



Reading the Word, Reading the World

Grades 6-8

The word “text” is used to describe any language event, whether it is oral, written, visual or digital. A conversation, a poem, a novel, an online exchange, a poster, a music video or a multimedia production are all considered to be texts. Just like there are many different kinds of texts we can read, there are also many different ways we can read them.

The activities in this package encourage you to explore and reflect on a variety of different kinds of texts. Challenge yourself to try out a few new ways of reading!

If you are a French immersion student, we have provided you with some of the vocabulary you might need. You are encouraged to try doing some of the activities in French. It’s up to you!

Si tu es un élève en immersion, tu peux faire les activités en français! Il y a même certains sites où tu as l’option de voir la page en français. On t’encourage fortement à faire l’effort! Tu en es capable!

At the end of this package, you will find some digital sources where you can look for texts to use for these activities. You can also use reading materials you already have at home. Remember to discuss your reading, listening, and viewing choices with parents or an adult in your household.

Activity 1: Responding to Reading

How has this text impacted me as a reader?

Read a text of your choice and answer a few of the questions from the list below. You can think about your responses based on a book you are currently reading or have recently finished. You could also choose an article, a poem, an image, a short video or film, a song, a podcast, a movie, a tv show, a non-fiction text, a magazine or newspaper, a YouTube video, a TED Talk, an advertisement, a radio news broadcast, etc.

- What is the theme or message of this text? What does the author/poet/director want me to think about and remember? *Quel est le message ou le thème principale du texte? À quoi l'auteur veut-il te faire penser quand tu lis le texte?*
- What are the key ideas in this text? Why do I think they are important? *Quelle est l'idée principale du texte? Pourquoi est-elle importante?*
- What new information have I learned from reading this text? *Quelle nouvelle information as-tu apprise en lisant le texte?*
- How did reading this text change my thinking about the topic? What are the parts that changed my thinking? *De quelle façon ton point de vue sur le sujet a-t-il changé après avoir lu le texte? Quelles sont les parties du texte qui ont contribué à changer ta façon de penser?*
- How can I use this new information? *Comment cette information peut-elle t'être utile?*

Activity 2: Reading Critically

How can I question, challenge, and evaluate what I am reading?

Read a newspaper or magazine article, watch or listen to a news broadcast, listen to a podcast or watch a video. Use some of the questions from the list below to help you think critically about the text.

- Who created this text? *Qui a créé ce texte?*
- Who is the intended audience? *Qui est le public cible?*
- What is the text's purpose? *Quel est le but du texte?*
- What is the topic? What are the key messages? *Quel est le sujet principal du texte? Quelle est l'idée principale du texte?*
- How is the topic presented? What are some other ways this topic could be presented? *Comment le sujet est-il présenté? De quelles autres façons ce sujet pourrait-il être présenté?*
- What is the author/text trying to do to the reader/listener/viewer? How do they do it? *Qu'est-ce que l'auteur essaie de transmettre au lecteur ou à la personne qui écoute? Comment l'auteur réussit-il à le faire?*
- What view of the world does the composer assume that the reader/viewer holds? *Quelle vision du monde l'auteur suppose-t-il que le lecteur / spectateur a dans sa tête?*
- What has been included and what has been omitted? *Quels éléments ont été inclus et quels éléments ont été omis?*
- Whose voices and positions are being/not being expressed? *Quel point de vue se fait exprimer?*

Activity 3: Considering Media

What is the message being sent?

Watch, read, listen, or view a message from the media. Answer some of these questions to help you think about the message being sent.

- Do I need this information? *Ai-je besoin de cette information?*
- What is the message? Why is it being sent? *Quel en est le message? Pourquoi est-il envoyé?*
- Who is sending the message? How is the message being sent? *Qui envoie le message? Comment est-il envoyé?*
- Who is the intended audience? Who or what is left out? *Qui est le public cible? Qui est laissé de côté?*
- Who benefits from this message? *Qui bénéficie de ce message?*
- Can I respond to this message? Does my opinion matter? *Puis-je répondre à ce message? Est-ce que mon opinion compte?*



Activity 4: Reading Like a Writer

What choices has the writer made to create this text?

Watch, read, listen, or view a text of your choice. Answer some of these questions to help you think about the writer's choices.

- What did the author want you to learn about this topic? Why? *Qu'est-ce que l'auteur veut apprendre à propos du sujet? Pourquoi?*
- How did the author get your attention? *Comment cet auteur a-t-il pu avoir ton attention?*
- What devices did the writer use to make this text engaging for the reader? *Quels moyens l'auteur a-t-il utilisés pour rendre ce texte captivant pour le lecteur?*
- Why did the author write this text? Who is their audience? *Pourquoi l'auteur a-t-il écrit ce texte? Quel est son public cible?*
- How did the author get your attention? *Comment l'auteur a-t-il capté ton attention?*
- Where did the author really work to convince you to agree with them? What devices did they use? *À quel endroit dans le texte l'auteur a-t-il réussi à te convaincre d'être en accord avec lui? Quels moyens a-t-il utilisés?*
- Find a place in the text where the writer made it easy for you to visualize. *Trouve un endroit dans le texte où il y a été facile pour toi de visualiser quelque chose.*

Activity 5: Examining Images

How do artists and designers communicate messages and meaning without words?

Choose an illustration from a favourite book, an artwork from artsandculture.google.com, a photograph from a magazine, or an illustration on a cereal box. Answer some of the following questions to help you explore and understand what the artist, photographer or designer is doing:

- *Describe* – What kinds of things do you see in this image? How would you describe the lines, shapes, colours? How would you describe the image to a person who could not see it? *Que vois-tu dans l'image? Comment peux-tu décrire les lignes, les formes, les couleurs? Comment pourrais-tu décrire l'image pour ceux qui ne la voient pas?*
- *Analyze* – Which things are closer/further away? What colour is used most? What can you tell about the person or things in this image? What do you think is the most important part of the image? *Quels objets sont plus proches ou plus loin? Quelle couleur est la plus employée? Que peux-tu dire au sujet de la personne ou des objets dans l'image? Que penses-tu est la partie la plus importante de l'image?*
- *Interpret* – What do you think is happening in this image? Pretend you are inside the image. What do you think it would be like to live there? Why do you suppose the artist made this image? What title would you give this image? *Que penses-tu se passe dans l'image? Prétends que tu fais partie de l'image. Imagine vivre là-dedans. Comment est-ce? Pourquoi crois-tu que l'artiste a-t-il créé l'image? Quel titre y donnerais-tu?*
- *Evaluate* – What do you think is good about this image? What is not so good? Do you think the artist was successful in creating this? Why do you think other people should see this image? What do you think is worth remembering about this image? *Qu'est-ce qui est bien de l'image? Qu'est-ce qui ne l'est pas? Penses-tu que l'artiste a réussi avec la création de son œuvre? Pourquoi les gens devraient-ils voir l'image? Qu'y a-t-il d'important à s'en souvenir?*



Activity 6: Exploring Infographics

How do visual images communicate information and data?

An infographic is a visual image such as a chart, graph, or diagram that represents information or data. Select one of the infographics below from Statistics Canada or find your own infographic in a newspaper or magazine. Use a few of the questions below to reflect on its message and design.

Maple Syrup: Nature's Gold

Le syrop d'érable : une richesse de la nature

What Matters to Canadian Youth?

Qu'est ce qui est important pour les jeunes Canadiens?

Splitting Household Tasks: Who Does What?

Partage des tâches domestiques : qui fait quoi?

From Far and Wide, People are Travelling to Canada

Les gens viennent des quatre coins du monde pour visiter le Canada!

Canada's Population July 1 2019

La population du Canada, 1er juillet 2019

How are Canadians Staying Connected?

Comment les Canadiens restent-ils connectés?

- What do you notice about this infographic? *Que remarques-tu au sujet de l'infographique?*
- What is it telling us? How? *Qu'apprenons-nous? Comment le sais-tu?*
- What do you think about this information? *Que penses-tu de l'information?*
- What do you wonder about it? What questions do you still have? *Quelles questions te poses-tu toujours?*
- What doesn't this infographic say? What information is left out? *Qu'est-ce que l'infographique omet comme information?*
- What else do you notice when you look again? And again? *En regardant de nouveau, quelles nouvelles observations peux-tu faire?*
- What does the person who created this infographic assume the reader already knows? *Qu'est-ce que le créateur de l'infographique assume que le lecteur connaît déjà?*
- How would you summarize this infographic's main idea in a single sentence? *Comment pourrais-tu, en une seule phrase, résumer l'idée principale de l'infographique?*
- Who would find this information most helpful? Why? *Qui pourrait trouver cette information utile? Pourquoi?*
- How did this infographic confirm, challenge, or extend what you already knew or thought about this topic? *Comment l'infographique a-t-elle confirmé, réfutée, ou appuyée ce que tu savais déjà à ce sujet?*

Activity 7: Listening to Texts

How do performers, composers and sound engineers use sound to construct meaning and influence emotional response?

Much of the media we consume uses music to enhance the message to create greater impact on the listener. Choose a song, a music video, a podcast, a movie, a tv show, an advertisement, a radio news broadcast, etc. Use the following questions to analyze the impact of the music on the audience.

- What purpose is the music serving? If it is being used in other media, why was that piece chosen? How does it impact the message? *Quel est le but de cette musique? Pourquoi cet arrangement musical a été choisi si c'était utilisé dans un autre media? Quel impact il a sur le message?*
- What technical choices are being made in the music production? Listen for dynamic contrast, instrument tone, and how the instruments are blended. How do the production choices of the music impact the overall message? *Quels choix techniques doivent être faits lors d'une production musicale? Écoute la dynamique qu'il y a entre les divers instruments (leur ton, leur contraste et leur harmonie). Comment les choix de production ont-ils un impact sur le message en général?*
- What is the emotional intention of the music? Is the emotion clear or ambiguous? What is the intended effect on the listener? *Quelle est le but des émotions dans la musique? Est-ce que l'émotion est claire ou ambiguë? Quel en est l'intention sur celui qui l'écoute?*
- What instrument timbres are being used and how does that affect the mood? *Quels timbres d'instruments sont utilisés et comment cela affecte-t-il l'ambiance?*
- Is there imagery, dialogue or lyrics? Does the music support or work in contrast to the other forms of text? What choices are being made in the music to support the other forms of texts? *Y a-t-il des images, des dialogues ou des paroles? Est-ce que la musique sert de soutien ou s'oppose-t-elle aux autres types de textes? Quels choix musicaux ont été faits afin de supporter les autres types de textes?*



Activity 8: Digital Media Literacy

How can I identify fact from fiction online?

What is a lateral search? *Qu'est-ce qu'une recherche latérale?*

It is common knowledge that we need to be careful consumers of the information we find on the Internet and yet we still often fall prey to mis- and disinformation. *Misinformation* is not necessarily intentional. The person posting the information may believe that what they posted or shared is true.

Disinformation is spread intentionally. The person posting the information is aware they have invented and/or misrepresented the information.

The good news is it is easier than you might think to check what you find online.

Completing a lateral search is a quick scan to

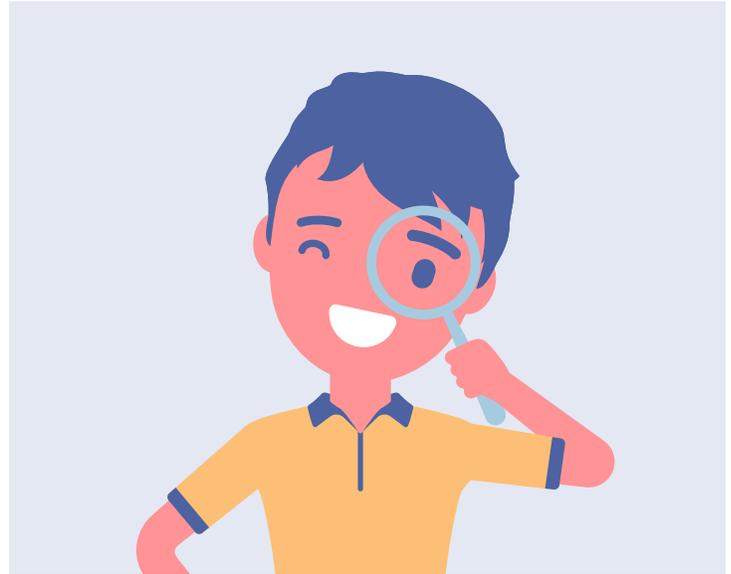
see if the information and images you are consuming can be verified on other legitimate sites. It doesn't take long but is very important.

Here are some easy steps:

1. **Check your gut.** Believe it or not, a strong emotional reaction (either in agreement or disagreement to the online information) is a good indicator that you should do a lateral check.
2. **Check facts laterally.** Does the author cite a statistic, quote a person, or make a specific claim? It is as simple as placing that statistic, quote or claim in your search engine. Hopefully, the search will reveal that the evidence is backed up by two or more other legitimate sources. If the news has just been posted, you may have to wait an hour or two for other news sites to confirm the story. Waiting before sharing is not a bad thing.
3. **Do a reverse image search.** Is the image actually connected to the information in the article? Most search engines have some kind of visual image search.

You may find your image has been altered from an original photo. You may find your image is used in other unrelated articles. If either is the case, you should be wary of this information. But hopefully you will find that your image appears in support of the same news/claims/facts on other legitimate sites.

So, the next time you read something online that you can't wait to share or post, remember to fact-check it first. With a little practice, you can fact-check a source within a minute.



Activity 9: Learning New Languages Through Storytelling

In New Brunswick, there are three First Nations (Mi'kmaq, Wolastoqey, and Peskotomuhkati) which existed for thousands of years before European contact and are still here today.

First Nations oral traditions are an important way to teach about worldviews, history and the responsibility each of us have to the land and future generations. Storytelling is a tradition used by First Nations Elders and knowledge keepers to share language and cultural teachings

How Klu'skap Keluwoskap Created People

As you read this story, you will notice there are added words in orange and purple. The orange text is Mi'kmaq, followed by the English word, and then the purple text is the same word in Wolastoqey. Wolastoqey and Mi'kmaq are two different languages of First Nations people here in New Brunswick.

Klu'skap Keluwoskap (Gal-oo-woos-gub) just finished visiting all the **wi'sis** animals **weyossisok** to prepare them for the coming of people. There was a risk the **wi'sis** animals **weyossisok** might rule over people so Klu'skap Keluwoskap had to reduce their size.

Klu'skap Keluwoskap lived with **Wmi'kiju'eml** Grandmother **Uhkomossol** **Mulumkwej** Groundhog **Munimqehs**. One day he told her he was lonely, for he needed contact with creatures that looked like him, for he only had relationships with **wi'sis** animals **weyossisok**.

Wmi'kiju'eml Grandmother **Uhkomossol** **Mulumkwej** Groundhog **Munimqehs** told Klu'skap Keluwoskap to travel East, where the **na'ku'set sekewa't** sun **espotewset** rises, to the edge of the big **samqwan** water **samaqan**, the **cta'n** ocean **supeq**. So, Klu'skap Keluwoskap did as he was told, for he deeply respected his **Wmi'kiju'eml** Grandmother **Uhkomossol**.

The evening before Klu'skap Keluwoskap created people he gathered dry **puksuk** wood **piwsokul** to make a **puktew** fire **sqot**. Sitting by the fire he envisioned how this would all come to light. First, he went out to cut a fresh **kawatkw** tree **opos** and stripped the bark. Then he carved a bow. He then took sinew and tied one end of the bow and bent it and tied it to the other end. Klu'skap Keluwoskap then whittled an arrow from the same **kawatkw** tree **opos** he cut so he would not waste the wood. He then asked the owl if he could use its feathers to put on an end of the arrow, so it would fly swiftly. On the other end, he notched in an arrowhead he chiseled to balance the flight of the arrow.

Mi'kmaq	English	Wolastoqey
wi'sis	animals	weyossisok
Wmi'kiju'eml	Grandmother	Uhkomossol
Mulumkwej	Groundhog	Munimqehs
na'ku'set sekewa't	sun	espotewset
samqwan	water	samaqan
cta'n	ocean	supeq
puksuk	wood	piwsokul
puktew	fire	sqot
kawatkw	tree	opos
wiskoq	ash tree	wikp
Kisiku'ki'k	Ancestors	Kansuhsuwok

The first light was approaching from the East, which meant it was time for the creation of people. Klu'skap Keluwoskap then walked to the edge of the eastern land and aimed the arrow straight at a giant **wiskoq** ash tree **wikp**. As soon as the sunlight struck the top of the tree, Klu'skap Keluwoskap let the arrow go.

The arrow split the ash tree in half and out emerged the first people of the east with beautiful brown skin and shiny black hair, Waponahkiyik (People of the Dawn).

The creation of Waponahkiyik was beautiful. To this day, Waponahkiyik use the ash tree to create baskets that symbolize the sacredness of life. The weave of the basket represents the unity and building of Waponahki community values. The base of the basket stands for the **Kisiku'ki'k** Ancestors **Kansuhuwok** who hold the teachings and at the top of the basket are the children who will carry our traditions forward.

Story retold by Ron Tremblay. Story originally told by Joseph Nicholas of Sipayik (Pleasant Point) to Ron Tremblay when Ron was a child and later retold at a gathering at Ron's home in 2001.



1. Try pronouncing/practicing some of the Wolastoqey and/or Mi'kmaq words you see in this story.
2. Share this story with a friend or family member. Use your own words and way to do this. You can write it down, create a play, use illustrations, compose a song, etc. Do your best to include at least two new words that you have learned through this story.

Activity 10: Sharing Cultural Tradition Through Storytelling

The following story was told by Gabe Paul of Pilick/Kingsclear Community to ethnographer Frank G. Speck in 1917. The story tells of the origins of Wolastoq (Saint John River) and relates how the river is shaped like a tree. The word Wolastoq means the beautiful and bountiful river; the Indigenous people of Wolastoq are Wolastoqewiyik, meaning people of the beautiful and bountiful river.

The Creation of Wolastoq (Saint John River)

Aglebe'm kept back all the water in the world, so that rivers stopped flowing, and lakes dried up, and the people everywhere began dying of thirst. As a last resort, they sent a messenger to him to ask him to give the people water, but he refused and gave the messenger only a drink from the water in which he washed. But this was not enough to satisfy even the thirst of one. Then the people began complaining, some saying, "I'm as dry as a fish," "I'm as dry as a frog," "I'm as dry as a turtle," "I'm as dry as a beaver," and the like, for they were on the verge of dying of thirst.

At last a great man, Keluwoskap (bearer of great truth; the good man), was sent to Aglebe'm to tell him to release the water for the people. Aglebe'm refused, saying that he needed it himself to lie in. Then Keluwoskap cut down a tree, so that it fell on top of the monster and destroyed him. The body of this tree became the main river and the branches became the tributary branches of it, while the leaves became the ponds at the heads of these streams.



1. Are there similar themes between this story and the story *How Klu'skap Keluwoskap Created People*? What are they?
2. Why do people tell stories to explain nature? Why do we still tell them today? Do you know one?
3. Why is it important that people now living along the river look after it and protect it?
4. What could you do to make sure that happens?

Digital Text Sources

The following sites are good starting points for selecting texts:

[Article of the Week](#)

High school teacher and author Kelly Gallagher has created an archive of the Article of the Week he shares with his students.

[Teaching Kids News](#)

This site offers a collection of news stories you can search by topic.

[Idélo](#)

A website with thousands of resources in French for all grades, learning levels, and interests, including reading activities, math, science, social studies, art, games and STEAM projects.

[1 jour, 1 actualité](#)

A current events site that includes articles, videos and podcasts about a variety of topics from around the world. It includes audio-visuals to support language learning and comprehension.

[The Kids Should See This](#)

A site where you can find lots of short videos organized by topic.

[Poets.org](#)

The Academy of American Poets has created selections of poems grouped by theme.

[La puce à l'oreille](#)

A collection of French podcasts of various lengths and topics that have been created specifically for students and teachers.