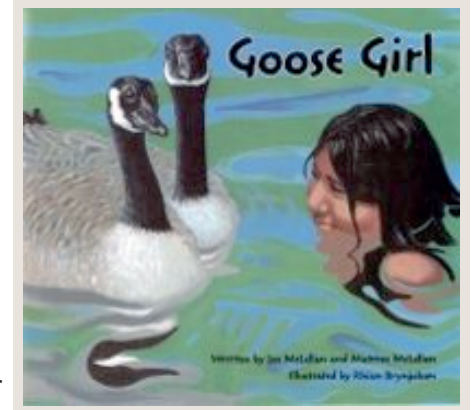




**Title:** Goose Girl  
**Author:** Joe McLellan and Matrine McLellan  
**Genre:** Picture Book  
**Cultural Connection:** Protocol, Feasting, Cultural Practice



## PLOT SUMMARY

A young metis girl named Marie walked to the lake every evening to watch the Canada geese land. Her mother told her that when someone died the geese took the spirit south into the sky to the the promised land. Right after her tenth birthday one of the geese began to follow Marie home from the lake every night. Marie's grandfather then gave her the name Niskaw, the Cree word for goose. The family had a feast to celebrate. Marie's grandfather told her that her Cree name meant that she was able to bring the teachings and healings of the geese to her people. Together they went to the cemetery to give an offering of tobacco to their ancestors and in the morning they went down to the lake to do the same for the geese. The following August Marie's mother took her to see her grandfather, who was dying. She sat and comforted him for days. When he died Marie ran to the lake and spread tobacco on the water. Her particular goose separated from the flock and swam up to her. She held his gaze and said, "*Take Mishoom's spirit to our ancestors, south to the promised land*". The goose followed her home. He hopped into her lap. When she finished crying he flew back to the lake. *Every day for the rest of her life she visited the sick, comforted the dying and called the geese to take their spirits home.*

## LEARNING INTENTION

### Focus Reading Connection: #6 Visualizing

Readers visualize when they make images in their heads from the text they are reading or that is being read to them. When talking to students about visualizing it is important to emphasize that:

1. Visualizing is easy to do.
2. Visualizing and connecting are very similar. The images that you create in your mind come from connecting the author's words to your memories.
3. There are many colourful words that help you create pictures (popcorn, etc.)

**This lesson uses structured partner talk as a learning strategy. To learn more about partner talk please refer to the Educator's page on our website.**

## MATERIALS REQUIRED

- 1 copy of Goose Girl
- 1 copy of the visualizing worksheet for each student



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## BEFORE

- Read through the book and chunk it into 4 logical parts.
- Place a sticky note at the end of each chunk.
- Conceal the cover of the book (placing the book inside a file folder works well).
- Explain to the class what visualizing is (making a picture in your head from the author's words).
- Explain that visualizing is easy to do and with practise it helps you to deepen your understanding of the text.
- Explain that because each person has a distinct collection of memories and their own unique way of thinking, today's activity will be a different experience for each student.

## DURING

- Distribute a copy of the visualizing worksheet to each student.
- Read chunk #1 aloud (do not show the cover or any of the illustrations) and stop at the first sticky note. Have the students draw their images of this chunk on the first section of their paper.
- After 10 minutes of sketching time have each student share their picture with a partner.
- Have them explain the details in their picture.
- Give them a few more minutes to go back to their drawings to add details and labels.
- Repeat this process with each chunk until you are finished the story.
- Have each student talk to the same partner and predict the title of the book.
- Have each student record their prediction at the top of their paper.
- Show the cover of the book to the class. Read the title.
- Have each student talk to the same partner. Have them share what is the same/different about the title of the book and their prediction.

## AFTER

- Read the book to the class. This time stop to look at all of the pictures and discuss the details.

### Suggested Supplemental Resources:

Click on the Kids tab of our website to find similar stories such as:  
- Maple Moon by Connie Brummel Crook



Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Chunk #1

Chunk #2

Chunk #3

Chunk #4