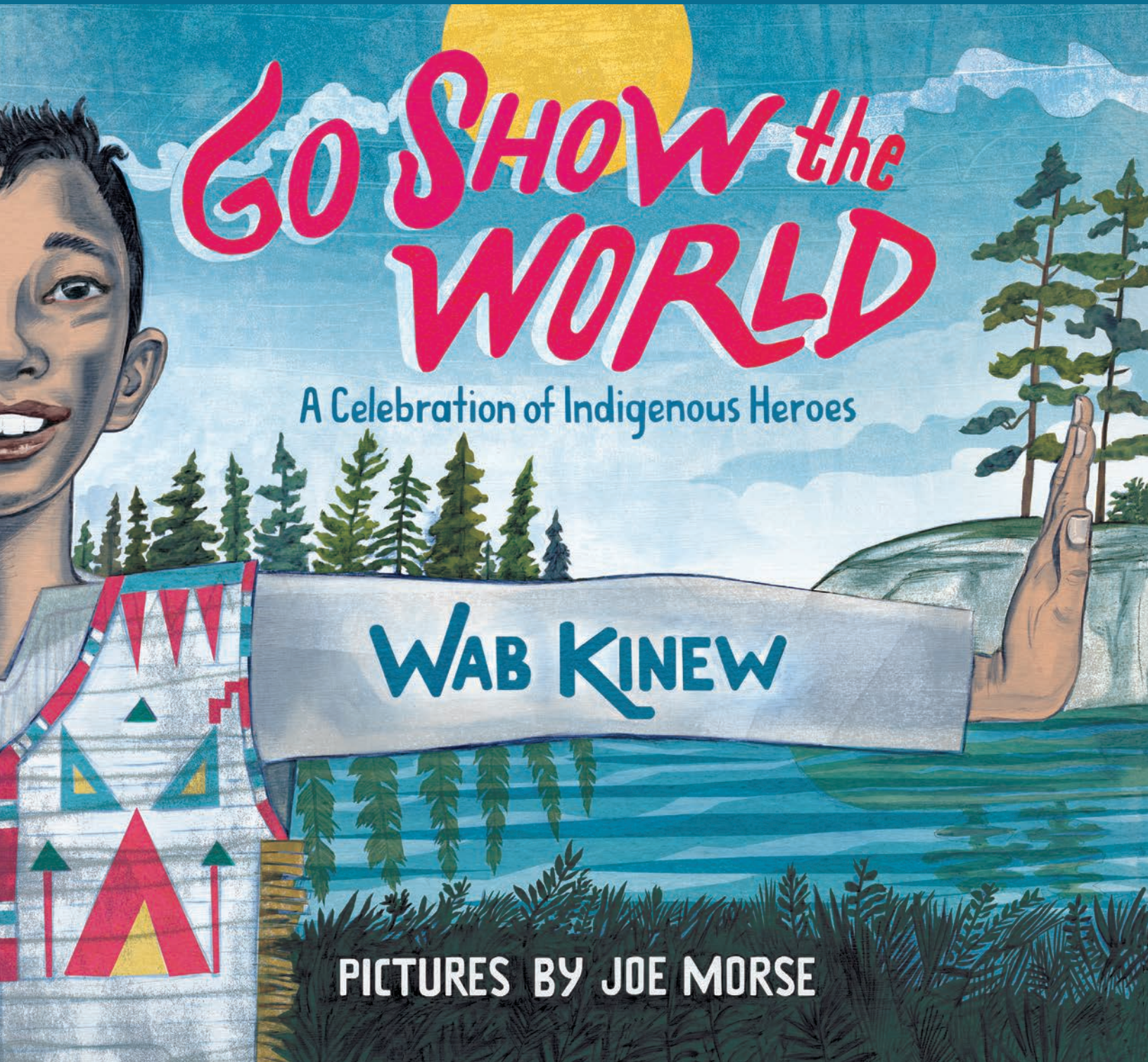


DISCUSSION GUIDE



PICTURES BY JOE MORSE

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ABOUT THE BOOK

Celebrating Indigenous heroes for young people of all backgrounds, Wab Kinew has created a powerful rap song, the lyrics of which are the text for this beautiful and timely picture book. *Go Show the World* showcases a diverse group of Indigenous people from the U.S. and Canada, both the more well-known and the not-so-widely recognized. Crazy Horse, Net-no-kwa, former NASA astronaut John Herrington, Canadian NHL goalie Carey Price and others — each has a unique story and background, but they all have something in common: a belief in themselves and a tie to the land.

Acclaimed illustrator Joe Morse's stunning illustrations bring this celebration of Indigenous figures to life and encourage readers to see themselves and their own potential in these heroes' stories.

ABOUT THE AUTHOR

Wab Kinew is a musician and former journalist who is now the leader of the provincial New Democratic Party in Manitoba, Canada. He was the associate vice-president for Indigenous Affairs at the University of Winnipeg, worked in television in the U.S. and Canada and is the author of the award-winning memoir *The Reason You Walk*. Kinew is a member of the Midewin and an honorary witness for the Truth and Reconciliation Commission of Canada. He lives in Winnipeg, Manitoba, with his family. This is his first picture book.

ABOUT THE ILLUSTRATOR

Joe Morse is an artist living in Toronto, Ontario. Known for his portraits of celebrities and sports stars, his work has been commissioned by Universal Pictures, Nike, Major League Baseball, *Rolling Stone*, *Entertainment Weekly*, *The New York Times* and *The Guardian*, and has won over 200 international awards. The picture books he has illustrated include *Casey at the Bat*, which was nominated for a Governor General's Literary Award for Children's Illustration, *Play Ball, Jackie!* and *Hoop Genius*. He is the Coordinator of the Bachelor of Illustration program at Sheridan College in Oakville, Ontario.



NOTE TO TEACHERS

Go Show the World can be used in many different ways in the classroom depending on the age level and prior knowledge of your students. There is a main story, plus an important note from the author and short biographies of the people highlighted in the book. You may wish to share the Author Note with students before reading the book out loud as a way of introducing the text to students, or read the main story first. This will depend on the age level of students and their knowledge of Indigenous peoples and cultures.

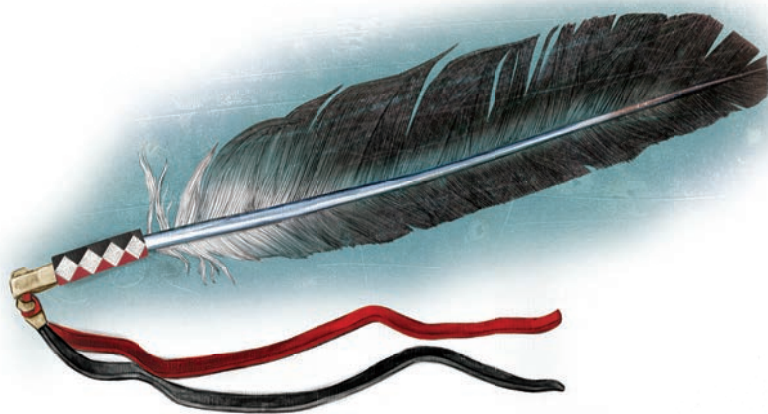
If students are unfamiliar with the term Indigenous, they may benefit from discussing what this term means before reading the book. *Go Show the World* provides the opportunity for students to learn about diverse cultures and perspectives. By drawing attention to the contributions, beliefs and practices of Indigenous peoples in North America, many students will be able to see themselves and their ancestors reflected in their classroom learning.

This book can also be used as an introduction for students to the ideas of power and exclusion. It shows how the people in this book act or have acted as agents of change, serving as role models for active citizenship (rather than simply citizenship). Active citizens are members of society who try to take charge of their future and seek to be agents of positive change in their communities.

By reading about the achievements of various Indigenous figures throughout history and their contributions to the world, students will be encouraged to think about why they themselves matter and what makes them special as individuals.

Take the time to read and reread all parts of the book, over multiple read-aloud sessions if possible. The book's lyrical prose and personal histories provide a powerful springboard for rich discussion and activities that include:

1. Exploring concepts and themes such as heroism, perseverance, adversity, culture, empowerment, equality and connection;
2. Learning more about Indigenous peoples and cultures in North America through close reading and research;
3. Exploring the potential within all of us, individually and collectively;
4. Studying biography as a genre.



PRE-READING DISCUSSION PROMPTS

1. Look at the cover and title of the book. What do you think the title means?
2. What do you notice about the illustration on the cover of the book?
3. This book is a celebration of Indigenous peoples. What is your understanding of the word “Indigenous”?
4. If you identify as Indigenous, is there anything you would like to share about your personal history and culture? If you do not identify as Indigenous, what do you know about Indigenous peoples and cultures?
5. Who do you think of when you hear the word “hero”? What makes somebody a hero in your mind?

POST-READING DISCUSSION PROMPTS

1. The people shown in this book all have unique backgrounds and personal stories, but they all have something in common too. What do they have in common?
2. An active citizen (rather than just a citizen) is somebody who takes responsibility and initiative in areas that affect the public good. This includes taking care of the environment, advocating for equal rights and taking care of the places where people live. How does the idea of active citizenship connect to this book? Do you consider yourself to be an active citizen? Why or why not?
3. Community is very important to the people in this book. What does community mean? Who is in your own community? Why are they important to you?
4. In the Author Note at the back of the book, the author writes: “Whether or not you have Indigenous blood, if you live in North America today, some part of your identity has an Indigenous character.” What does this mean?
5. The author starts the book by saying, “There’s a power in these lands,” and in the Author Note, he speaks of the traditional Indigenous worldview in which we are all connected to the land. What connection do you feel to the land? Explain your thinking.
6. Think about how the illustrator includes nature in every scene. Why do you think he does this?
7. In the Author Note, Wab Kinew explains that he was inspired to write this book. What does it mean to be inspired? Who and what inspired him? Have you ever felt inspired after reading a book, watching a movie or hearing a song? Did you act on this inspiration?
8. Many of the people in this book stood up for themselves, their communities or their beliefs, even when others told them they shouldn’t. The author calls these people heroes. Why does the author consider the people he included in this book to be heroic? Who is somebody in your community that you think of as a hero? What is it about the person that makes them heroic in your mind?
9. Throughout the book, there is repetition of the idea, “You are people who matter. Yes, it’s true. Now go show the world what people who matter can do.” Why do you think the author changed the words in the refrain on the last page of the story to “We” (“We are people who matter”) from “You” (“You’re a person who matters” and “You are people who matter”)?



SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

Have your students close their eyes and listen as you read the words,

You're a person who matters.

Yes, it's true.

Now go show the world what a person who matters can do.

When students open their eyes, ask them to share what they saw in their head as you were reading. Have students draw or paint a picture of what these words mean to them.

On a different day, reread the book aloud to students and have them focus on the illustrations. Flip back and forth to the biographies and have students pick out some of the details included in the illustrations that are explained in the biographies at the back of the book.

Read out the list of character traits written below and have students choose one of the people in the book who they think demonstrate each character trait. Many of the people in the book embody more than one of the listed character traits, but encourage students to pick just one person for each trait and explain their thinking.

- Kind
- Brave
- Strong
- Determined
- Curious

Write the names of the people who appear in the book in a chart. Spend some time sharing the short biographies of each person who is included in the back of the book with students. After reading each biography, have students give short notes for you to record on the chart. For example, after reading about John Herrington, students might have you note, "first Native American in space." If you are working with older students, assign or have students choose one of the people who appears in the book to research further.

As a class, spread a large piece of mural paper across the classroom floor or post it on a wall. Have partners paint or draw one of the people in the book. Title the mural "Go Show the World." Invite other students and staff from the school into the class and have students present the mural.

The author mentions how Barack Obama's book *Of Thee I Sing: A Letter to My Daughters* inspired him to write this book. If possible, go to the library and take out a copy of Obama's book to share with the class. Lead a discussion with students about any connections in themes and messages between Obama's book and this book.

Have students choose one of the people included in the book who was of particular interest to them. Ask students to think of one question they would like to have asked or could ask of that person that connects to the experiences described in the book and in the biographies. Then have students discuss what the answer may have been or could be.

Songwriting is a type of poetry, and this book is an illustrated song. Have students look carefully at the text on a few of the pages. For example,

*In a foster home
Beatrice's heart reigned free,
wrote a book about her life
and called it April Raintree.*

Have students consider how the lyrics of a song are written differently than sentences that might be seen in a picture book with standard prose.

The author writes, "All paths are open to you, / the brave, you take a stand." What does it mean to "take a stand"? Have you ever taken a stand about something before? How does the idea of being brave connect to the idea of taking a stand?

Depending on the age level of the students, research as a class, in partners or independently, the history of your own community and its connections to Indigenous peoples and history.

The Indigenous people included in this book live or lived all over North America and belong to different Indigenous groups. Some students may be unfamiliar with some or all of the groups mentioned in the biographies at the back of the book:

- | | |
|----------------------|-------------------------|
| • Shoshone | • Silammon First Nation |
| • Sac and Fox Nation | • Chickasaw |
| • Omaha | • Ulkatcho First Nation |
| • Métis | • Mohawk |
| • Anishinaabe | • Shawnee |
| • Cree | • Oglala Lakota |
| • Ponca | • Odawa |

Have students research the groups listed in the chart that they are unfamiliar with and direct them to inquire into:

- | | |
|---------------|-----------|
| • Region(s) | • Culture |
| • Language(s) | • History |

Consider using a large map of North America to plot where each of the Indigenous groups are, or have been, located.

Talk with students about biography as a genre of writing. Explain that biographies are nonfiction pieces of writing about an individual's life, which usually include information about the impact of the individual's actions on themselves and others. Have students create a class book that includes short biographies of the students in the class, highlighting important things students have done to take care of themselves, their community and the land. Students can write their own autobiography and draw a self-portrait, or students can write biographies of each other.