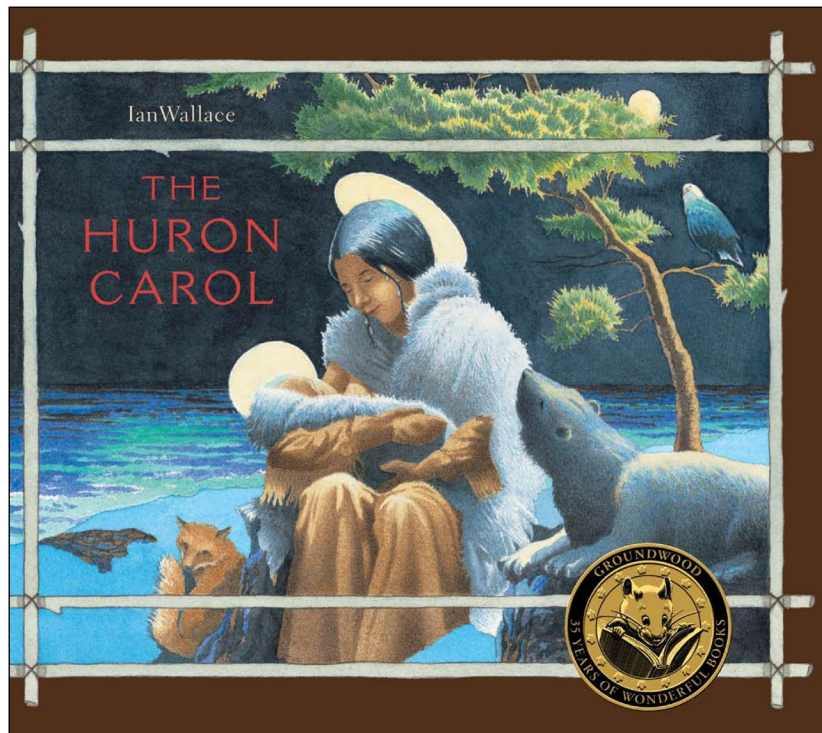




GROUNDWOOD STUDY GUIDES

The Huron Carol

*Original lyrics by Jesse Edgar Middleton
(original version by Father Jean de Brebeuf)
Illustrated by Ian Wallace*



Renowned children's book illustrator Ian Wallace brings his masterful ability to paint landscape and his cultural sensitivity to *The Huron Carol*, a beautiful and unusual song with a rich history written by Father Jean de Brébeuf in the early 1600s.

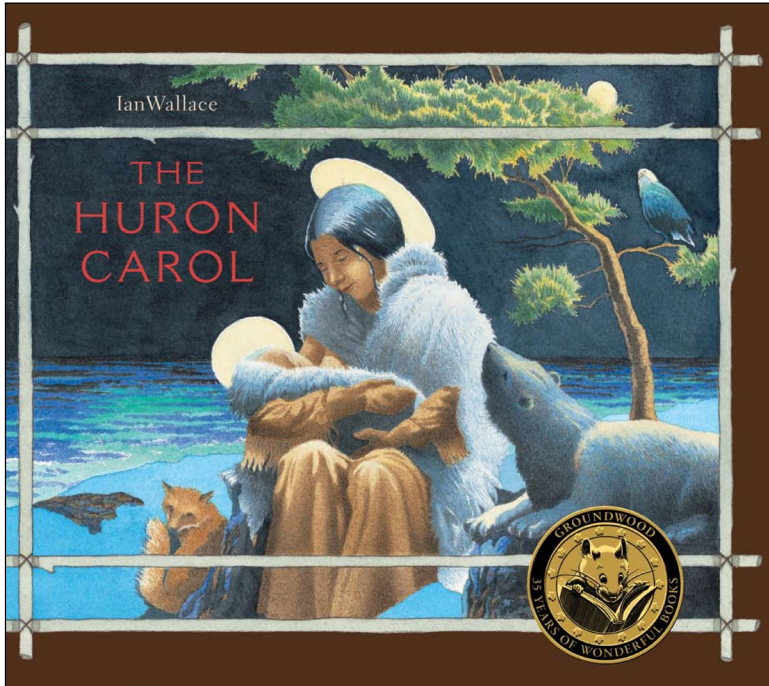
CURRICULUM CONNECTIONS

Ages 4 to 7 / Grades P to 2

JUVENILE FICTION / Holidays & Celebrations / Christmas & Advent / Visual Arts / Music, Rhythm and Beat

Full-color illustrations / 10.25 x 9.25 / 32 pages

Hardcover with jacket / \$14.95 / 978-1-55498-394-0 / Ebook 978-1-55498-400-8



BOOK DESCRIPTION

The original version of this famous Christmas carol was written by Father Jean de Brébeuf, a Jesuit missionary who came to Canada in the early 1600s and settled among the Huron people in what is now Midland, Ontario. Canadian writer Jesse Edgar Middleton wrote the English version of the carol in 1926.

The Huron Carol is an excellent resource that provides the opportunity for curriculum connections to the arts. Students will learn that stories can be told through song as is reflected in this text, which includes strong cross-curricular connections to music.

BEFORE READING

VISUALIZING

Read the story to students without showing them the cover and pictures. Ask them to close their eyes while listening to the story as it is read aloud, and to visualize the story through mental images created from the text. Have students draw a picture of one of the images.

Curriculum Connections: Visual Arts

MAKING CONNECTIONS

Listen to “The Huron Carol.”

“Heather Dale: Huron Carol, in 4 languages (Huron, French, English, American Sign Language).”

<https://www.youtube.com/watch?v=fnWZ7M2dLIM>

Ask students to close their eyes as they listen to the carol. Ask them: What does the music remind you of or make you think of? Have them turn and talk to their elbow or knee partner, and to draw or paint their ideas. Follow up with a sharing circle or post their illustrations for a gallery walk.



DURING READING

THE ARTS — RHYTHM AND BEAT; LANGUAGE ARTS — SYLLABLES

Clap out the syllables of the words from *The Huron Carol* as it is read aloud, or use rhythm instruments such as boomwhackers, sticks, percussion egg shakers, drums, bells, rattles, handbells, tambourines, etc. This activity can be used to teach and reinforce the difference between rhythm and beat. Select several phrases or sentences from the text. Ask students to keep a steady beat using their instruments as the text is read aloud.

“A ragged robe of rabbit skin enwrapped his beauty ’round.”

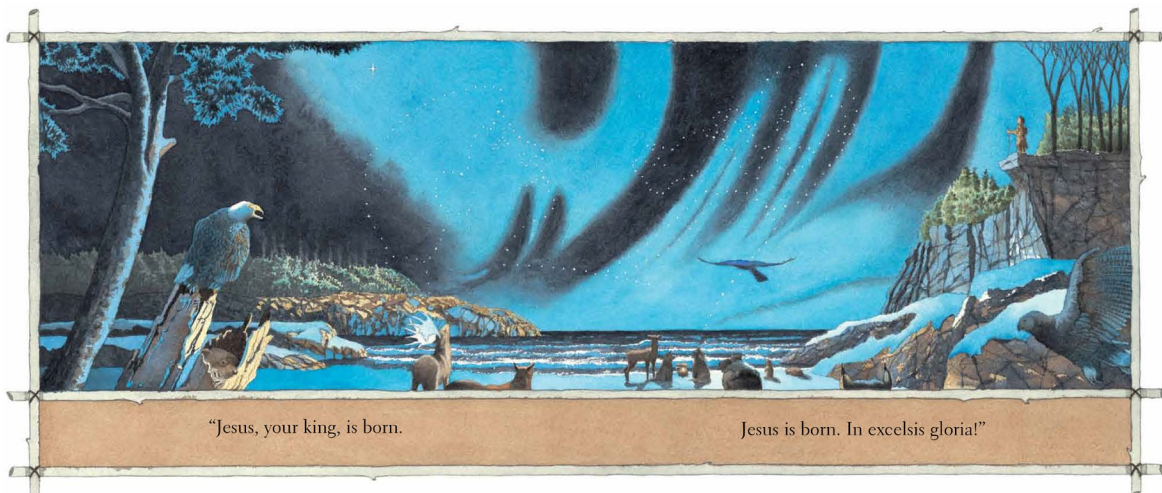
“The earliest moon of wintertime is not so round and fair ...”

“... with gifts of fox and beaver pelt.”

“O children of the forest free ...”

“And as the hunter braves drew nigh, the angel song rang loud and high.”

Curriculum Connections: Music, Rhythm and Beat



AFTER READING

These are guiding questions that can be discussed orally — as a shared response as a class or in small groups — or completed as individual reading responses, or a combination of all.

MAKING CONNECTIONS

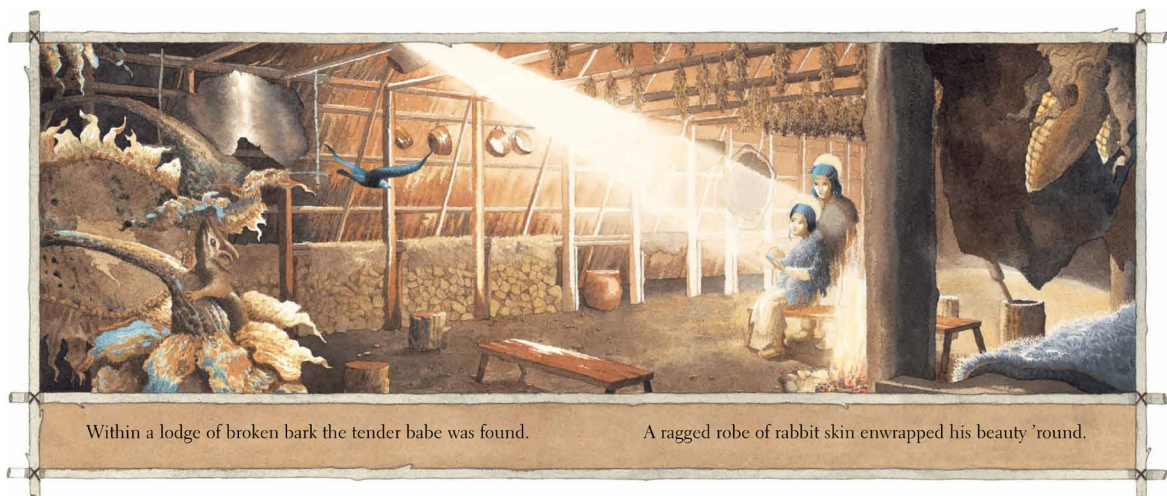
Ask students: Does this song remind you of another song that we have learned about? How are they similar and how are they different?

NATURE AND THE ENVIRONMENT

Ask students: How has the author, Father Jean de Brébeuf, reflected his relationship with nature and the environment in the lyrics of *The Huron Carol*?

BOOK FEATURES (ILLUSTRATIONS)

Ask students: How has the illustrator, Ian Wallace, reflected an appreciation for nature and respect for the environment in his illustrations?



AFTER READING

GENRES OF TEXT

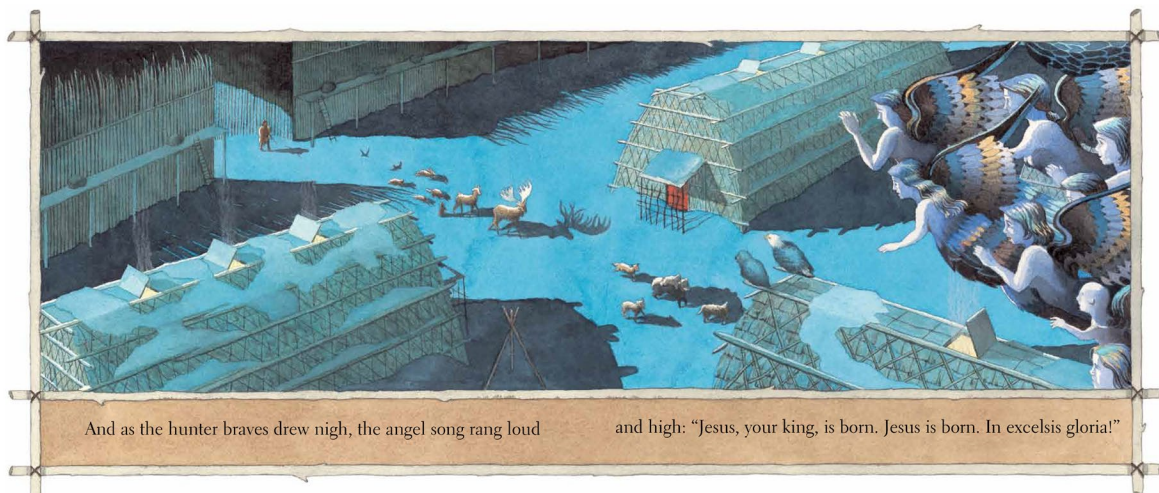
As a class, compare and contrast poetry versus narrative. Using a graphic organizer (e.g., T-chart, Venn diagram), record students' ideas about the similarities and differences between these two genres of text.

Ask students to identify rhyming words in the text. Display *The Huron Carol* on chart paper, a whiteboard or a Smartboard as a visual reference for the students. As the text is shared orally (Shared Reading), choose students to circle rhyming words.

After reading the text aloud to students, ask them to identify words or phrases that repeat in the song. Repetition is a feature of this genre of text.

WRITING A SONG

As a class activity, students could create their own song based on a person that has impacted their lives or on a place of importance to them (e.g., their community, their school).



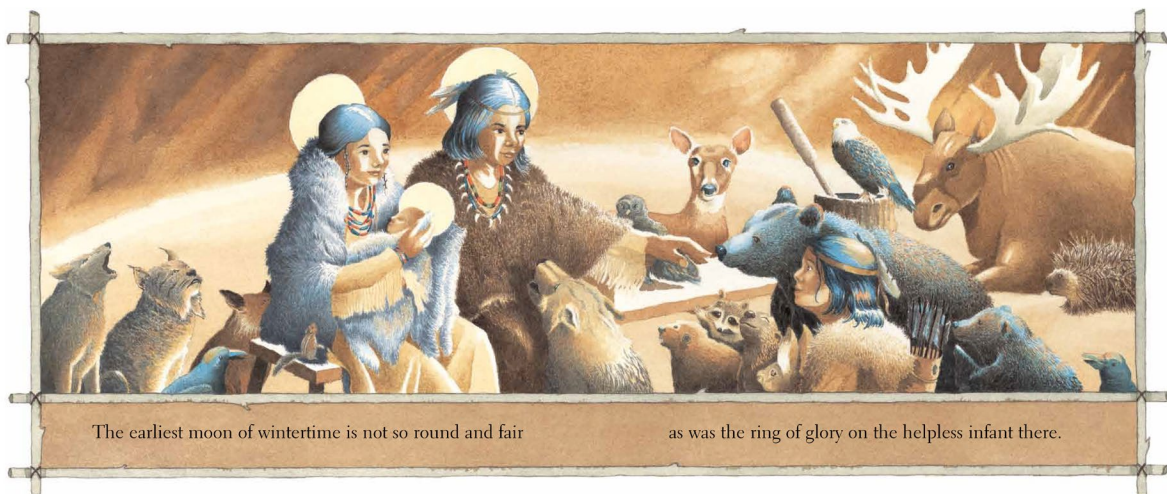
CROSS-CURRICULAR CONNECTIONS

THE ARTS — VOCAL MUSIC

As a class, create gestures or actions to accompany the lyrics as the carol is sung or read aloud. Sing “The Huron Carol” with the class.

THE ARTS — MAKING MUSICAL INSTRUMENTS

Students can use a variety of materials to make their own instruments (e.g., coffee cans for drums, egg cartons and pipe cleaners for bells, paper plates and dry rice or paper towel roll and dry rice for shakers). These instruments can be used to teach and reinforce the difference between rhythm and beat.



The earliest moon of wintertime is not so round and fair

as was the ring of glory on the helpless infant there.

ADDITIONAL RESOURCES

PRINT AND WEB RESOURCES

Reading Rockets — Features a variety of graphic organizers and other literacy resources for teachers. <http://www.readingrockets.org/>

Danks, Fiona, and Jo Schofield. *Nature's Playground: Activities, Crafts, and Games to Encourage Children to Get Outdoors*. Chicago: Chicago Review Press, 2007.

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, 2nd Edition. Portland, ME: Stenhouse Publishers, 2007.

Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse Publishers, 2002.

Toulouse, Pamela Rose. “Fostering Literacy Success for First Nations, Métis and Inuit Students.” What Works? Research into Practice (Student Achievement Division. Ontario Ministry of Education), Research Monograph #45, February 2013. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Fostering_Literacy.pdf

ADDITIONAL RESOURCES

CONNECT TO THESE GROUNDWOOD TEXTS

Alego

written and illustrated by Ningeokuluk Teevee
ISBN 978-0-88899-943-6

Amos's Sweater

written by Janet Lunn, illustrated by Kim Lafave
ISBN 978-0-88899-845-3

Ancient Thunder

written and illustrated by Leo Yerxa
ISBN 978-1-55498-127-4

The Art Room

written by Susan Vande Griek, illustrated by Pascal Milelli
ISBN 978-0-88899-449-3

Once Upon A Northern Night

written by Jean E. Pendziwol, illustrated by Isabelle Arsenault
ISBN 978-1-55498-402-2

P'ésk'a and the First Salmon Ceremony

written and illustrated by Scot Ritchie
ISBN 978-1-55498-718-4

ILLUSTRATOR BIOGRAPHY

Ian Wallace has had a distinguished career as an author and illustrator of picture books, publishing many classics such as *Chin Chiang and the Dragon's Dance* and *Boy of the Deeps*. His visual interpretation of *Canadian Railroad Trilogy* by Gordon Lightfoot received three starred reviews and was named a USBBY Outstanding International Book and a Resource Links' Year's Best. He has won the Elizabeth Mrazik-Cleaver Award, the Mr. Christie's Book Award, the Amelia Frances Howard-Gibbon Award and the IODE Violet Downey Book Award. Ian lives in Brookline, Massachusetts, with his wife, Deb.