**Olemaun Paper Doll Exercise**

Objective: foster empathy, along with story recall, through a visual hands-on exercise.

Outcome: students will have a deeper sense of empathy for the feelings and emotions experienced by residential school children, and a greater understanding of how Olemaun’s mother did not recognize her when she returned home. Students will have better story retention by pairing a visual recall exercise along with reading the *When I Was Eight*, or *Fatty Legs*.

Ages: K-4

Materials: *Fatty Legs* or *When I Was Eight* by Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton, crayons, scissors, glue, construction paper.

1. Have the students colour the pages.
	1. Encourage them to decorate Olemaun’s parka. Explain that traditional clothing was not bought at the store, but was homemade with a lot of love and care and was considered very special.
		1. Discuss what it means to have someone you love make something for you. Have students share special items someone has made for them.
		2. Discuss how the Inuviauit dressed very warm for their harsh climate, and how each generation of grandparents going back thousands of years each came up with better and better ways to dress where they lived.
	2. Have students colour one pair of tall stockings grey and one pair of tall stockings red.
	3. Have the students colour the slouchy socks grey, navy blue, or black.
	4. Have the students colour the bare legs the same shade they colour Olemaun.
	5. Have the students colour the heart and the wings.
		1. Explain that the heart represents Olemaun’s heart. It can be **a little broken**, **a lot broken**, **happy**, or **really really happy** (represented by the wings). Have the students colour the heart and wings.
2. Walk the students through the story.
	1. Prompting them to tell you information such as:
		1. How old was Olemaun?
		2. What did she want to do most in the world?
		3. Why did she want to learn to read so badly?
		4. What did her father say when she asked to go to the school?
		5. Did her father change his mind?
		6. What happened when she first arrived at the school?
		7. How was her appearance changed at the school?
		8. Was it practical to wear a short dress in the Arctic?
		9. What was wrong with the stockings she was given?
		10. Did she get to read right away?
		11. What did she have to do instead of reading?
		12. What happened when she was given a new pair of stockings?
		13. What was she called when she wore the red stockings?
		14. What did she do with the red stockings?
		15. What did her teacher say when her stockings disappeared?
		16. What happened when her stockings couldn’t be found?
		17. How old was Olemaun when she found out she could go home?
		18. What did her mother say to her (if using When I Was Eight, you can either read Not My Girl, or explain to the students that Olemaun’s mother didn’t recognize her when she went home). Have students reflect on how very different she looks now, compared to when she first went to the school.
		19. Did anyone recognize her/ Do you think anyone recognized her? (her father did).
		20. How do you think Olemaun feels now that she has shared her story and it is written in books? (Her heart feels very happy!)
		21. Add questions of your own along the way.
	2. Have the students discuss how her heart felt at each point in the story, and show that visually with the heart pieces and wings.
3. Have the students choose one moment in Olemaun’s life to depict.
	1. Have them paste the appropriate pieces to show that onto the construction paper. Have them show how her heart felt at that time, and paste that onto the paper as well.
	2. Have the students write or orally describe what the scene is showing, how Olemaun felt in that moment, and why they chose to show that moment.

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*See next page for home study instructions.*

**Olemaun Assignment**

You will need something to colour with, scissors, glue, construction paper, and a camera or scanner to submit your assignment.

1. Colour and decorate Olemaun’s parka.
2. Colour one pair of tall stockings grey and one pair of tall stockings red.
3. Colour the slouchy socks grey, navy blue, or black.
4. Colour the bare legs the same colour as you colour Olemaun.
5. Colour the heart and wings. This is Olemaun’s heart. It can be:
	* + **a little broken**
		+ **a lot broken**
		+ **happy**
		+ **really really happy** (represented by the wings)
6. Answer the questions. As you do, dress Olemaun how she would look, and show how her heart would feel. Take a picture for each.
	* + How old was Olemaun?
		+ What did she want to do most in the world?
		+ Why did she want to learn to read so badly?
		+ What did her father say when she asked to go to the school?
		+ Did her father change his mind?
		+ What happened when she first arrived at the school?
		+ How was her appearance changed at the school?
		+ What was better to wear, a parka or a dress?
		+ What was wrong with the stockings she was given?
		+ Did she get to read right away?
		+ What did she have to do instead of reading?
		+ What happened when she was given a new pair of stockings?
		+ What was she called when she wore the red stockings?
		+ What did she do with the red stockings?
		+ What did her teacher say when her stockings disappeared?
		+ What happened when her stockings couldn’t be found?
		+ How old was Olemaun when she found out she could go home?
		+ What did her mother say to her when she got home? Why?
		+ Did anyone recognize her? Who?
		+ How do you think Olemaun feels now that she has shared her story and it is written in books?
7. Choose one moment from Olemaun’s life.
	1. Show how she looked and paste the pieces onto construction paper, or take a picture.
	2. Show how her heart looked and paste it beside her.
8. Write a paragraph. Tell what moment in Olemaun’s life you are showing. How do you think her heart felt, and why? Why did you choose to show this moment in her life?