

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
INDIGENOUS EXPERIENCES



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: LITERARY ARTS

TALES FROM TURTLE ISLAND

Program Overview

Artist Name: Indigenous Experiences

Artist Bio: Indigenous Experiences offers authentic programs sharing the rich culture, teachings, and history of Canada's Indigenous Peoples from a First Nation perspective. Representing diverse native nations, the team highlights Indigenous cultures' evolution. Students engage in traditional activities and games, gaining meaningful insight into both historical and contemporary Indigenous life.

Program Description: Indigenous traditional stories hold the knowledge, memories, and identity of Turtle Island First Nations people and communities. Expand your understanding of the diversity and richness of Indigenous culture through these unique and authentic traditional stories.

Artistic Discipline: Literary Arts

Recommended Grade Levels: K - 8

Session Logistics: Online only

Cultural Context: 2SLGBTQIA+, Culturally Diverse, Indigenous, Men+, Person of Colour, Women+

Vocab bank/glossary: [Click here](#)





ONLINE: TALES FROM TURTLE ISLAND

Curriculum Connections

Learning Themes:

- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities. (K)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. (Grades 1-8)

ONLINE: TALES FROM TURTLE ISLAND

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What do you think a storyteller does?
- Have you ever heard a story from a grandparent or family member?

During

- Who was your favourite character in the story?
- What happened first, middle, and last?
- What sound or word did you hear more than once?

Post

- Can you draw a picture of the story?
- How do you think the storyteller remembered the story?

GRADES

1-3

Pre

- What kinds of stories do you like to hear?
- Why do you think people tell stories?

During

- What was the setting of the story? Where did it take place?
- Who were the characters and what were they like?
- Did you notice any special words or rhythms?

Post

- What was the main idea or message in the story?
- How was this story different from ones you read in books?
- Why is it important to listen to stories from other cultures?

GRADES

4-6

Pre

- What is oral storytelling, and how is it different from reading a book?
- What do you already know about First Nations stories?

During

- What life lesson or value was taught in the story?
- How did the storyteller use voice or gestures to help tell the story?
- What images did you picture in your mind while listening?

Post

- What can we learn about Indigenous culture through storytelling?
- How does storytelling help keep traditions alive?

GRADES
7-8

Pre

- What purposes do traditional stories serve in Indigenous communities?
- How might storytelling be used to pass down knowledge?
- What are the key differences between oral and written histories?

During

- What themes or teachings were present in the story?
- How did the storyteller connect the story to land or culture?
- What did you notice about tone, rhythm, or repetition?

Post

- How does this story challenge or support what you've learned in history class?
- How does storytelling build community and identity?

LITERARY ARTS OVERVIEW

Dance is a powerful form of cultural expression that celebrates diversity, fosters connection, and supports healing. By exploring various dance forms, students build empathy, challenge stereotypes, and gain global awareness. Dance promotes physical literacy and mental well-being through movement, creativity, and emotional release.

The creative and critical analysis process helps students generate, refine, interpret movement, encourage collaboration, resilience, and emotional intelligence. When used to complement artist-led sessions, these frameworks guide students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Dance also supports cross-curricular learning. It brings stories to life in language arts, explores cultural traditions in social studies, and connects to science through anatomy and body mechanics. These interdisciplinary links highlight the dynamic role of dance in education and deepen student engagement across subjects.



APPENDIX

Vocabulary bank/glossary:

- **Storytelling:** The sharing of stories, especially by word of mouth.
- **Tradition:** Something passed down from generation to generation.
- **Elder:** A respected older person who shares knowledge and wisdom.
- **Oral History:** Information and stories shared by speaking, not writing.
- **Turtle Island:** A name many Indigenous peoples use for North America.
- **Community:** A group of people who live and work together.
- **Culture:** The beliefs, traditions, and way of life of a group of people.
- **Teaching:** A lesson or value learned from a story or experience.
- **Land-based Knowledge:** Understanding that comes from living with and learning from the land.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning