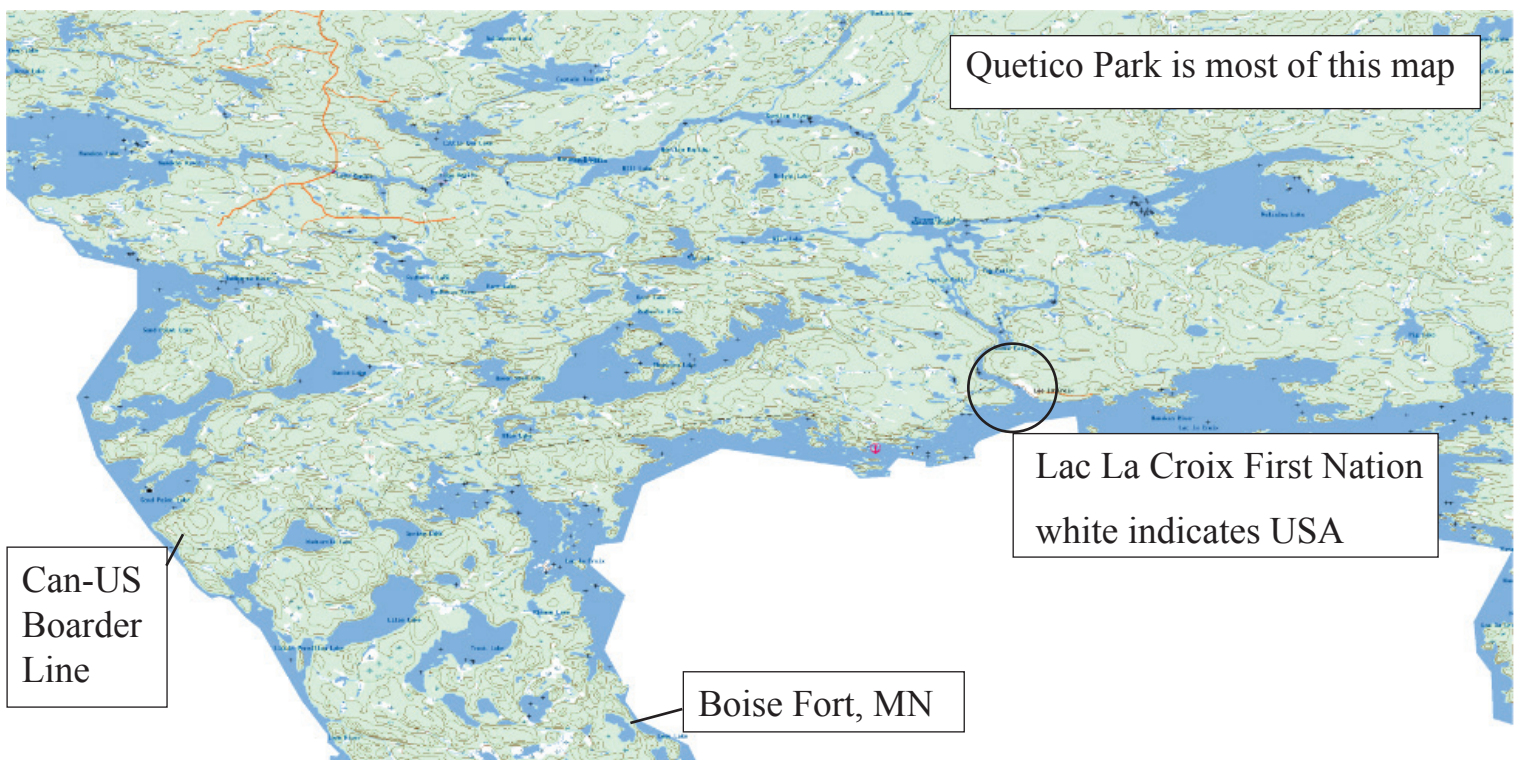
- Significance
 - Our names are a huge part of our identity. Ojibwe have adopted English names. First Nations people also have spirit names. The title of the Story, *Wijibibamatoon-anangoonan*, becomes the name of the newborn foal through a dream received by Noozhis. She is taken to the spirit realm, in her dream, and meets the horse of her father's childhood, an ancestor, and the spirit of the one who was travelling to this physical realm. Her dream becomes a gift to both the foal and to her. She is able to receive the gift of naming. She sees the foal run with the stars, and so it becomes his name, *Wijibibamatoon-anangoonan*.
 - Ask your parents about the story of how you got your name or names if you carry more than one. Who named you? What gifts came with your name?

- Cause and Consequences
 - Read the Afterword. Retell how the introduction of snow machines impacted the lives of the Ojibwe and the Ojibwe Horse, also known as the Lac La Croix Indigenous Pony.
 - Think about how the introduction of Self-Serve Automated Checkouts impacts the lives of store clerks.
 - How are the two scenarios similar? What must we learn?
- Perspectives
 - The Ojibwe released the Ojibwe Horse into the wild again to roam and be free. The Canadian government sought to destroy the horses seen as a nuisance. Mr. Isham intervened to save the last few horses. Today, many work to build herds of Ojibwe Horse descendants. Talk about each perspective and how we might help each other do good deeds.

People, Environment, and Community

Activities:

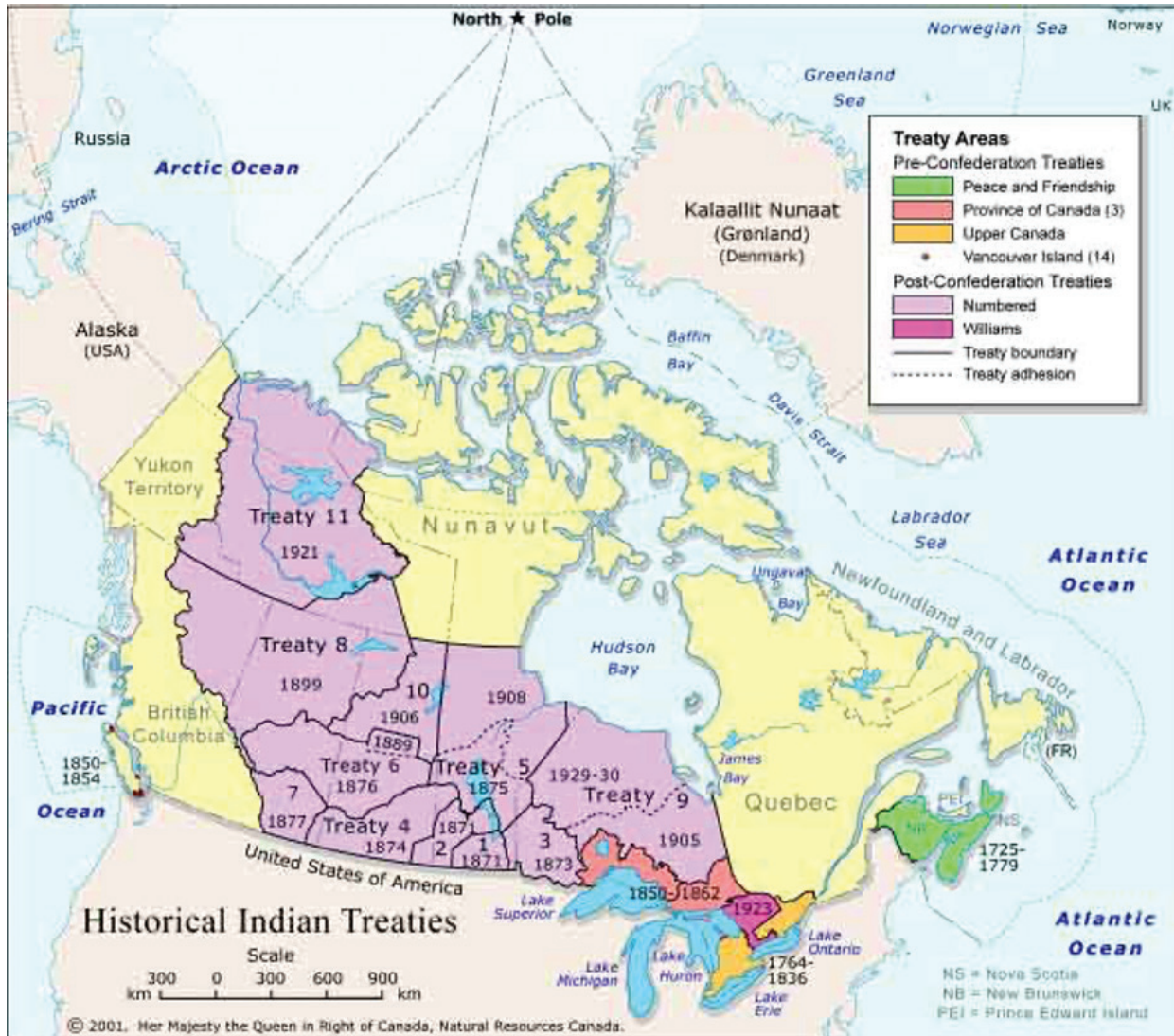
- Location: This story takes place in Northwestern Ontario, west of Lake Superior, on the Canadian–USA border. The area includes Quetico Park, Lac La Croix First Nation, and Boise Forte, Minnesota. The lakes are everywhere and there are no roads to Boise Forte. How did Mr. Isham get the horses to safety?
 - Hint: winter roads were made with snow machines through the bush and across frozen lakes. A permanent road was built to connect Lac La Croix FN to Hwy 17 in the late 1990s.



You can also download this topo map for free:

[052C08 Lac La Croix high-resolution topo map image.](#)

- Treaty #3: Lac La Croix, Seine River, Rainy River and Nicickousemenecaning are all a part of Treaty 3. Find Treaty 3 on a Canadian map of treaties. Who comes from these communities that are connected to the story?



- Canadian Treaty Map: Locate Treaty 3, locate your home community. Where are you compared to the location of the story told? Talk about what you can imagine to get there.
- Where are the authors, translators and illustrators from? Locate them on various maps.

https://s3.amazonaws.com/libapps/accounts/5996/images/map_-_treaties2.jpg

Extended Learning Opportunities

Media Connections

Explore the real events of the Story. Canada has six original horse species; the Ojibwe Horse, also known as the Lac La Croix Indigenous Pony, is one of them. Google Canada's horse breeds. <https://petkeen.com/canadian-horse-breeds/> has some simple and cool facts. Learn what you can and share with the others. Ask questions, like, what is difference between horse and pony? The height is similar....

Art

Create dot images of constellations based on images recently captured by NASA Webb cameras, The colour, shapes, and beauty will become well known in these children's lifespan. Help them see them now. Google NASA Webb images. There is much for the children to explore and recreate in paint, crayon, 3D materials.

Action Research

The monarch butterfly has recently been put on the endangered list. Their life is interconnected with the milkweed. Have students find out why. Learn what is needed for healthy milkweed to thrive. If your area is hospitable, plant milkweed and watch the monarch strengthen. Pay attention to the season, watering needs, and time of planting for best results.