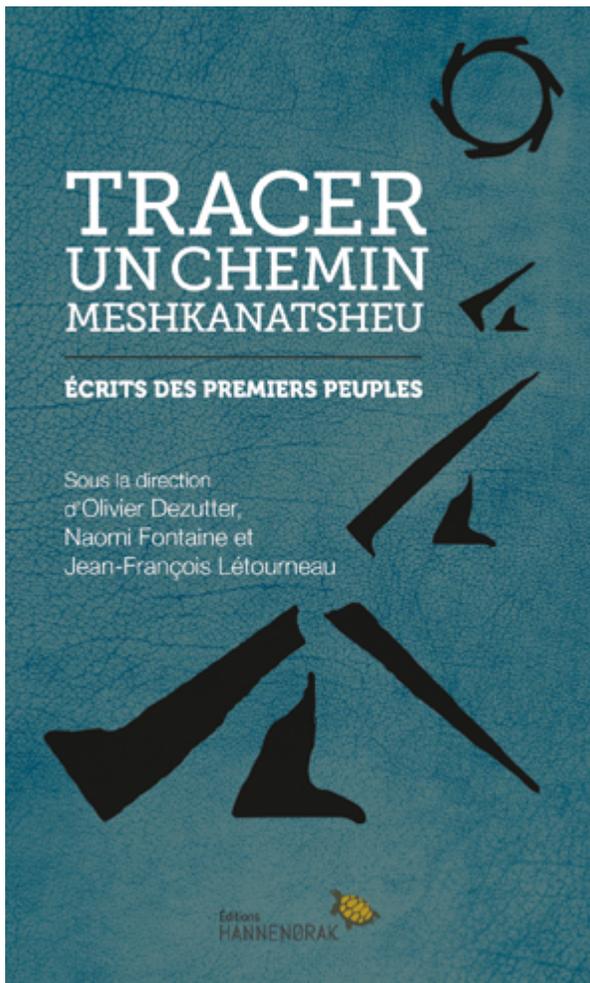


AND WHAT IF ANE ANTAN KAPESH, JOSEPHINE BACON OR SAMIAN WERE INTRODUCED IN THE FRENCH COURSES

TRACER UN CHEMIN/ MESHKANATSHEU:

A NEW TOOL TO DISCOVER FIRST PEOPLES AUTHORS AND TO WORK THEIR TEXTS
IN UPPER SECONDARY AND COLLEGE CLASSROOMS



PROJECT CHALLENGES

- A concrete way to implement the Truth and Reconciliation Commission of Canada (2015) recommendations which call for greater integration of Indigenous peoples' cultures and languages into school curricula and to "deconstruct the misrepresentations concerning First Peoples" (Lavoie, 2016).
- A work in harmony with the objectives set in the second-cycle secondary and college level French programs, and aimed, through the reading of these texts, at developing both reading skills and critical thinking on the challenges at stake in literary creation as well as the political and cultural history of Quebec.
- An opportunity for Indigenous students to get to know themselves and develop their pride in their identity, to "decolonize the French courses", and finally to discover models of writers with whom they can identify.
- An opportunity for non-Indigenous students not only to know and recognize a particular aspect of "the linguistic and cultural diversity of the contemporary world" (MEQ, 2001), but also to go beyond stereotypes.

Authors : **Olivier Dezutter**, Professor, Université de Sherbrooke, **Naomi Fontaine**, Author and Teacher and **Jean-François Létourneau**, Professor, Cégep de Sherbrooke

NEW TEACHING MATERIAL

AN ANTHOLOGY

Three generations of writers and authors of 47 texts, most of whom have chosen to write in French and attest to a duty of memory, affirmation, liberation and of sharing through writing and creation.

Thirty writers from different nations and communities, including An Antan Kapesh, Bernard Assiniwi, Joséphine Bacon, Margaret Sam-Cromarty, Charles Coocoo, Rita Mestokosho, Louis-Karl Picard Sioui, Samian, Natasha Kanape Fontaine, Manon Nolin.

A variety of genres: poetry, song, novel excerpts, short stories, tales, theatre excerpts, manifestos.

Seven thematic chapters: "Le chemin ", "Il y a de cela bien des lunes ", "Les six saisons ", "Je m'appelle Humain ", "Là où tu te perds ", "Les jours des feux ", "Le territoire de ma langue ".

Traces of a duty of memory, affirmation, liberation and of sharing through writing and creation.

Some minimal information about each author as well as some notes about certain cultural elements mentioned in the texts.

A TEACHER'S GUIDE

Activities that challenge reading, writing and speaking skills.

A mode of reading and working around texts fostering:

- enhancement of the "subject reader" (Rouxel and Langlade, 2004) in the process of understanding and interpreting texts;
- a balance between the emotional and rational dimension of reading;
- reading which is not limited to cultural (folkloric) surface features, but which also questions values;
- an attentive reading of the literary specificities and certain particularities (traces of orality, presence of the source languages, etc.).

Integrating cultural elements in activities: reflection on the meaning of the "appellations", on the notion of inheritance, on the importance of walking and creation of a filiation circle.

Ideas allowing students to browse the anthology as they please and share their favourites.

Sample questionnaires to check reading comprehension.

References to discover other literary texts and further reflection.

THE AUTHORS OF THE PROJECT:

Olivier Dezutter is a professor in the department of pedagogy of the Faculty of Education of the Université de Sherbrooke. As a specialist in French didactics, he conducts research on the different facets of reading and writing in a variety of contexts.

Naomi Fontaine, from the Innu community of Uashat, is a writer and teacher of French. She is currently pursuing a master's degree in literature at Université Laval.

Jean-François Létourneau is currently a teacher of French at Cégep de Sherbrooke. He taught several years in First Nations communities. As a specialist in First Nations literature, he has written a master's thesis and a doctoral thesis (Université de Sherbrooke) on the subject. His essay, *Le territoire dans les veines*, was published by Mémoire d'encrier (Montreal, 2017).

Where to get the anthology and the guide?

The anthology is on sale in bookstores (\$14.95): Dezutter, O., Fontaine, N. et Létourneau, J.-F. (dir.). (2017). *Tracer un chemin/Meshkanatsheu. Écrits des Premiers Peuples*. Wendake, Canada: Éditions Hannenorak.

The pedagogical guide is available in digital format. It can be obtained by contacting the Tshakapesh Institute Documentation Centre at 418 968-4424 or 1-800-391-4424 (toll-free), or by e-mail:

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