

TEACHER GUIDE FOR

Little by Little

Empowering Young Leaders to
Build Stronger Communities in Grades 3-6



Jerica Fraser

TEACHER GUIDE FOR

Little by Little

**Empowering Young Leaders to
Build Stronger Communities in Grades 3-6**

Jerica Fraser



**PORTAGE &
MAIN PRESS**

© 2024 Jerica Fraser

ISBN (PDF): 978-1-77492-131-9

Excerpts from this publication may be reproduced with the prior written permission of Portage & Main Press Limited or under a licence from the Canadian Copyright Licensing Agency, Access Copyright.

All rights are reserved. This publication may not, in whole or in part, be reproduced, stored in a retrieval system, transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—or used to train any artificial intelligence device or software or otherwise incorporated or inputted in any artificial intelligence device or software.

Usage Licence

With the access to or download of this ebook, you are granted the non-commercial right to

- install the product on up to three (3) devices

You are not permitted to

- rent, loan, sell, distribute, or redistribute the product, or make the product available in any other way, to any other person or entity
- make the product available on any file-sharing or application-hosting service
- electronically send the product to another person
- copy the materials other than as necessary to support the uses permitted

Please download or access only authorized electronic editions, and do not participate in or encourage electronic piracy of copyrighted materials. Your support of the author's rights is appreciated.

Portage & Main Press gratefully acknowledges the financial support of the Government of Canada as well as the Province of Manitoba through the Department of Sport, Culture, Heritage and Tourism and the Manitoba Book Publishing Tax Credit for our publishing activities.

Funded by the Government of Canada
Financé par le gouvernement du Canada



Design by Relish New Brand Experience

27 26 25 24

1 2 3 4 5



PORTAGE &
MAIN PRESS

www.portageandmainpress.com

Winnipeg, Manitoba

Treaty 1 Territory and homeland of the Métis Nation

Contents

Introduction	2
Preparing for Reading	2
<i>Engaging With Indigenous Stories Through Graphic Novels</i>	2
<i>Teaching About Indigenous Resilience and Joy</i>	3
<i>Appreciating the Perspectives and Contributions of Indigenous Peoples</i>	3
<i>Key Themes and Connections</i>	4
Before Reading: Considerations	4
<i>Nurturing Students' Love of Learning and Reading</i>	4
<i>Embedding Indigenous Ways of Knowing in the Classroom Through Inquiry and Choice</i>	4
<i>Connecting Indigenous Texts With Action-Based Responses</i>	4
During Reading: Discussion Questions	5
After Reading: Learning Activities That Move Students to Action	6
Learning Activity: Changemakers and Challenging Communities to "Think Differently"	7
Learning Activity: Active Citizenship and Contributing to Your Community	11



Introduction

Little by Little: You Can Change the World is a vibrant and inspirational graphic novel that provides young readers with the opportunity to think critically about their roles and responsibilities in their communities. It shares the story of Michael, a young boy with a big heart and a strong sense of right and wrong. He knows it's right to help people when they need it—but can one person make a difference when so many people need help?

When Michael finds out about an upcoming youth conference, he sees his chance to learn more about helping others. But when he gets to the conference, he's the youngest person there. And the speaker on stage is saying things that Michael knows aren't true! Is Michael brave enough to speak up for what he knows is right?

Little by Little inspires and challenges young readers to think big and dream even bigger, encouraging them to engage with their communities and consider how they can help build better futures for everyone.

Preparing for Reading

Engaging With Indigenous Stories Through Graphic Novels

Graphic novels are an engaging way for young readers to experience the joy of reading. They feature many of the same literary devices as traditional prose texts, while also providing illustrations that engage students and support their knowledge and understanding. This helps students make personal connections to the text.

Graphic novels can also connect young readers with a variety of identities and unique experiences outside of their own. *Little by Little* presents students with contemporary representations of Indigenous people and their experiences in Winnipeg, Manitoba. The book is inspired by the true story of how Michael Redhead Champagne found his voice and used it to create change in his community at a young age. Michael, a proud member of Shamattawa First Nation, is an Ininew (Cree) community organizer, public speaker, and author. *Little by Little* is an authentic depiction of Michael's lived experiences, including growing up as an Indigenous youth in the foster care system. *Little by Little* reinforces the importance of understanding the complexities of Indigenous realities, rather than viewing Indigenous stories through a single narrative or a deficit lens. It encourages readers to appreciate the strength and resilience of First Nations, Inuit, and Métis peoples in Canada.

For more information about graphic novels and ideas for using them in the classroom, see Teaching With Graphic Novels by Shelley Stagg Peterson, available through Portage & Main Press, at <https://www.portageandmainpress.com/Books/T/Teaching-With-Graphic-Novels>, and the student resource How Comics Work by Candida Rifkind and Brandon Christopher (illustrated by Alice RL, published online by the Department of English at the University of Winnipeg), at <https://www.uwinnipeg.ca/1b19/docs/how-comics-work-web-cc-by-nc-nd.pdf>.

Teaching About Indigenous Resilience and Joy

Now more than ever, a wide range of stories from different cultures and communities are being published for young readers. However, in some instances, students may not be exposed to the diversity within and across such stories. For example, when teaching about Indigenous Peoples, educators may address topics such as the residential school system but omit stories that share the beauty and brilliance of Indigenous Peoples and communities.

Little by Little provides multiple opportunities for young readers to engage with age-appropriate topics that centre Indigenous Peoples' resilience and experiences of joy. Readers see Michael's incredible strength as he bravely navigates challenges and obstacles to find his gift and follow his dreams. At the same time, the text provides a springboard for meaningful and reflective discussions about how individuals and communities can build better futures where everyone, including Indigenous Peoples, can thrive.

For more information on balancing stories of Indigenous people's experiences of trauma with their experiences of joy, see Teacher Guide for Heart Berry Bling: Engaging Respectfully with Indigenous Stories and Their Themes in Grades 1–8, available through Portage & Main Press, at <https://www.portageandmainpress.com/Books/T/Teacher-Guide-for-Heart-Berry-Bling>.

Appreciating the Perspectives and Contributions of Indigenous Peoples

Little by Little can help young readers learn about and appreciate Indigenous Peoples' distinct perspectives and their contributions to Indigenous and non-Indigenous communities. Reading personal stories like Michael's can encourage students to make connections to, and continue learning about, Indigenous Peoples and communities.

Indigenous contributions to society have often been overlooked in, or even omitted from, the Canadian education system and classroom curricula. Indigenous practices such as governance, kinship, and child-rearing—in which parents and community members support children in finding and following their gifts—have not traditionally been understood or appreciated by colonial governments and within Western education systems. In Indigenous cultures, storytelling has always been a powerful tool for teaching each generation about traditional practices such as their Nation's kinship and governance system, as well as their individual roles and responsibilities in their family and community.

Despite the attempts of colonial governments to ban Indigenous practices, destroy Indigenous family structures, and assimilate Indigenous Peoples into mainstream Western society, these traditional practices are being revitalized in Indigenous communities today. It is important for all children to learn about and appreciate Indigenous perspectives and contributions both in the past and present, and reading *Little by Little* can contribute to this learning. In doing so, students may also be prompted to think critically about how they can contribute to their own communities to create better futures for everyone.

For more information on embedding Indigenous content and pedagogies in the classroom, see Teacher Guide for We Need Everyone: Empowering Students to Be Active Community Members Through Indigenous Perspectives in Primary Classrooms and Beyond, available through Portage & Main Press, at <https://www.portageandmainpress.com/Books/T/Teacher-Guide-for-We-Need-Everyone>.

Key Themes and Connections

- Active citizenship
- Appreciating diverse perspectives
- Building better futures
- Caring adults and mentorship
- Collaborating and problem-solving
- Community building and care
- Empathy and understanding
- Family and connection
- Identity and belonging
- Relationships and reciprocity
- Resilience and resistance
- Social justice and equity
- Supporting children’s gifts and dreams

Before Reading: Considerations

Nurturing Students’ Love of Learning and Reading

To nurture a love of learning and reading, it is important for educators to incorporate student interests in lessons and activities. Responding to students’ lived experiences, curiosities, and strengths creates safer learning environments for students to develop their literacy skills.

When reading *Little by Little*, students will be inspired by the many risks Michael takes to pursue his dreams and how he uses his creativity to “think differently” in his approach to community building. Additionally, teachers who model risk-taking encourage students to take risks in their learning. For example, when educators allow student interests and ideas to guide the curriculum and learning activities, it fosters an environment of mutual respect in the classroom. This can help students feel more comfortable while exploring the text and sharing personal connections and wonderings.

Embedding Indigenous Ways of Knowing in the Classroom Through Inquiry and Choice

Reading *Little by Little* will help students begin to build an understanding of common topics, themes, and events in First Nations, Inuit, and Métis texts, such as community, family, trauma, and resilience. They can begin to consider how these relate to Indigenous identities, perspectives, and lived experiences, as well as ways of knowing, being, and doing. Indigenous pedagogical approaches and parenting practices support children’s natural curiosity and love of learning through inquiry. In *Little by Little*, Michael is encouraged to explore and develop his gifts by both his adoptive parents (the Champagnes) and his teacher (Ms. Holmes). Educators can support students in exploring their passions through the inquiry process and by allowing them to choose the texts they read. These approaches provide students with opportunities to develop confidence in their ideas and decision-making skills.

Connecting Indigenous Texts With Action-Based Responses

Little by Little is a powerful example of how Indigenous stories can inspire action and change at a community level. Students can use the text as a springboard to explore topics such as social justice, equity, and human rights in their communities and beyond. Michael’s story can also be used as a starting point for students to deepen their understandings of Indigenous current issues and contemporary realities, Indigenous rights under the Constitution Act, and the United Nations Declaration on the Rights of Indigenous Peoples.

During Reading: Discussion Questions

As students read the text, they can use the following questions (independently or in groups) to help deepen their understanding and make personal connections with the text.

- Have you read a graphic novel before? What elements of graphic novels do you enjoy? In what ways do graphic novels help you learn?
- Based on the title of the text and the cover and interior illustrations, predict what the book might be about. What do you notice? What do you wonder? How might this information help you understand what the text is about?
- In the beginning of the book, Michael is worried that he will have to leave the Champagnes' home. Can you think of a time when you felt worried? What kinds of things do you do to calm yourself when you are worried? How might you comfort someone else when they are worried?
- In what ways does Michael show an interest in helping others?
- Look closely at the illustrations on pages 1 and 9. How does the artist illustrate the passage of time?
- What do you notice about the way page 11 is illustrated? What might it mean in the context of the story? What types of emotions do you think Michael feels during this time?
- What does it mean to be "a burden"? Why do you think Michael feels like a burden to his loved ones?
- How does Ms. Holmes encourage Michael to pursue his passions and interests? How does your teacher support you in pursuing your interests?
- Why is it important for schools to offer a wide range of activities? What can you learn about yourself from trying different activities? What types of activities do you enjoy doing at school and in your community?
- What impact does reading have on Michael and his sense of self? Is there a particular book that has had a positive effect on you? For example, a book that has validated your feelings, encouraged you to explore other books, or connected to your identity.
- Michael describes Ms. Holmes as an *ally*. What is an ally? How might you describe an ally? Who do you consider to be an ally in your life or in popular media?
- Michael's family teaches him about the shared responsibility of caring for all the children in the community. How does your community take care of children? What are some other shared responsibilities in your school or community? What are some of your roles and responsibilities?
- What might Michael's conversation with the two students at the youth conference reveal?
- How does Michael stand up for himself and his beliefs at the conference? What words would you use to describe Michael and his actions?
- Why is it important to look at complex or difficult community issues from multiple perspectives? What might the presenter at the conference not have considered about the issue of homelessness?
- What does Michael realize is his gift? When does he realize this?
- What issues are happening in your school or community? How might you go about challenging people to "think differently" about these issues? What techniques might you use?
- What words of encouragement do the older students offer Michael at the conference? What is a *mentor*? In what ways are they helping to mentor Michael?
- Part of being a good community member is speaking up when something is not right, especially when you have the power to do so and someone else may not. Can you think of a time that you used your power to speak up and help someone who needed it? If more people spoke up, what effect could this have on our communities?

- How does reading help Michael discover his gift? How does he use his gift to empower others?
- As Michael moves to high school, he participates in activities that help him learn more about himself and his culture, and in turn, supports younger students in learning more about who they are. This is an example of *reciprocity*. Look up the definition of reciprocity. How do you show reciprocity in your life? In what ways might reciprocity help improve our schools and communities?
- What qualities do you think a good leader should possess?
- What teachings about leadership does Michael share? How does this change, or add to, your perspective on leadership?
- How does Michael show perseverance and resilience throughout the story? What can we learn from Michael’s journey?

After Reading: Learning Activities That Move Students to Action

After reading *Little by Little*, students can undertake the following learning activities individually or in groups. These activities include projects that aim to extend learning through action. They use an interdisciplinary approach for grades 3–6 with specific curriculum connections provided for British Columbia, Manitoba, and Ontario classrooms. These learning activities can be used together or as stand-alone activities. The time required to complete the activities is flexible and will be determined in response to student interest and the depth of their inquiries.

Each learning activity provides:

- An overview for educators.
- Learning goals connected to the HILL model by Gholdy Muhammad. The HILL model is a framework for culturally and historically responsive education in which Muhammad names the five pursuits—identity, skills, intellect, criticality, and joy—as they respond to students’ **H**istories, **I**dentities, **L**iteracies, and **L**iberation. These pursuits encourage educators to shift their focus from skill development that may not connect with students’ interests, identities, or lived experiences, towards a curriculum that supports students in finding their purpose, as well as meaning in their past, present, and future.
- Curriculum connections from the grades 3–6 social studies and language/language arts curriculum for British Columbia, Manitoba, and Ontario.
- A “Minds On” section that helps activate students’ prior knowledge, encourage inquiry, and develop critical and creative thinking around the themes and topics of the text.
- An “Action” section that supports students in developing and deepening their inquiry.
- A “Consolidation” section that encourages student reflection and provides an extension activity to help students turn their inquiries into action. This section includes suggestions to support educators in assessing student understanding.

*For more information and ideas for culturally and historically responsive instruction, see Gholdy Muhammad, *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Scholastic Incorporated, 2023.*

Learning Activity: Changemakers and Challenging Communities to “Think Differently”

Overview

In this learning activity, students will explore what it means to be a changemaker by making connections to *Little by Little* and researching Indigenous changemakers. Students will build on their understandings and consider how they can be changemakers in their own communities.

Learning Goals Connected to the HILL Model

In this learning activity, I can...

- *Identity*: learn about changemakers and make connections to my own life.
- *Skills*: draw inferences and cite from the text.
- *Intellect*: learn about the leadership and contributions of Indigenous Peoples in Canada.
- *Criticality*: learn about the injustices that Indigenous Peoples have faced and identify their strength and resilience.
- *Joy*: learn about the joy of Indigenous Peoples and the importance of including stories that celebrate their accomplishments and community work.

Curriculum Connections

SOCIAL STUDIES			
	British Columbia	Manitoba	Ontario
Grade 3	Explain why people, events, or places are significant to various individuals and groups.	Respect positive leadership in their groups and communities and in Canada.	
Grade 4		Be willing to contribute to their groups and communities.	
Grade 5	Construct arguments defending the significance of individuals/groups, places, events, and developments (significance).		Formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues.
Grade 6	Use Social Studies inquiry processes and skills to—ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	Identify various individuals from Canada’s past and present, and describe their achievements.	Assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions.

LANGUAGE/LANGUAGE ARTS			
	British Columbia	Manitoba	Ontario
Grade 3	Show awareness of how story in First Peoples cultures connects people to family and community.	Language as Exploration and Design: <ul style="list-style-type: none"> ● Research and study topics and ideas. ● Interpret and integrate information and ideas from multiple texts and sources. ● Manage information and ideas. ● Invent, take risks, and reflect to create possibilities. 	<ul style="list-style-type: none"> ● Identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences.
Grade 4	Apply a variety of thinking skills to gain meaning from texts.		
Grade 5	Access information and ideas from a variety of sources and from prior knowledge to build understanding.		
Grade 6	Respond to text in personal, creative, and critical ways.		

Minds On

Begin by asking students what they remember about *Little by Little*. Ask volunteers to summarize and recall key parts of the story.

Have students discuss the following quote from the story:

“Like the heroes in the books I read, I realized that day I had a gift that I needed to share: my voice. I changed the way that people thought by challenging them to think differently.”

You may wish to write this quote on the board or project it for students to refer to. Use the following questions as a guide:

- What do you think Michael means by this?
- What does it mean to “think differently” about community issues?
- Many community heroes are called *changemakers*. What do you think it means to be a changemaker? What kinds of actions do they take? Look up the definition of *changemaker* online if you need some guidance or extra help.
- What do you think are some attributes or traits of a changemaker?

Brainstorm with students some of the ways in which Michael shows he, like the characters in the books he reads, is a changemaker.

Students can work in groups, pairs, or independently to identify and record specific examples by quoting or paraphrasing the text. When they have had time to gather their examples, have students share their responses with the class. Work together to make a list of some of the qualities Michael illustrates and what actions he takes to improve his community.

Extension: Continue the discussion by asking students if they can name any other changemakers from books, television, politics, or their community. What attributes do these changemakers possess? Make a list of these qualities. What actions did these individuals take to improve their communities? How do their actions resemble those of the heroes in Michael's books?

Action

Like Michael, many people are challenging the world to think differently. Ask students if they can name an Indigenous person who is a changemaker making a difference in their community. Students may only know historical examples of Indigenous changemakers, so it is important to remind them that there are many current examples as well.

Discuss these examples and circle back to the idea that many First Nations, Inuit, and Métis people are working to improve their communities, especially for future generations. Sometimes, these individuals face great adversity as they work to achieve their goals and create change.

Have students research the actions and work of a contemporary Indigenous changemaker in groups, pairs, or independently. They may choose from the following list, or research an Indigenous changemaker of their choice, including someone from their own community.

- Autumn Peltier
- Cindy Blackstock
- Christi Belcourt
- Gabrielle Fayant
- Isaac Murdoch
- James Makokis
- Jeremy Dutcher
- Jesse Wente
- Makaśa Looking Horse
- Michael Redhead Champagne
- Notorious Cree (James Jones)
- Nanook Gordon
- Larissa Crawford
- Sage Paul
- Sheila Watt-Cloutier
- Tasha Spillett-Sumner

The following questions can be used to guide students and their research:

- Who is the changemaker?
- What Indigenous community are they from? Do they live in this community or somewhere else? If somewhere else, where?
- On what issue or in what area are they working to create change? How do they encourage others to “think differently” about this issue?
- What actions do they take to advocate for themselves and their communities, or to stand up against injustices?
- What qualities do they illustrate?
- What are the challenges they have faced or continue to face?
- How do they show strength and resilience?
- In what ways might you support them and their work?

Consolidation

Students can share their findings on the Indigenous changemaker they chose to research. This can be presented in a multitude of ways (e.g., oral, written, multimedia) based on student choice, gifts, and interests.

Review with students the concept of a changemaker and use the following questions to spark discussion:

- How can you share your gifts and passions to become a changemaker in the school or community?
- How might our communities improve if everyone contributed their gifts and passions?
- How can we encourage others to “think differently” about a school or community issue?

STUDENT REFLECTION

Being a changemaker doesn’t have to be about creating big changes. It also doesn’t have to be covered in a news article or on social media to be important. Being a changemaker can mean taking small actions to help the school or community. These actions can help an individual, many people, or the whole community.

Have students reflect on and extend their learning using the **3-2-1 model** as follows:

- **3 examples** from the text of what it means to be a changemaker.
- **2 things** you could do in your school or community to encourage others to “think differently” about an issue and create change.
- **1 thing** you can commit to doing in the next 30 days that will have a positive impact.

Extension: Create a list of students’ commitments to display in the classroom, so that they can track their progress and support each other in achieving their goals.

ASSESSMENT SUGGESTIONS

Assessment should be co-created with students, so they understand the learning goals and success criteria related to specific curriculum expectations.

- *Diagnostic assessments:* Gathered from student oral responses as well as their collaboration with peers.
- *Summative assessments:* Gathered from presentations on Indigenous changemakers.
- *Formative assessments:* Gathered from student reflections and commitments to act.

Learning Activity: Active Citizenship and Contributing to Your Community

Overview

In this learning activity, students will learn about active citizenship and make connections to *Little by Little* and to their own roles in their communities. Students will build on their understandings by researching and creating a plan to help solve a community issue of their choice.

Learning Goals Connected to the HILL Model

In this learning activity, I can...

- *Identity*: learn about active citizenship and make connections to my own life as a member of the many communities to which I belong.
- *Skills*: make connections from the text and apply these connections to my own community and curriculum.
- *Intellect*: define active citizenship through exploring the text and models like the Citizenship Education Framework.
- *Criticality*: learn about power dynamics and inequities that exist in and outside of my community.
- *Joy*: learn about community challenges and how I can be part of a solution.

Curriculum Connections

SOCIAL STUDIES			
	British Columbia	Manitoba	Ontario
Grade 3	Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.	Identify ways of resolving conflict in groups and communities.	
Grade 4		Explain from a personal perspective what it means to be a citizen of Canada.	
Grade 5	Develop a plan of action to address a selected problem or issue.		Explain why different groups may have different perspectives on specific social and environmental issues.
Grade 6	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media.	Identify factors that contribute to inequities in Canada and propose solutions.	Describe significant changes within their own community in Canada.

LANGUAGE/LANGUAGE ARTS			
Grade 3	Use personal experience and knowledge to connect to text and make meaning.	Language as power and agency: <ul style="list-style-type: none"> ● Recognize and analyze inequities, viewpoints, and bias in texts and ideas. ● Investigate complex moral and ethical issues and conflicts. ● Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. 	Identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing.
Grade 4	Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.		
Grade 5	Synthesize ideas from a variety of sources to build understanding.		
Grade 6	Construct meaningful personal connections between self, text, and world.		

Minds On

Begin by asking students the following questions:

- What do you think is the difference between a citizen and an active citizen?
- What words might you use to describe an active citizen?
- What roles and responsibilities do active citizens have in their communities?

Compile student answers using a method of your choice.

Introduce students to the Citizenship Education Framework or another model that connects to active citizenship in your community or curriculum. You may wish to familiarize yourself with the model before sharing with students so you can respond confidently to any questions that arise. To begin exploring the model, ask students:

- What do you notice?
- What do you wonder?

Find the Citizenship Education Framework at “The Importance of Social Studies, History, and Geography in the Curriculum,” Government of Ontario, <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-sshg/grades/g3-ss/context/importance-of-sshg>.

Using the following metaphor to explain the model may help clarify it for students:

Being an active citizen is a lot like being a gardener. A gardener plants seeds and cares for those seeds, so they will grow into plants that provide food that feeds the gardener and their community. However, if the gardener doesn't care for the seeds, the plants won't grow and the garden won't reach its potential. Similarly, if active citizens don't participate in a community, it can't grow or flourish.

Continue the discussion by connecting the model to *Little by Little*. Prompt students using the following questions:

- How do the characters in *Little by Little* connect with the elements of the Citizenship Education Framework?
- What examples from the text can you think of?

Students can then work in groups, pairs, or independently to deepen their understandings by identifying specific examples from the text. Students can directly quote or paraphrase the text.

Examples of guiding questions for students:

- *Structures*: What power structures (e.g., social, economic, or political) are present in the story? How do these structures affect individuals in the community including Michael? Who has power and who does not?
- *Attributes*: How do characters in the text (e.g., the Champagnes, Ms. Holmes, Michael) demonstrate self-respect and respect and empathy for others? How do their actions reflect some of the attributes in the inner circle of the Citizenship Education Framework (e.g., justice, fairness, truth)?
- *Identity*: In what ways does Michael consider and respect other people's perspectives? How does he explore or investigate the moral elements of certain events and/or issues? How does Michael connect with his local community?
- *Active Participation*: How does Michael take on a leadership role in his community? In what ways does he voice informed opinions on matters relevant to his community?

After students gather their responses to these guiding questions, have them share their ideas using a method of their choice (e.g., audio recording, mind map, storyboard).

Action

Remind students that in the text, Michael states, "I was told that when I was born, I was surrounded by love. I was told we exist to help others. I was told if there was something wrong, who better than you to fix it? Love can change things."

Being an active citizen can mean completing simple individual acts like watering a garden, picking up litter, or helping a neighbour shovel their driveway. Ask students: in what ways are you an active citizen? Have students identify examples from their own lives that connect to each section of the Citizenship Education Framework. For example, students might name a time that they followed rules or laws or how they have worked with others to collaborate and think critically about a problem.

Working as a group or a team can make it easier to solve bigger or more complex issues. The more people that come together, the more perspectives and ideas there are to help solve an issue and the more hands to do the work to make it possible!

In small groups, have students brainstorm issues within the school or community that they are interested in learning about and want to help find a solution for. It is important to ensure that the issue is manageable for the group. Encourage groups to use a framework like S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal setting to help narrow down their list.

When they select an issue of interest, students can start their investigation/inquiry using the following questions as a guide:

- What is the issue? Provide some background information.
 - Who is involved in or affected by the issue?
 - When did the issue begin?
 - How did the issue come about?
 - Where is the issue taking place?
 - Why is this issue happening?
- Which level(s) of government or systems (e.g., education, justice) are responsible for addressing this issue?
- What are some of the roles and responsibilities I have as an active citizen?
- Brainstorm what you can do about this issue as an individual or in a group. What actions can you take? Propose a few different solutions. Identify which of these actions is most achievable and will have the greatest impact. Refer to the S.M.A.R.T. goals your group set earlier.
- Who can help me achieve my goal? How might I ask for help and/or support?

Consolidation

Have students create a presentation to highlight their community challenge and what solutions can help address this issue. They can use a method of their choice (e.g., oral, written, multimedia) based on student preferences, gifts, and interests.

Encourage students to move from presentations to action. Ask them to consider how they might follow through with their plans and work towards solving their selected community challenge.

STUDENT REFLECTION

Have students reflect on their inquiry/investigation and respond to the following questions using the method of their choice.

- What skill do you think you improved most throughout the project?
- What roles and responsibilities did you have in your group?

- What challenges did you experience working within your group? How did you overcome these challenges? What did you learn about yourself?
- What potential challenges might you face in completing your proposed solution? How might you address these challenges?
- How might you measure the success of your plan?
- After researching this challenge, what do you still want or need to learn more about?

Extension: In *Little by Little*, Michael states, “Leadership is about making space and opportunity for more leaders to come after you.”

Ask students to consider how they can be leaders in their school or community. How might they work with students in higher grades to develop their leadership skills? How could they work with students in lower grades to mentor the next generation of young leaders? What contributions could students make to co-creating a school leadership program?

ASSESSMENT SUGGESTIONS

Assessment should be co-created with students, so they understand the learning goals and success criteria related to specific curriculum expectations.

- *Diagnostic assessments:* Gathered from student oral responses as well as their collaboration with peers.
- *Summative assessments:* Gathered from presentations on their community challenge and proposed solutions.
- *Formative assessments:* Gathered from student reflections.

JERICA FRASER is a Rotinonhsión:ni (Kanien’kehá:ka) educator. Throughout her career, she has focused on anti-racism and anti-oppressive education not only in her classroom, but in the education system as a whole. She writes and collaborates on Indigenous-focused curriculum and workshops as well as courses for educators. She has her Master’s in Education with a focus on social justice and Indigenous health studies. Jerica is passionate about learning and reclaiming the languages of her grandparents and recently graduated from the Mohawk Language and Culture program at Tsi Tyónnheht Onkwawén:na and Queen’s University. She looks forward to continuing her learning and teaching Kanien’kéha in the future.



TEACHER GUIDE FOR

Little by Little

MY FAMILY TAUGHT ME IT IS OUR SHARED RESPONSIBILITY TO TAKE CARE OF ALL CHILDREN ALL OF THE TIME. SO, I STARTED THINKING INTO WAYS TO DO JUST THAT.

I READ ABOUT SO MANY HEROES WHO CHANGE THINGS FOR THE BETTER.

Use this guide alongside *Little by Little: You Can Change the World* to explore themes of active citizenship and community building, appreciation of diverse perspectives, identity and belonging, reciprocity, and resilience.

Written by Rotinonhsión:ni (Kanien'kehá:ka) educator Jerica Fraser, the *Teacher Guide for Little by Little* supports educators in:

- engaging learners before, during, and after reading
- using the suggested activities, questions, and ideas for inquiry
- imparting the importance of diverse representation in visual or graphic storytelling
- practising cultural appreciation and providing context when introducing Indigenous stories
- balancing stories of Indigenous experiences of trauma with stories of Indigenous experiences of joy and healing
- exploring the ideas of changemaking and active citizenship and encouraging action-based responses to classroom learning through two detailed lesson plans
- connecting to specific language arts and social studies curriculum expectations

Activities in this teacher guide are approachable and engaging and are most appropriate for grades 3–6. This guide can be used in a range of subject areas including social studies, language arts, visual arts, and more.



PORTAGE &
MAIN PRESS