

# The Enchanted People

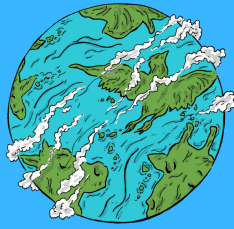


Illustrated by David Dodson

Jennifer Pool

*Middle Grades*

# WORKBOOK



Dear Parents and Teachers,

Thank you for choosing *The Enchanted People* as part of your course curriculum. I am honoured that my book has been given a place in your home or classroom, and I hope this workbook offers additional learning opportunities, activities, and enrichment for your students.

*The Enchanted People* introduces several universal themes and life lessons, including ecology, biological diversity and environment, land and animal stewardship, climate change, friendship and acceptance, empathy, personal empowerment, and striving to make a positive impact in the world.

I have included a variety of worksheets that touch upon all of these topics, and they are organized in this guide based on the order they appear in the book's chapters. At the end of the workbook, I have included exercises that will encourage readers to think about and apply the story's messages in ways that are relevant to today's world, and also, hopefully, to their own lives. Many of the worksheets encourage independent research online, at the library, or out in nature. There is also a separate worksheet section for Earth Day, as this book would be an excellent resource to celebrate and learn more about the holiday.

The spirit animal and self-reflection colouring pages are meant to be an inspiring, encouraging, and relaxing activity for students to engage in while reflecting on the story and nature, as well as reflecting inward. Several of the essay prompts are introspective, personal, and emotional. It's not easy to be a young person in today's world, and the essay questions require students to expand on personal truths, challenging experiences, their hopes, their responsibilities, and their dreams for themselves and for their world. It is my hope that the colouring pages offer both a creative outlet and a refuge from deep questions. Furthermore, one is never too old to colour!

I would also like to invite your students to write to me, the author! I promise to respond to every letter, and I am also available for classroom readings, lectures on any of the topics covered in this guide, and writing workshops, either in person or virtually. Letters may be sent to:

Jennifer Pool  
725 Charlotteville West Quarter Line Road  
St. Williams, Ontario, Canada N0E 1P0

If you have any questions, suggestions, or comments pertaining to the guide or would like to inquire about a class visit, please email me at [jss227@cornell.edu](mailto:jss227@cornell.edu). You can also follow me on Instagram @farmfairytale

Thank you for reading *The Enchanted People*.

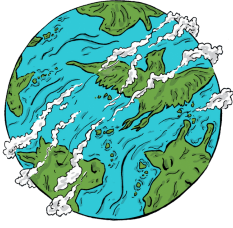
Sincerely, Jennifer Pool



*Worksheets for*

# **CHAPTERS 1 & 2**





# BOOKMARK

**Instructions:** Create your own bookmarks on the templates below, and include an original quote about nature.

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

Class: \_\_\_\_\_

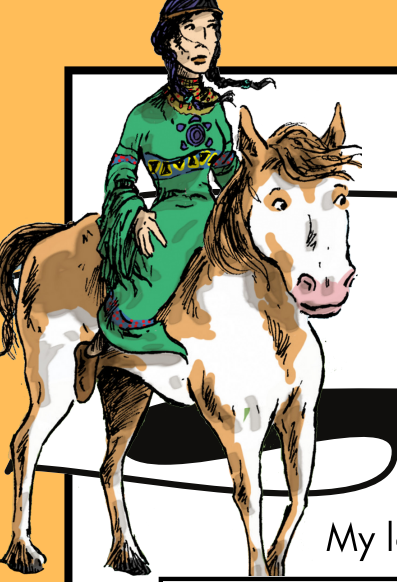
Date: \_\_\_\_\_

Score: \_\_\_\_\_

# AN EXERCISE IN REFLECTION

What do you think the quotes at the beginning of the book mean and how do you think they might be relevant to the story? Write out each quote with a brief description of your interpretation.





# What's in a name?

My last name is:

Its cultural heritage is:

My last name means:

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My first name is:

My first name means:

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My parents chose this name because:

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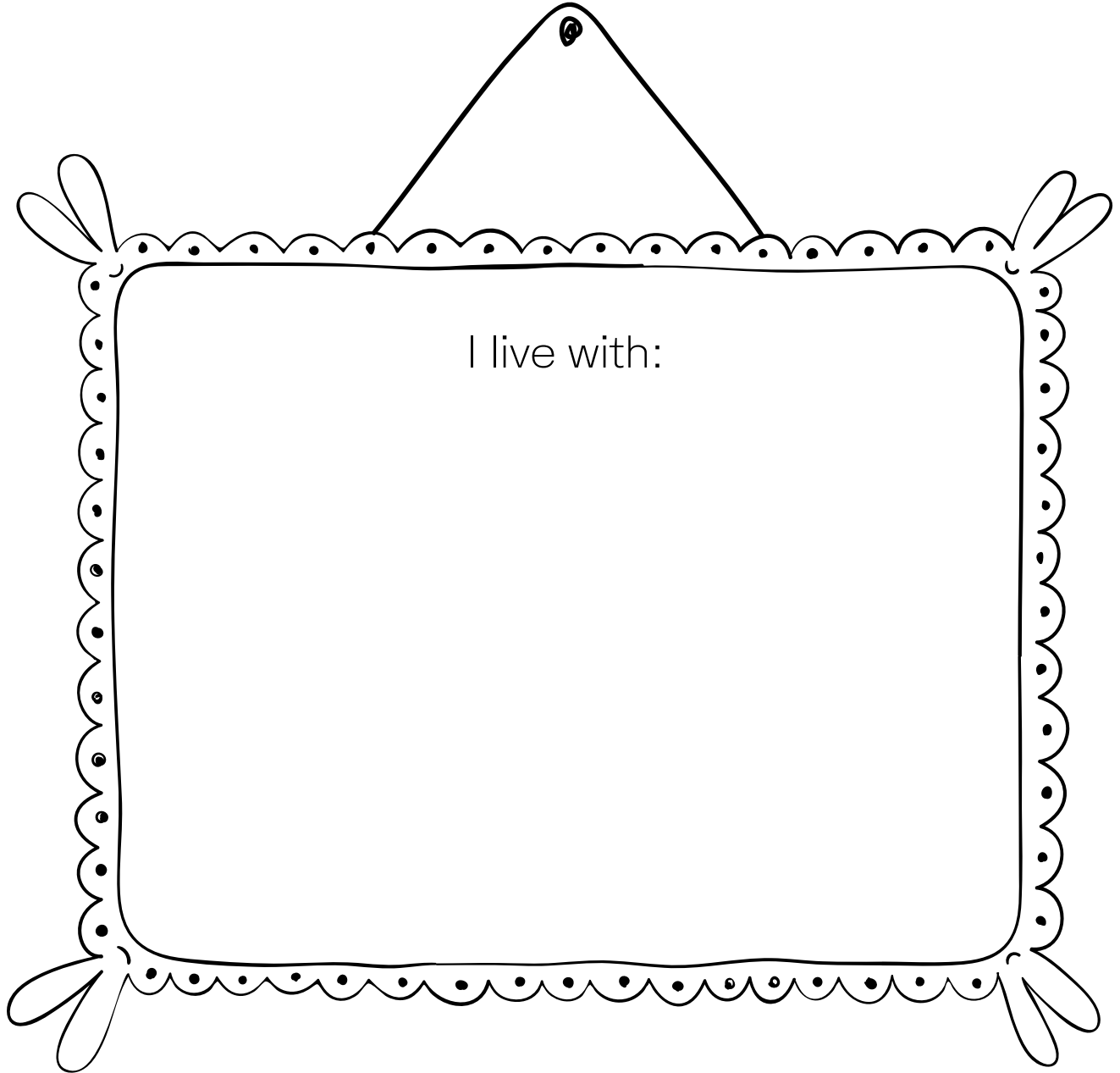
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If there are variations of your name in other languages, list them below:

# All About Me

FAMILY EDITION



I live with:

Their names and ages are:

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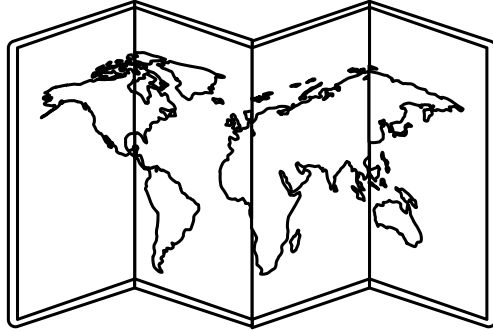
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# All About Me

FAMILY EDITION



I was born in:

My mom was born in:

Her parents come from:

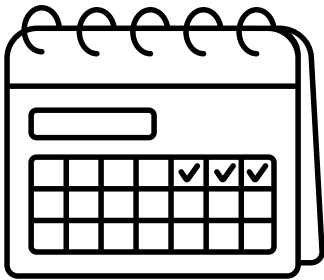
My dad was born in:

His parents come from:

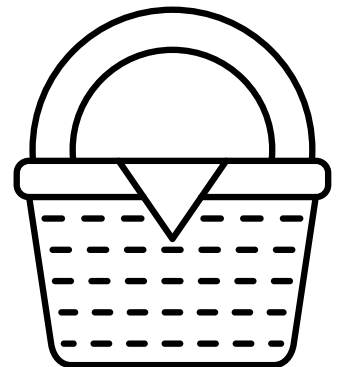
# All About Me

## FAMILY EDITION

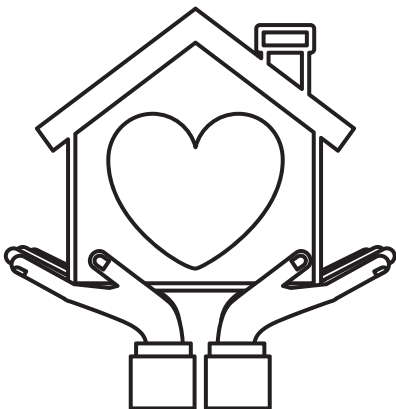
Every year, my family celebrates:



Special things my family does together:



An interesting fact about my family is:



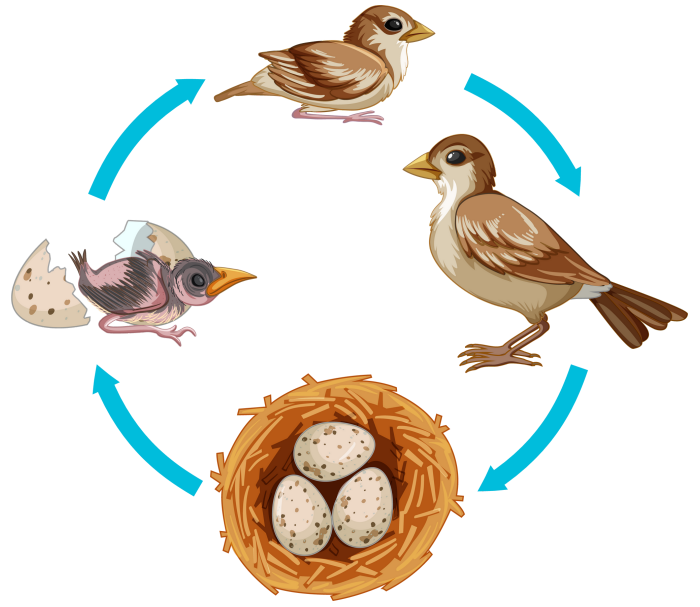




# LIFE CYCLE

## birds

Research the different stages of a bird's life cycle:



eggs

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nestling

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juvenile

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adult

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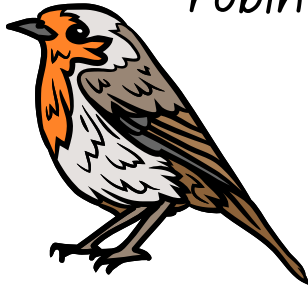
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# NEIGHBORHOOD

name \_\_\_\_\_

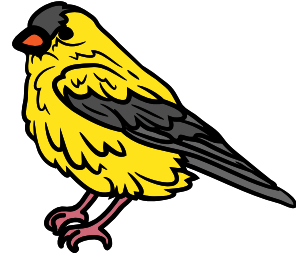
## BIRD SCAVENGER HUNT



robin



blue jay

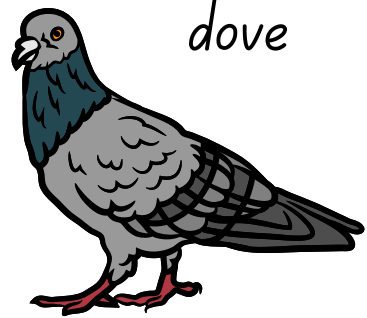


finch

hummingbird

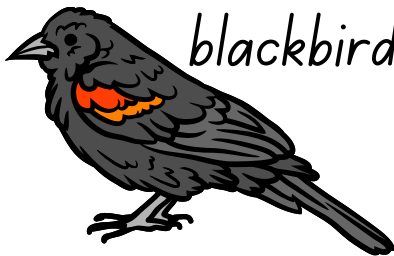


woodpecker



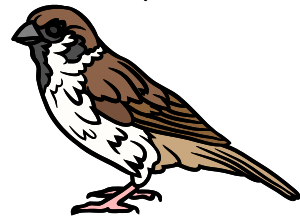
dove

red-winged  
blackbird

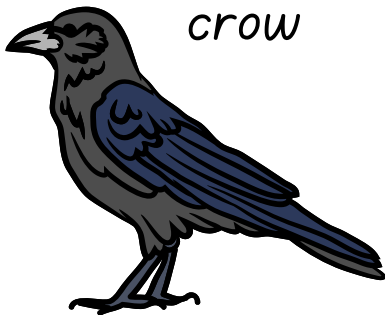


cardinal

sparrow



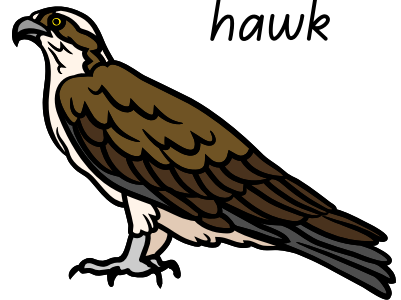
crow



mockingbird



hawk



Where did you see the robin?

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What is something you noticed?

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What is a fact you researched online?

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Write a short story about the robin.

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robin

Where did you see the blue jay?

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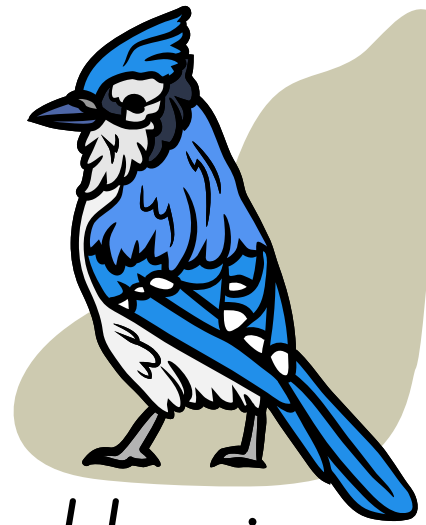
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What is something you noticed?

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blue jay

What is a fact you researched online?

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Write a short story about the blue jay.

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Where did you see the finch?

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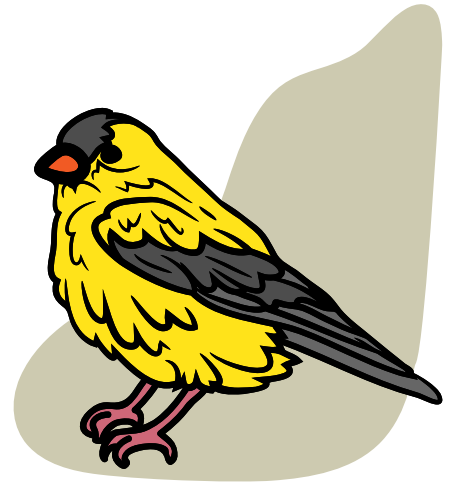
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What is something you noticed?

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finch

What is a fact you researched online?

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Write a short story about the finch.

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Where did you see the hummingbird?

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What is something you noticed?

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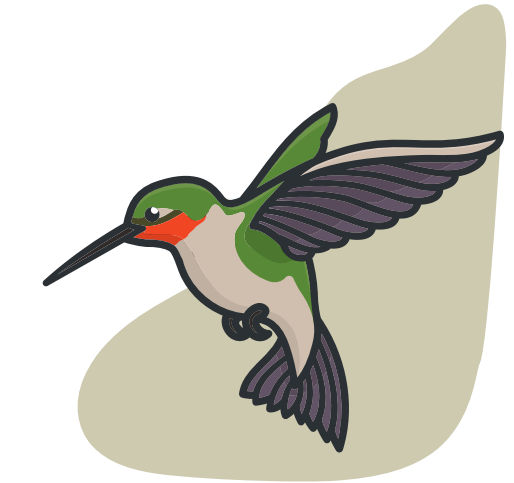
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What is a fact you researched online?

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*hummingbird*



Write a short story about the hummingbird.

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Where did you see the woodpecker?

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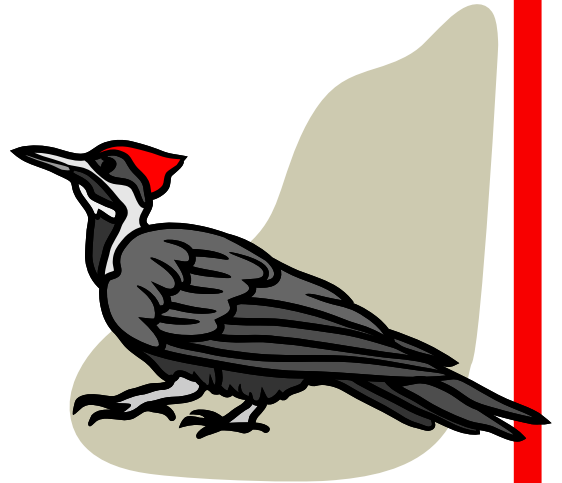
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What is something you noticed?

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woodpecker

What is a fact you researched online?

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Write a short story about the woodpecker.

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Where did you see the dove?

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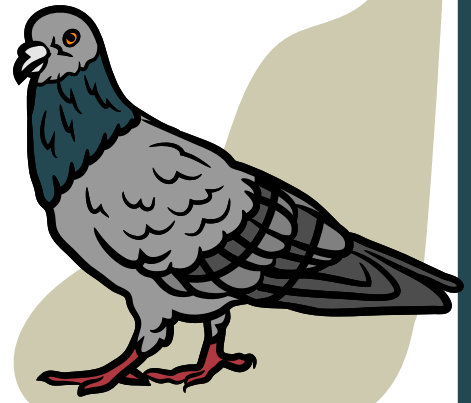
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What is something you noticed?

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dove

What is a fact you researched online?

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Write a short story about the dove.

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Where did you see the cardinal?

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What is something you noticed?

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cardinal

What is a fact you researched online?

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Write a short story about the cardinal.

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Where did you see the sparrow?

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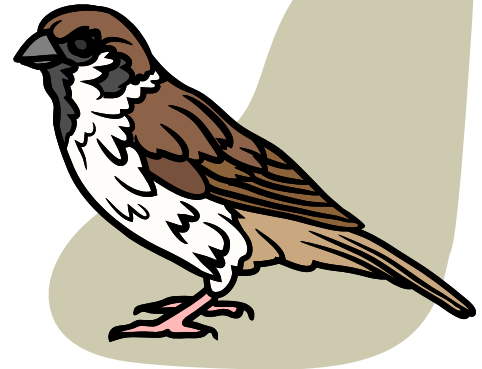
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What is something you noticed?

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sparrow

What is a fact you researched online?

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Write a short story about the sparrow.

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Where did you see the crow?

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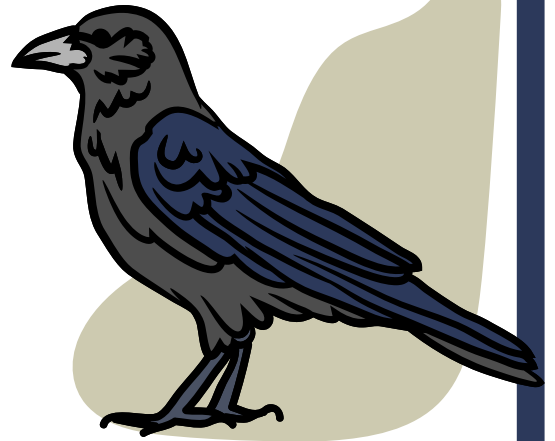
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What is something you noticed?

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*CROW*

What is a fact you researched online?

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Write a short story about the crow.

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Where did you see the mockingbird?

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What is something you noticed?

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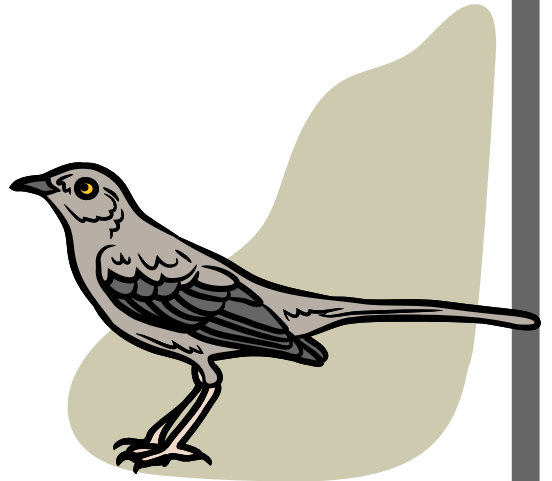
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What is a fact you researched online?

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mockingbird



Write a short story about the mockingbird.

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Where did you see the hawk?

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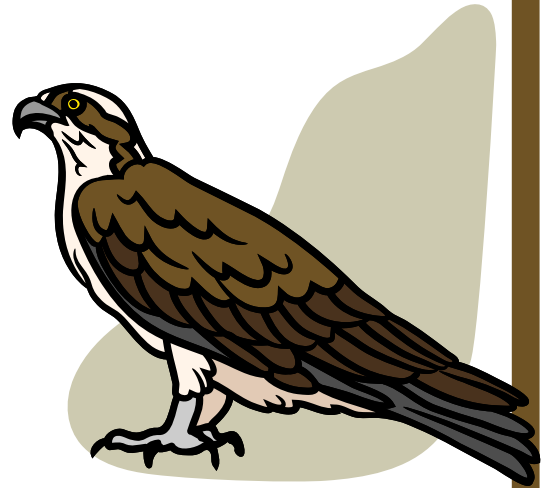
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What is something you noticed?

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hawk

What is a fact you researched online?

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Write a short story about the hawk.

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

Class: \_\_\_\_\_

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

Score: \_\_\_\_\_

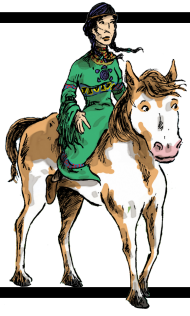


# AN EXERCISE IN REFLECTION

**WRITE A 250-WORD ESSAY ON THE FOLLOWING:**

Would you have helped the baby bird like Wawatay did or would you have let nature "take its course?" Is one choice better than the other? Explain your answer.

A large, empty white rectangular area intended for writing the 250-word essay.



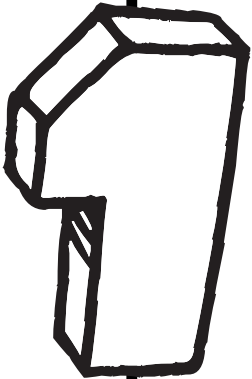
# SAY **NO** TO **BULLYING**

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

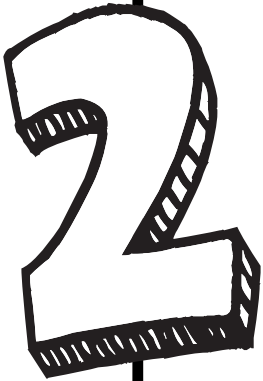
Date: \_\_\_\_\_

Grade: \_\_\_\_\_

To stop bullying in my school and online, I pledge to:



Blank space for writing the first pledge step.



Blank space for writing the second pledge step.



Blank space for writing the third pledge step.



# SAY **NO** TO **BULLYING**

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

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

Grade: \_\_\_\_\_

Create your own 'say no to bullying' poster below:

A large, empty rectangular box with a thick black border, intended for students to create their own 'say no to bullying' poster.



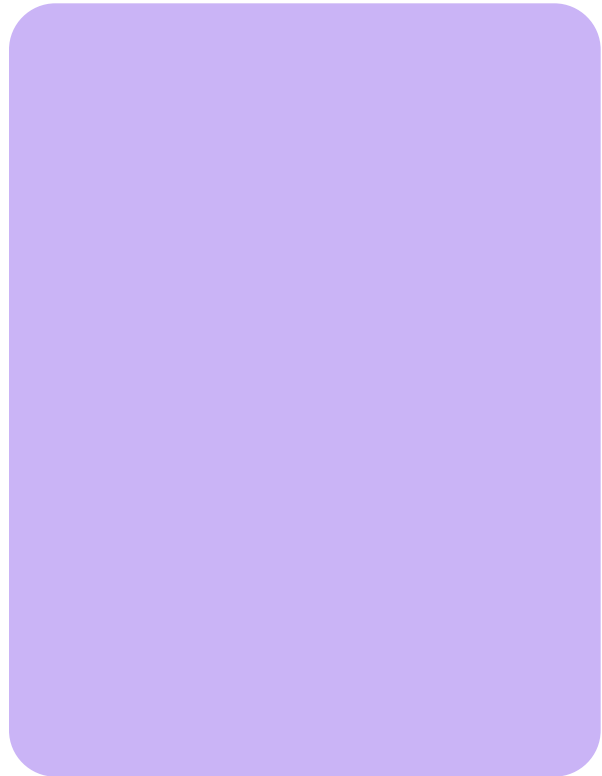
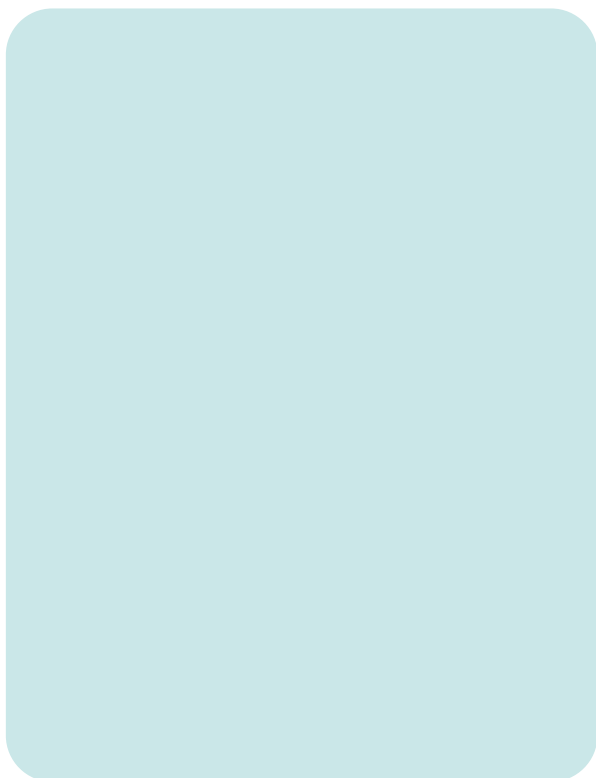
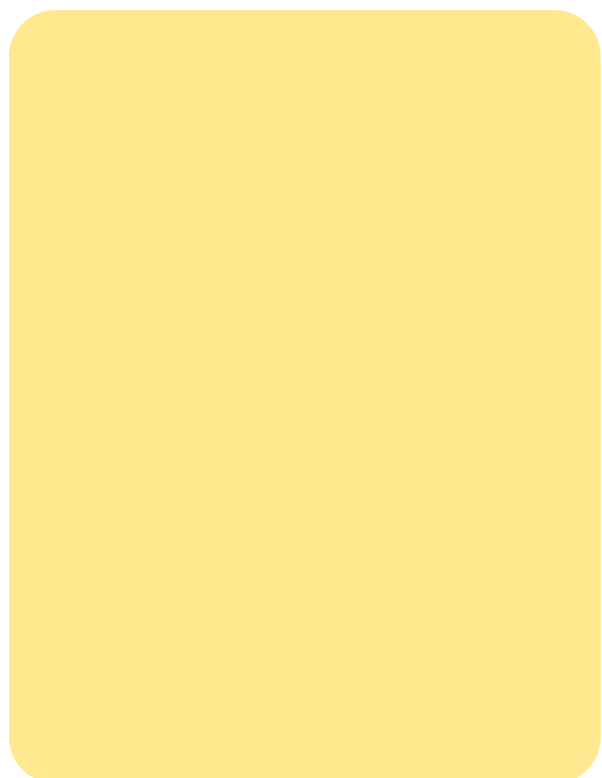




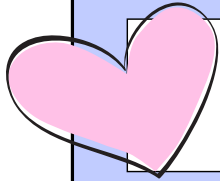


# KINDNESS IS CONTAGIOUS

It feels so good when someone says something nice to you. But often, we forget to tell someone when we think they have done a great job or when we admire a quality in them. Choose four people in your class to write a kind, specific message to. Try to write one for someone who isn't in your immediate friendship group.

A large, empty, rounded rectangular box with a light red background, intended for writing a message.A large, empty, rounded rectangular box with a light purple background, intended for writing a message.A large, empty, rounded rectangular box with a light teal background, intended for writing a message.A large, empty, rounded rectangular box with a light yellow background, intended for writing a message.

# KINDNESS challenge



Challenge yourself to four random acts of kindness this week.  
Write them below:

1.

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2.

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3.

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4.

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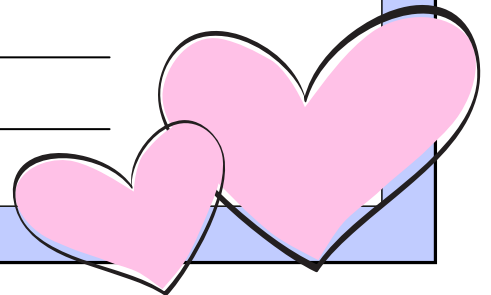
Reflection

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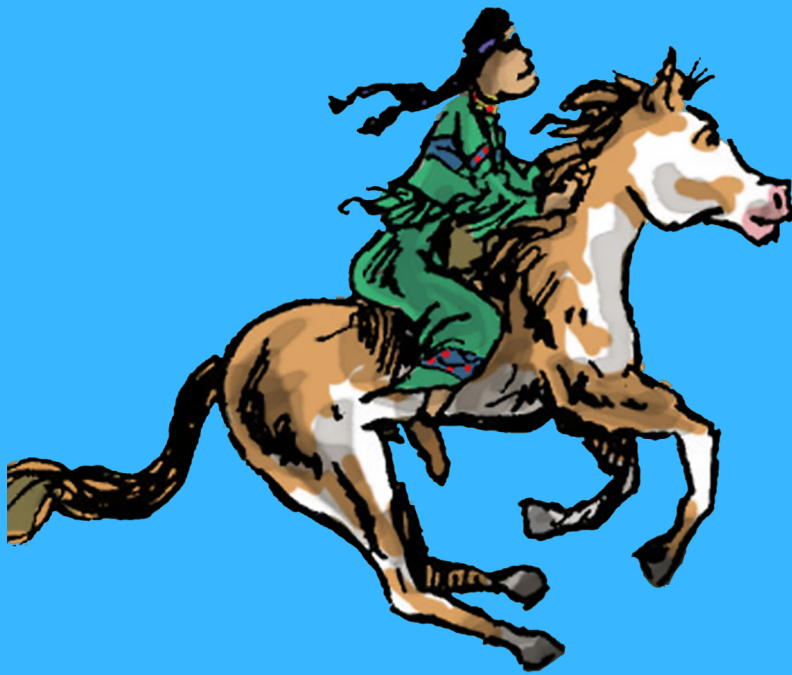
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*Worksheets for*

# **CHAPTERS 3 & 4**



Name:

Date:

# The Human Body

## **STAYING ALIVE**



Humans have several basic needs.  
These include: food, water, air and shelter.

### Food

Without a variety of nutrients and calories, the body's muscles begin to waste away. This process is called atrophy.

### Water

Water is needed for the body to process food, remove waste and carry blood around your body. In fact, more than half of the human body is made up of water.

### Air

When we breathe in, we take in oxygen from the air. Oxygen helps turn our food into energy and travels through the blood stream to help our bodies work.

### Shelter

Shelter provides protection from the weather. Without shelter, the body can become damaged and die.

Name:

Date:



# The Human Body

## **STAYING ALIVE**



What are the four basic needs for human survival?

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What is atrophy?

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What is the role of water in our bodies?

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What is the role of oxygen in our bodies?

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Detail an example of how not having shelter can impact our bodies:

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Can you think of additional human needs not already listed?

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

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

# Nature Walk Observation

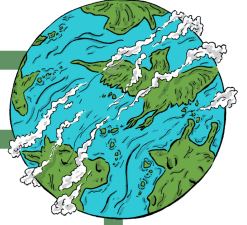
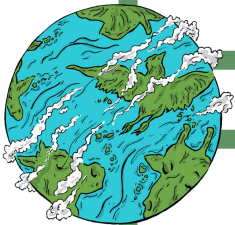
Use your senses to observe nature all around you.  
Please record your observations in the boxes below.

**I hear**

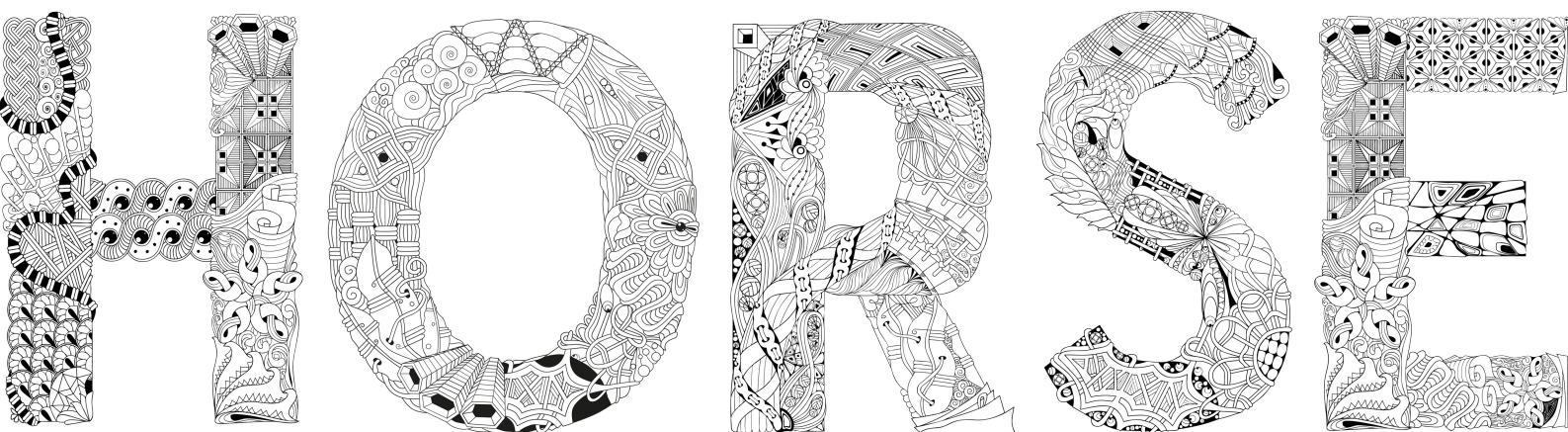
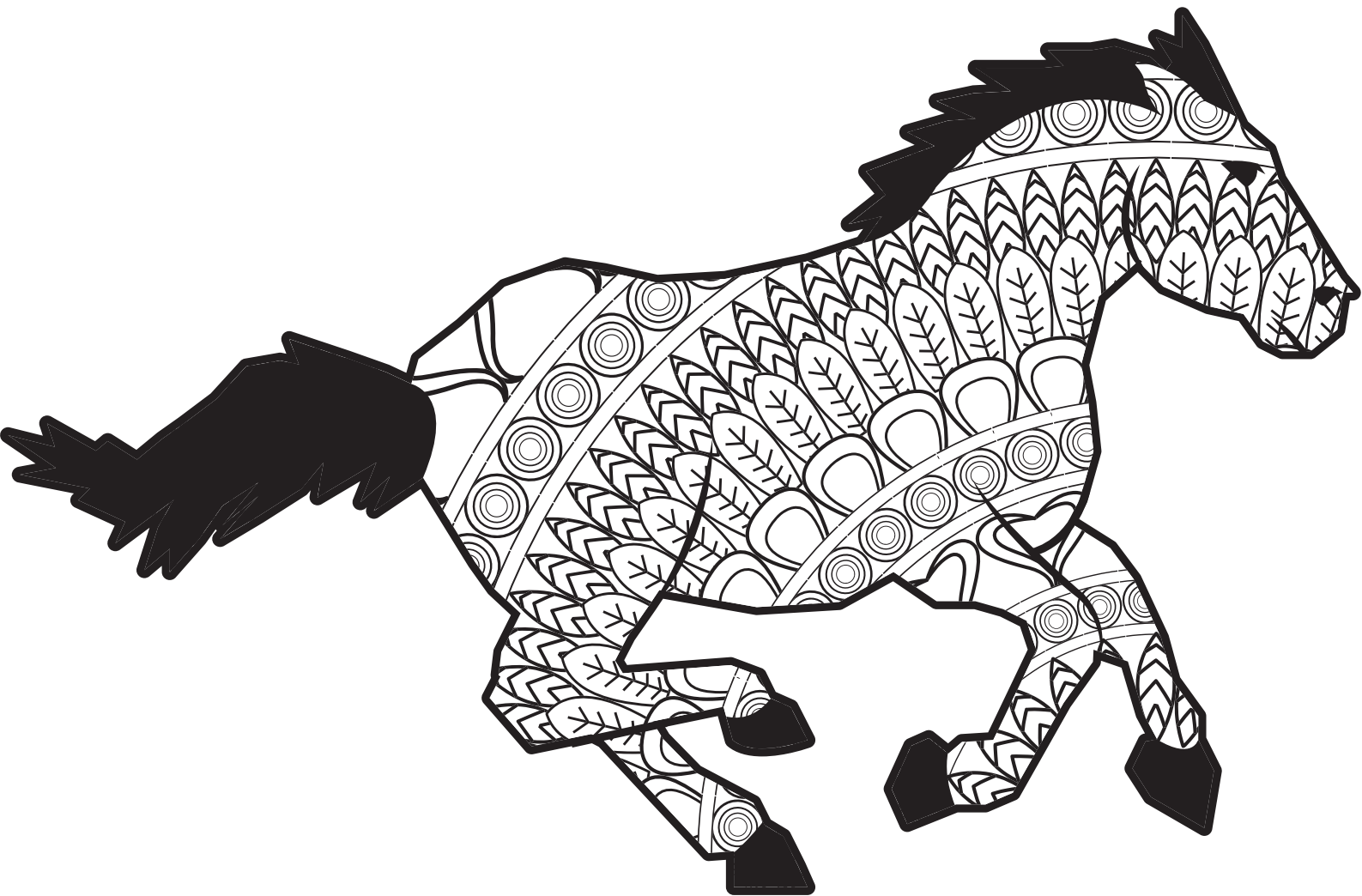
**I see**

**I smell**

**I feel**



Horse spirit totems represent courage,  
intuition, empowerment, trusting  
relationships, and a new journey.

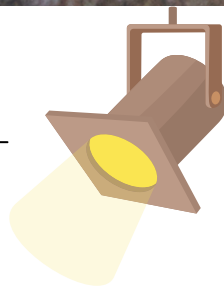


Worksheets for

# CHAPTER 5



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



# ANIMAL SPOTLIGHT

Instructions: Research a species of bat that is vulnerable or endangered. Then complete the information in the boxes.



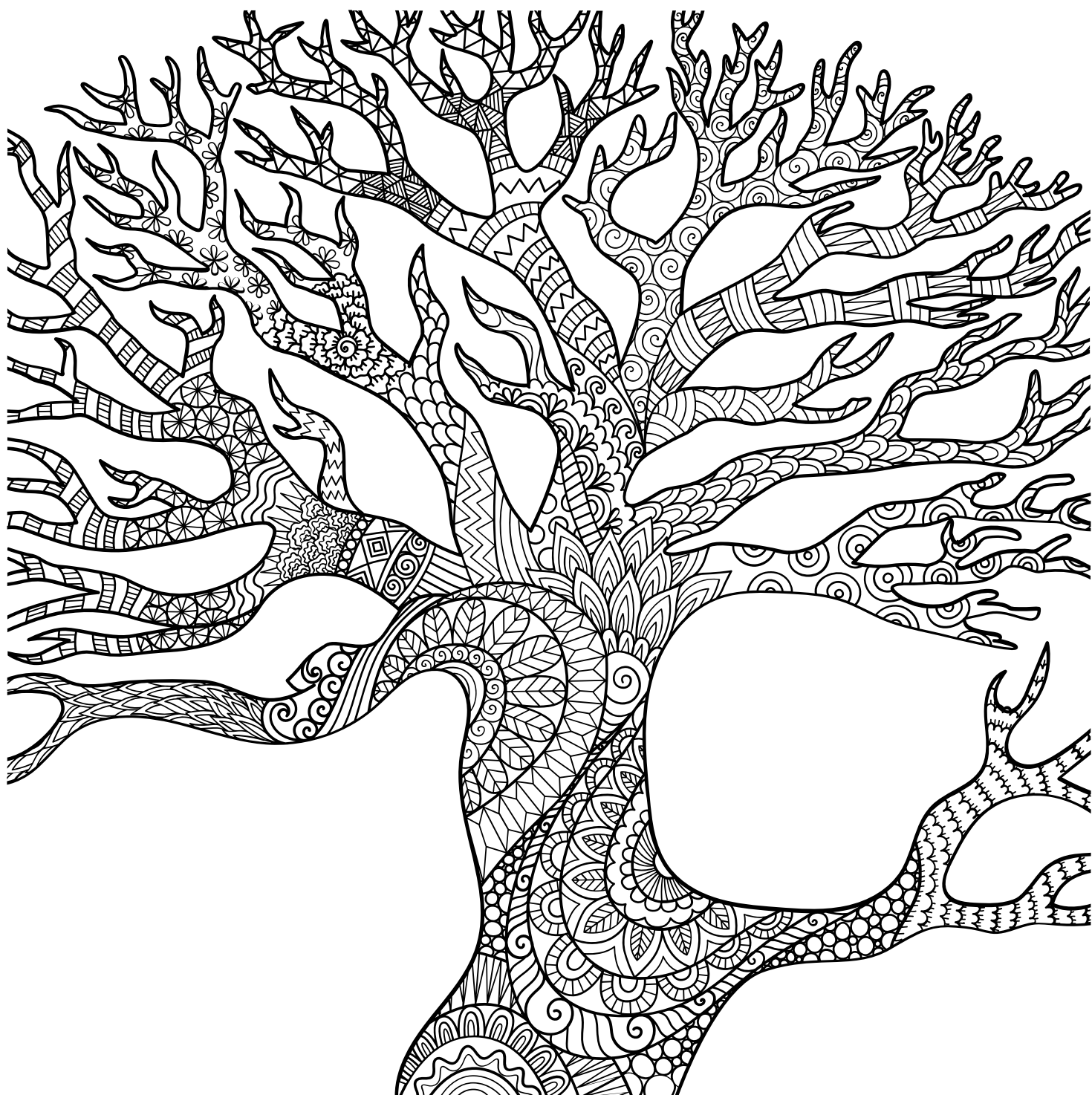
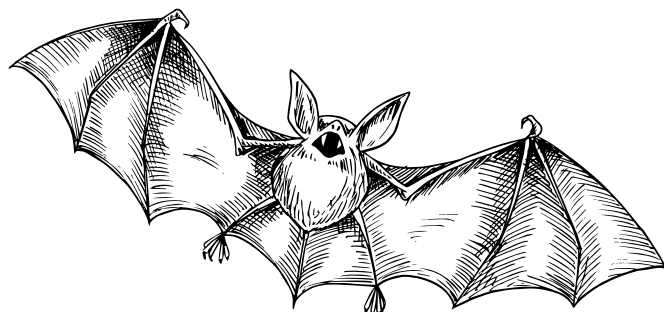
Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

Bat spirit totems represent facing your fears and letting go of them. They can also represent new beginnings.



Worksheets for

# CHAPTER 6



# DESERTS

## FACT FILE

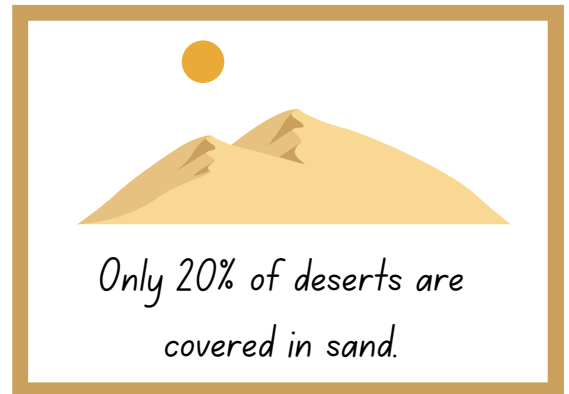
Deserts are arid or dry areas that by definition, receive less than 25cm of annual rainfall. Deserts have extreme climates.

Original meaning: 'an abandoned place'.

Deserts are found on every continent of the world.

**1**  
**5**

Deserts cover one-fifth of the world's land area.



Desert plants and animals have adapted to the extreme conditions by preserving water.



## 4 TYPES OF DESERTS

Hot and dry  
(subtropical)

Hot, dry summers and cooler winters



The Sahara Desert  
in North Africa

Semi-arid

Moderately long, dry summers and cooler winters

Great Basin Desert  
in the USA.

Coastal

Moderately cool to warm areas along the coast.

Atacama Desert  
in Chile.

Cold (Polar)

Long, cold winters and short summers.

Antarctica.



An oasis is a fertile place in the desert where water can be found.

# RAINFOREST FACT FILE

Rainforests are wet, humid evergreen forests with a high amount of annual rainfall (more than 180cm).



Humidity



Temperature



Rainfall

Two types: Tropical: High temperatures + Temperate: Milder temperatures

## LIFE

Most of the life in rainforests can be found living in the trees.



## LOCATION

Rainforests are found on every continent except Antarctica, and are located around the centre of the earth - the equator, where it is generally warm in temperature.

## LAYERS

- Emergent
- Canopy
- Understory
- Forest floor

Human development has destroyed more than half of the earth's rainforest covering - from 14% to 6% (3 million square miles).

## DID YOU KNOW?

- The largest rainforest in the world is the Amazon Rainforest in South America, followed closely by the Congo River in Africa.
- Rainforests are home to more than 50% of the world's animal species.





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



# ANIMAL SPOTLIGHT

Instructions: Research and complete the following endangered animal profile.



**NORTHERN  
FLYING  
SQUIRRELS**

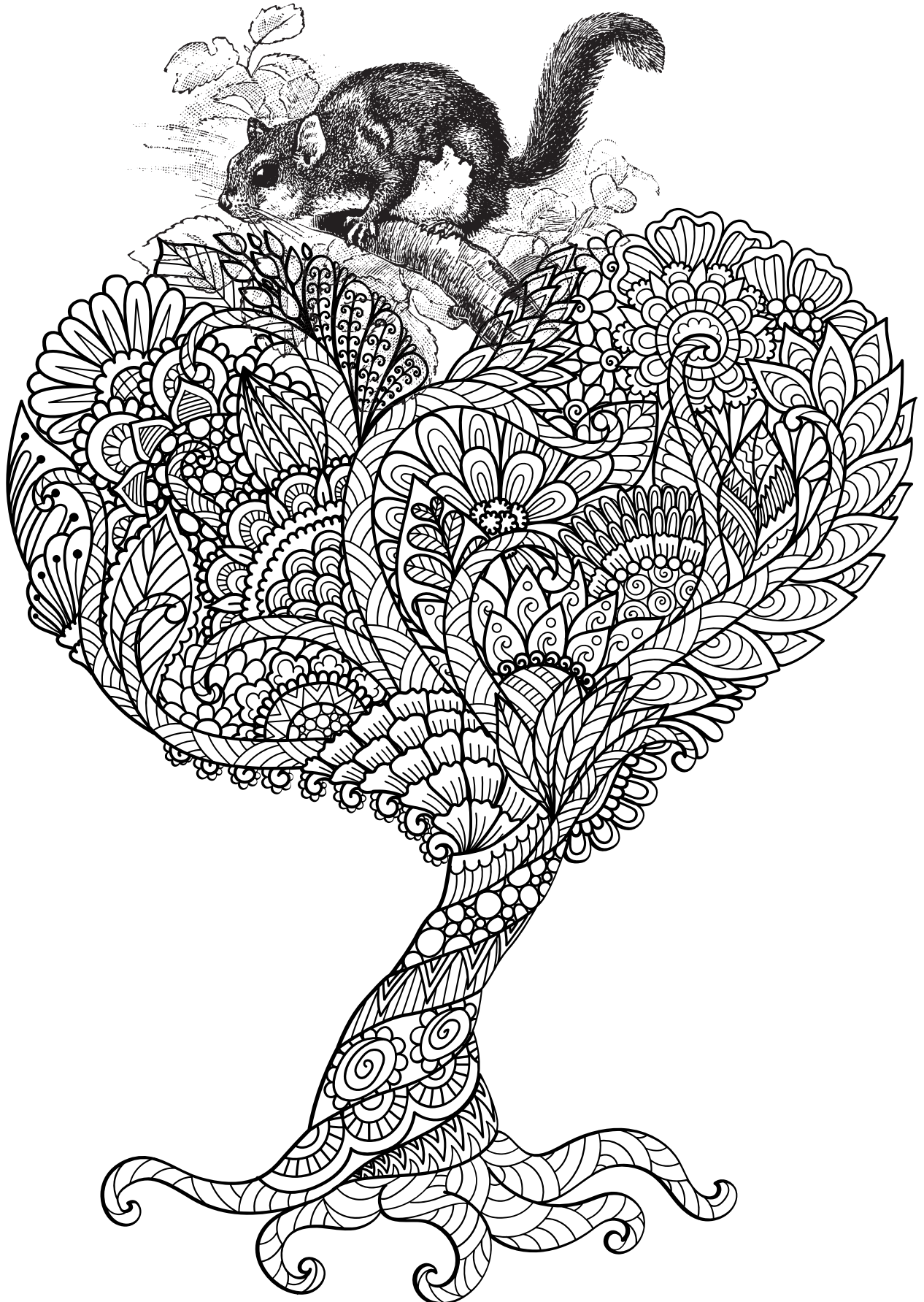
Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

Flying squirrel spirit totems represent self-discovery, manifesting your dreams, and taking a leap of faith.



Worksheets for

# CHAPTER 7



# THE AMAZON FACT FILE

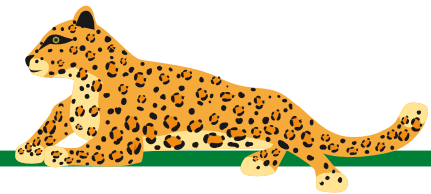
The amazon jungle is the world's largest tropical rainforest, located in South America, and spanning over eight countries.



The Amazon is called the lungs of the earth because it produces more than 20% of the world's oxygen supply - thanks to all of those trees!

## LAYERS

Emergent	Top of the tallest trees
Canopy	Top of the shorter trees
Understory	Between the canopy and the forest floor
Forest Floor	Dark and cool ground level layer.



## ANIMALS

1 in 10 species worldwide are found in the amazon.

## BIRDS

1,300 + bird species.



## PLANTS

More than 40,000 different kinds of plants.



## SIZE

5.5 million square kilometres.

## PEOPLE

Around 400 indigenous tribes live in the Amazon rainforest, each with their own language and culture.



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



# ANIMAL SPOTLIGHT

Instructions: Research a species of spider that interests you. Then complete the information in the boxes.



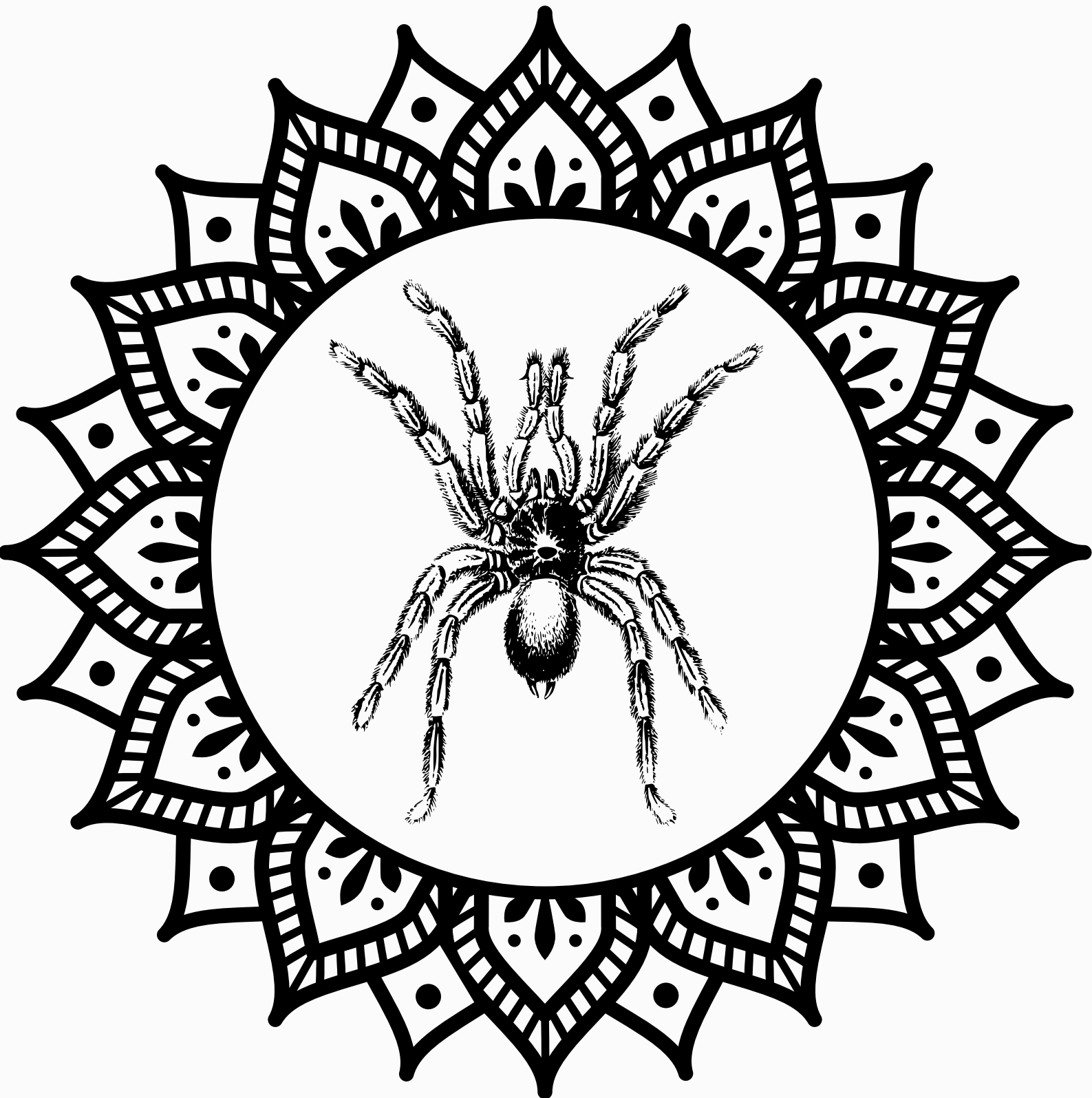
Where am I found in the wild?

What do I contribute to my local ecosystem?

What would happen if all spiders died out?

What can YOU do to help arachnids like me survive into the future?

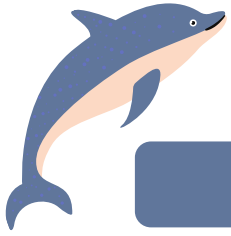
Spider spirit totems represent  
balance, creativity, and  
interconnection to your physical and  
spiritual self.



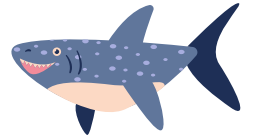
Worksheets for

# CHAPTER 8





# Oceans Facts



## Reading Comprehension Activity

### Read the text about oceans and write true or false

Oceans are huge bodies of water generally separated by continents. 71% of the Earth's surface is covered by ocean water. Historically, there have been four oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean and the Arctic Ocean. However, most countries now recognize the Southern (Antarctic) Ocean as the fifth ocean.

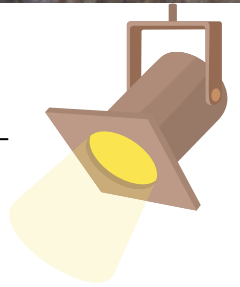
Oceans are important for several reasons. They act as lungs of the Earth. The majority of Earth's oxygen comes from oceans. They not only provide the oxygen we breathe but also absorb much more carbon dioxide than our atmosphere. Oceans also regulate our climate, transporting heat from the equator to the poles. Finally, oceans are used for transportation and recreation, and they provide food and ingredients to make many medicinal products.

World Oceans Day is celebrated every year on June 8, to remind people of the major role the oceans have in every day life and to continue developing a world project for the sustainable management of the world's oceans.

- ① Oceans are huge bodies of land. \_\_\_\_\_
- ② Oceans cover most of Earth's surface. \_\_\_\_\_
- ③ There are five oceans. \_\_\_\_\_
- ④ Oceans act as lungs for the Earth. \_\_\_\_\_
- ⑤ Oceans clean the air. \_\_\_\_\_
- ⑥ Oceans make Earth's temperature hotter. \_\_\_\_\_
- ⑦ We get food from oceans. \_\_\_\_\_
- ⑧ World Oceans Day is celebrated on July 8. \_\_\_\_\_



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



# ANIMAL SPOTLIGHT

Instructions: Research a species of flying fish that interests you. Then complete the information in the boxes.



**FLYING  
FISH**

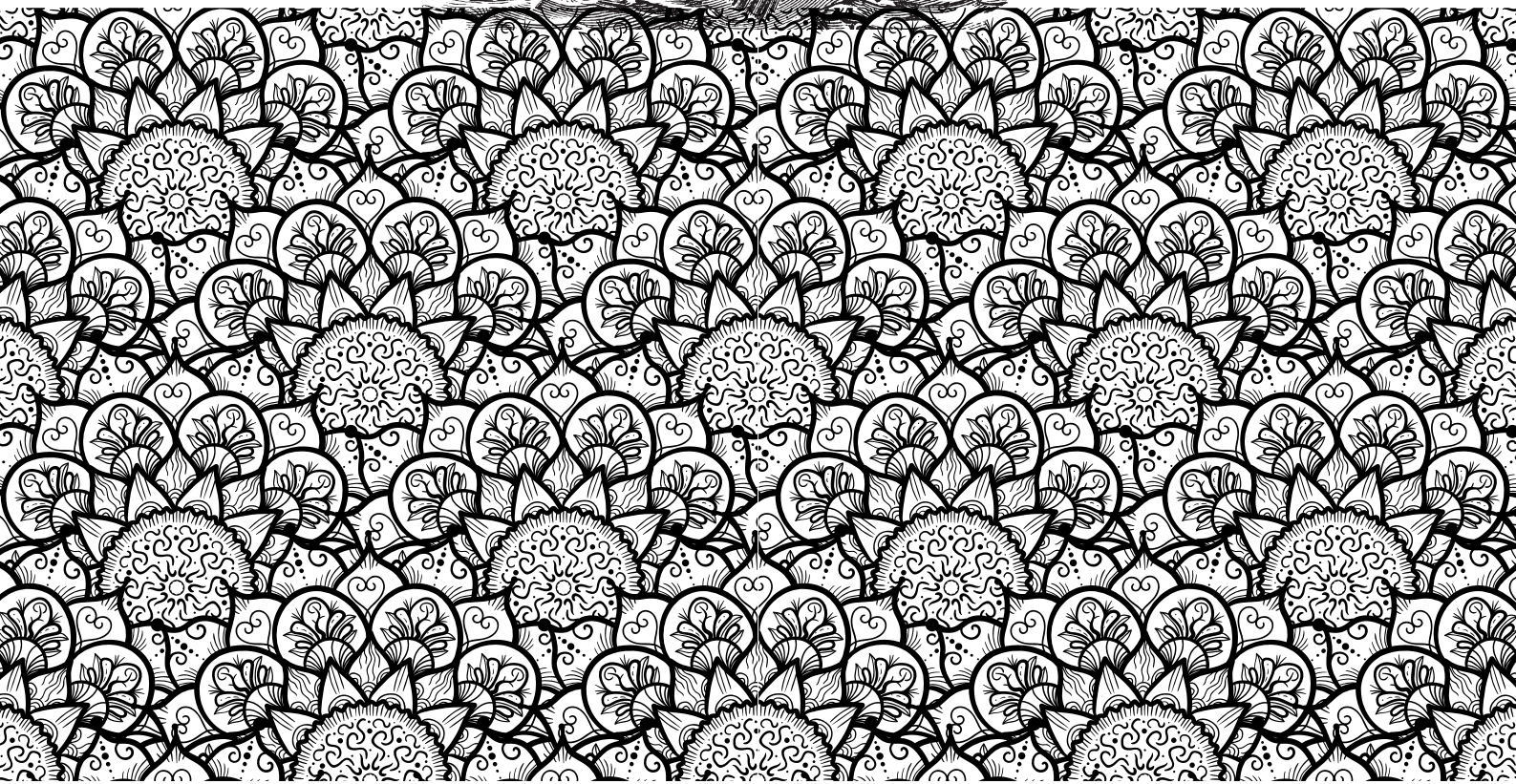
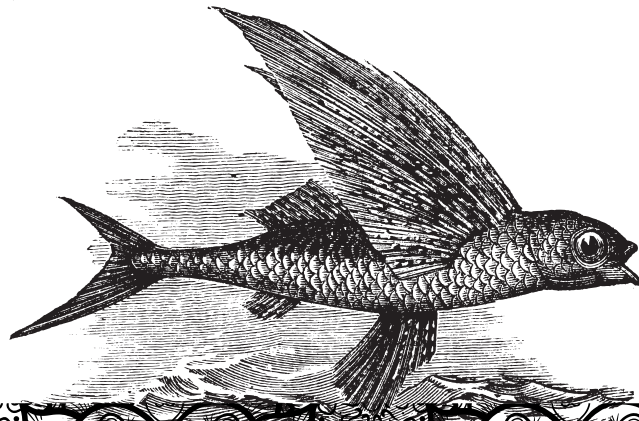
Where am I found in the wild?

What do I contribute to my local ecosystem?

What are the main threats to ocean fish, in general?

What can YOU do to help keep fish populations thriving in the future?

Flying fish spirit totems represent good fortune, transition, and positive change.



# THE GREAT BARRIER REEF FACT FILE

The Great Barrier Reef is located to the north-east of the Australian coastline and is the largest reef system in the world.

One of the 7  
Wonders of the  
Natural World!



## SIZE

The Great Barrier Reef spans over 2300kms and is the only living thing on earth visible from space. It is 65km wide at its widest, and 2000 meters at its deepest. It contains around 3,000 individual reefs.

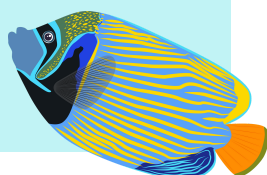
## LIFE ON THE REEF

More than 9,000 species call the Great Barrier Reef home.



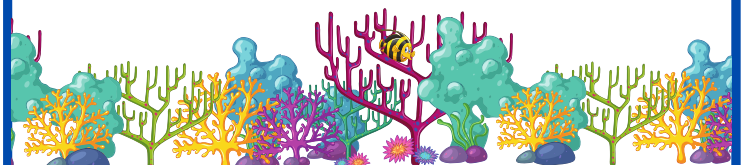
## THREATS

- Rising sea temperatures due to climate change
- Pollution
- Overfishing
- Cyclones
- Crown of Thorns Starfish



## FORMATION

Reefs are living things. They are very slow growing. The Great Barrier Reef is thought to be 20 million years old. It started off as a coral larvae, which attached itself to a hard surface, then reproduced from there.



Worksheets for

# CHAPTER 9

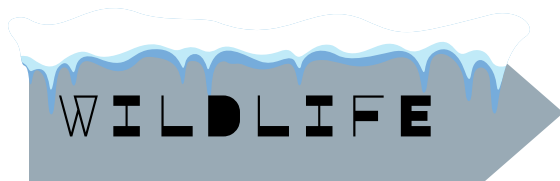


# ANTARCTICA FACT FILE

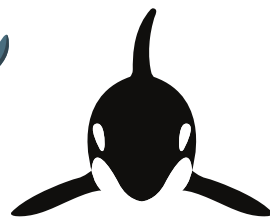
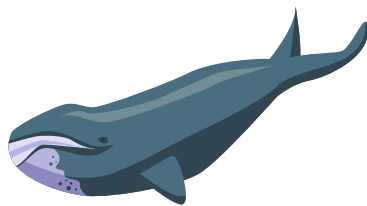
Antarctica is an icy landmass located at the South Pole. It is a continent, not a country, and is used for scientific conservation.

Meaning: In Greek, 'antarktike' = opposite to north.

No form of government and no Indigenous population.



Most of the animal life in Antarctica are seasonal as it's too cold to live there during winter.



## CLIMATE

- Coldest, driest and windiest continent on earth.
- 99% of Antarctica is covered in snow and ice. 1% is rocky outcrops.
- Antarctica is a desert. It has very little snow and rainfall.
- Antarctica has only two seasons: Summer and Winter

No trees or bushes.



Ice depth averages 2km thick in East Antarctica.



## SIZE

It is the 5th largest continent.

Area: 14.2 million square kms

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



# ANIMAL SPOTLIGHT

Instructions: Research and complete the following vulnerable animal profile.



**EMPEROR  
PENGUINS**

Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

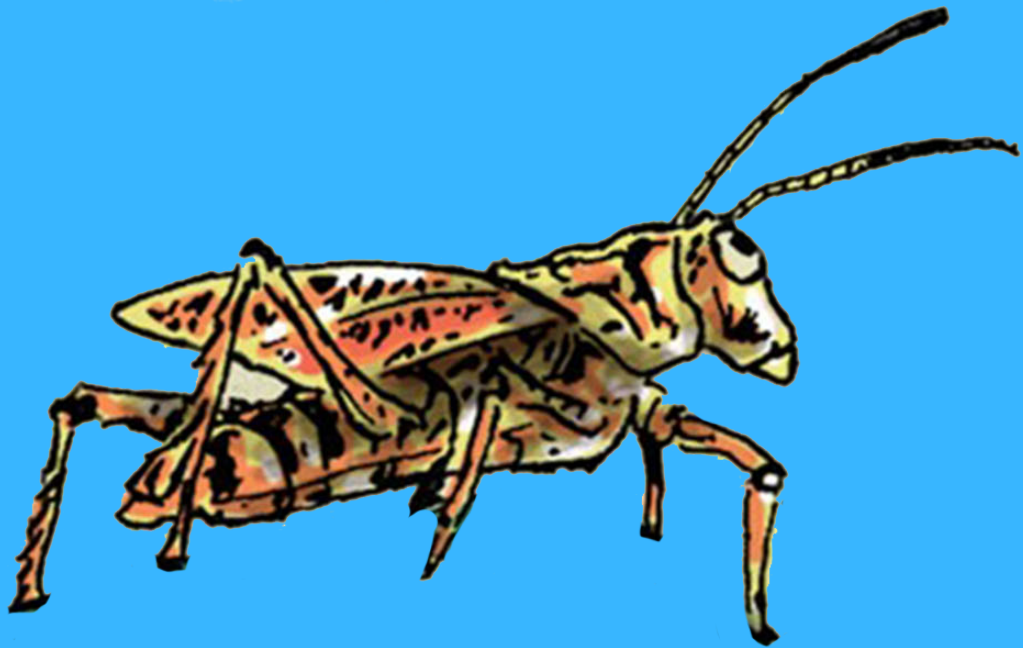
What can YOU do to help my species survive into the future?

Penguin spirit totems represent intuition, community, teamwork, social harmony, and togetherness.



Worksheets for

# CHAPTER 10





# NEIGHBORHOOD

name \_\_\_\_\_

## BUTTERFLY SCAVENGER HUNT



*monarch*



*tiger swallowtail*



*black swallowtail*



*cabbage white*



*orange sulfur*



*spring azure*



*mourning cloak*



*question mark & comma*



*viceroy*



*gray hairstreak*



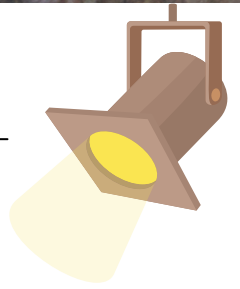
*wood-nymph*



*painted lady*



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



# ANIMAL SPOTLIGHT

Instructions: Research and complete the following endangered animal profile.



**MIAMI  
BLUE  
BUTTERFLY**

Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

Butterfly spirit totems represent light-heartedness, metamorphosis, the approach of new life phases, and embracing change.



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



# ANIMAL SPOTLIGHT

Instructions: Research a species of grasshopper that interests you. Then complete the information in the boxes.



**GRASSHOPPERS**

Where am I found in the wild?

What do I contribute to my local ecosystem?

What would happen if all grasshoppers went extinct?

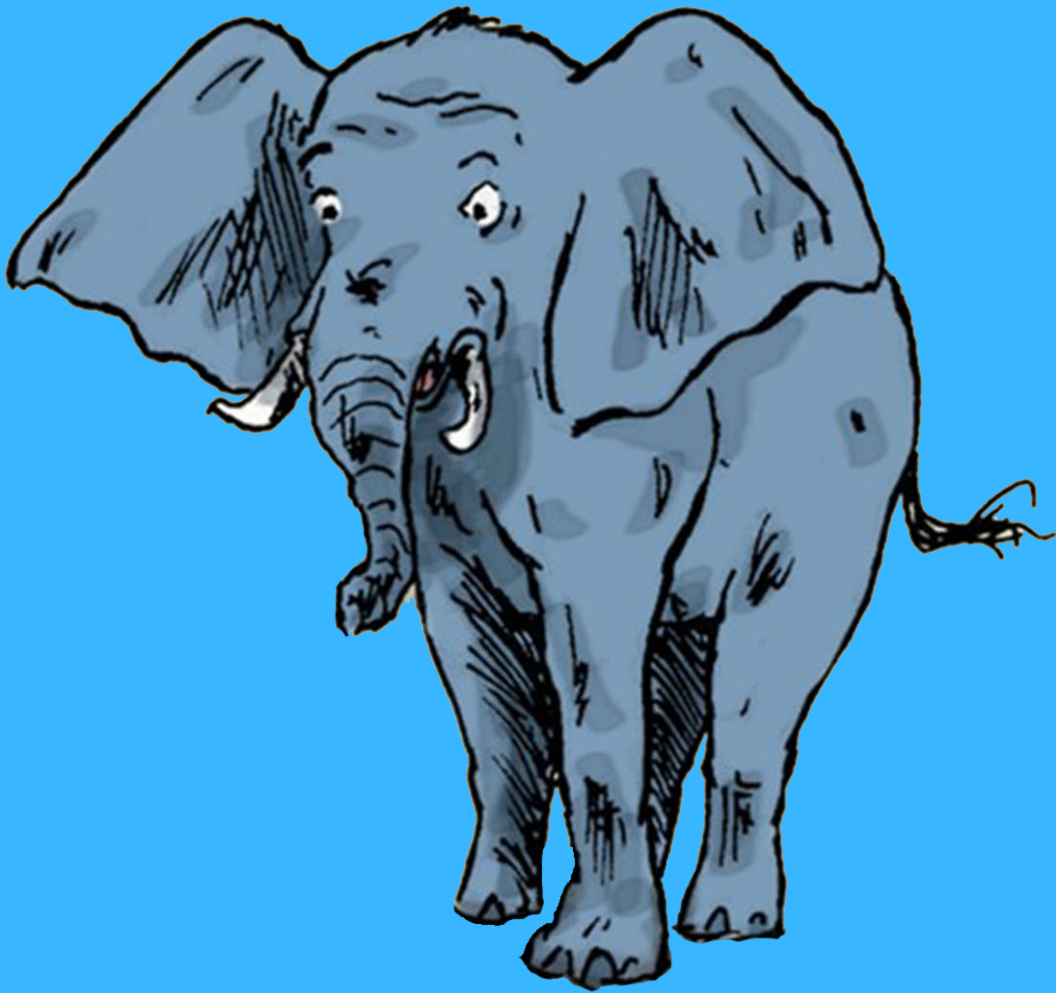
What can YOU do to help me survive into the future?

Grasshopper spirit totems represent innovation, forward thinking, opportunity, and celebrating your unique rhythm.

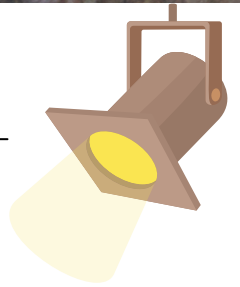


Worksheets for

# CHAPTER 11



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



# ANIMAL SPOTLIGHT

Instructions: Research and complete the following endangered animal profile.



**ELEPHANTS**

Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

# AMAZING ANIMAL MOTHERS

## ELEPHANTS

**Instructions:** Consult reliable sources and answer the following questions.

Where are elephants found? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Gestation period:

Years

Months

Number of babies:

Type of birth:

Egg

Live

In which ways do baby elephants rely on their mothers?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What makes elephant mothers special?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

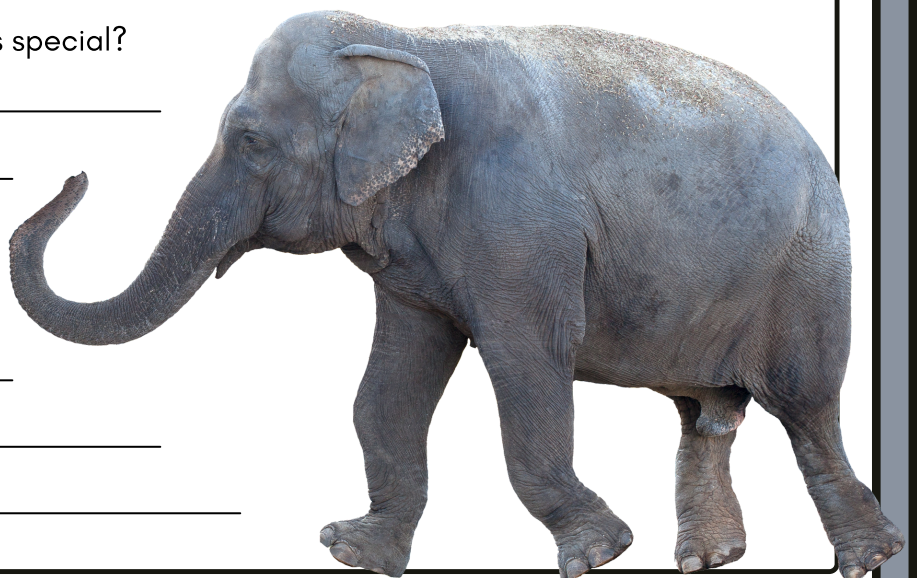
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

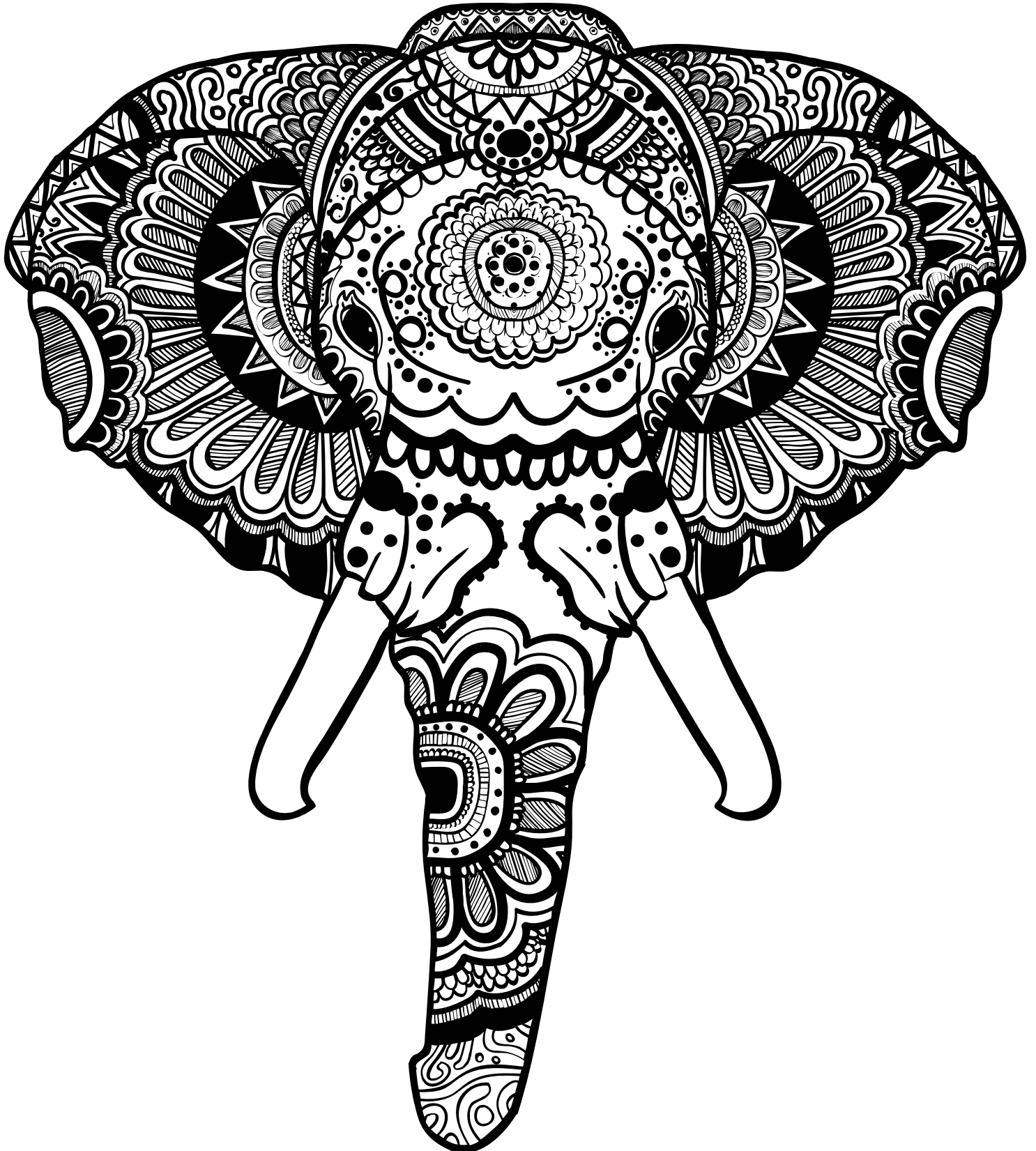
\_\_\_\_\_

\_\_\_\_\_





Elephant spirit totems represent wisdom, intelligence, strength, friendship, and a noble heart.



Worksheets for

# CHAPTER 12



# CLOUD NAMES

Altitude



*Cirrocumulus*

*Puffy, patchy, wave-like.*



*Cirrostratus*

*Thin, large coverage, grey or white.*



*Cirrus*

*Thin, wispy, ice crystals.*



*Altocumulus*

*Light grey, consistent sky coverage.*



*Altostratus*

*Puffy, patchy, lots of spaces between.*



*Stratus*

*Fog clouds. Consistent coverage.*



*Nimbostratus*

*Dark grey, rain.*



*Cumulus*

*Puffy, cotton-ball appearance.*



*Cumulonimbus*

*Large, dark bases with tall towers and thunder.*



*Stratocumulus*

*Rolling, puffy, irregularly spaced.*

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

# KINDS OF CLOUDS



**cirrus**

feathery clouds associated with fair weather



**stratus**

smooth, gray clouds that block out sunlight; usually accompanied by steady rain and drizzle



**cumulus**

fluffy and white with flat bottoms; associated with fair weather



**cumulonimbus**

thunderstorm clouds; produce heavy rain with lightning and thunder

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

# KINDS OF CLOUDS NOTES



*cirrus*



*stratus*



*cumulus*



*cumulonimbus*

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



# ANIMAL SPOTLIGHT

Instructions: Research and complete the following vulnerable animal profile.



**GIRAFFES**

Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

Giraffe spirit totems represent humility,  
gentleness, enlightenment, inner  
growth, and heightened perception.



# MINDFULNESS

*colouring*





*Worksheets for*

# **CHAPTERS 13 & 14**



# Photosynthesis



Photosynthesis is the process where plants transform light energy into chemical energy. Plants use this energy to make their own food. The light energy they captured is used to convert carbon dioxide, water, and minerals into oxygen.

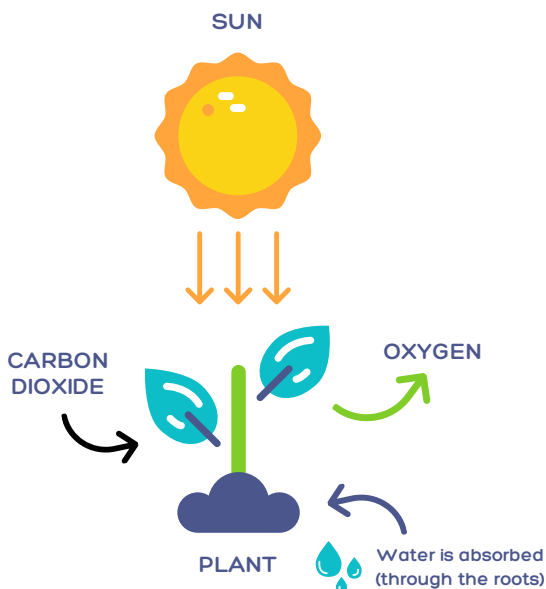
## Chlorophyll

The pigment that gives plants their green color and helps in the process of photosynthesis.

## Did you know?

There are organisms other than plants that can undergo photosynthesis. These include algae and the emerald green sea slug.

## The Photosynthesis Process



Plants take in water and carbon dioxide and use energy from the sun to turn them into food.

Within the plant cell, water is oxidized, loses electrons, and is changed into oxygen. Carbon dioxide is reduced, gains electrons, and turns into glucose.

Oxygen is released, and glucose is stored within the plant as energy.

## The Photosynthesis Formula



NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE & SECTION: \_\_\_\_\_

DATE: \_\_\_\_\_

# THE FOOD WEB

Animals in an ecosystem form a food web. In the illustration below, use arrows to map out the energy transfer between organisms. The first one has been added as an example.



Name two producers in the food web above.

Name three consumers in the food web above.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the difference between food chains and food webs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



# ANIMAL SPOTLIGHT

Instructions: Research an endangered bird, and draw a picture of it. List its common name. Then fill out the information boxes.

**NAME:**

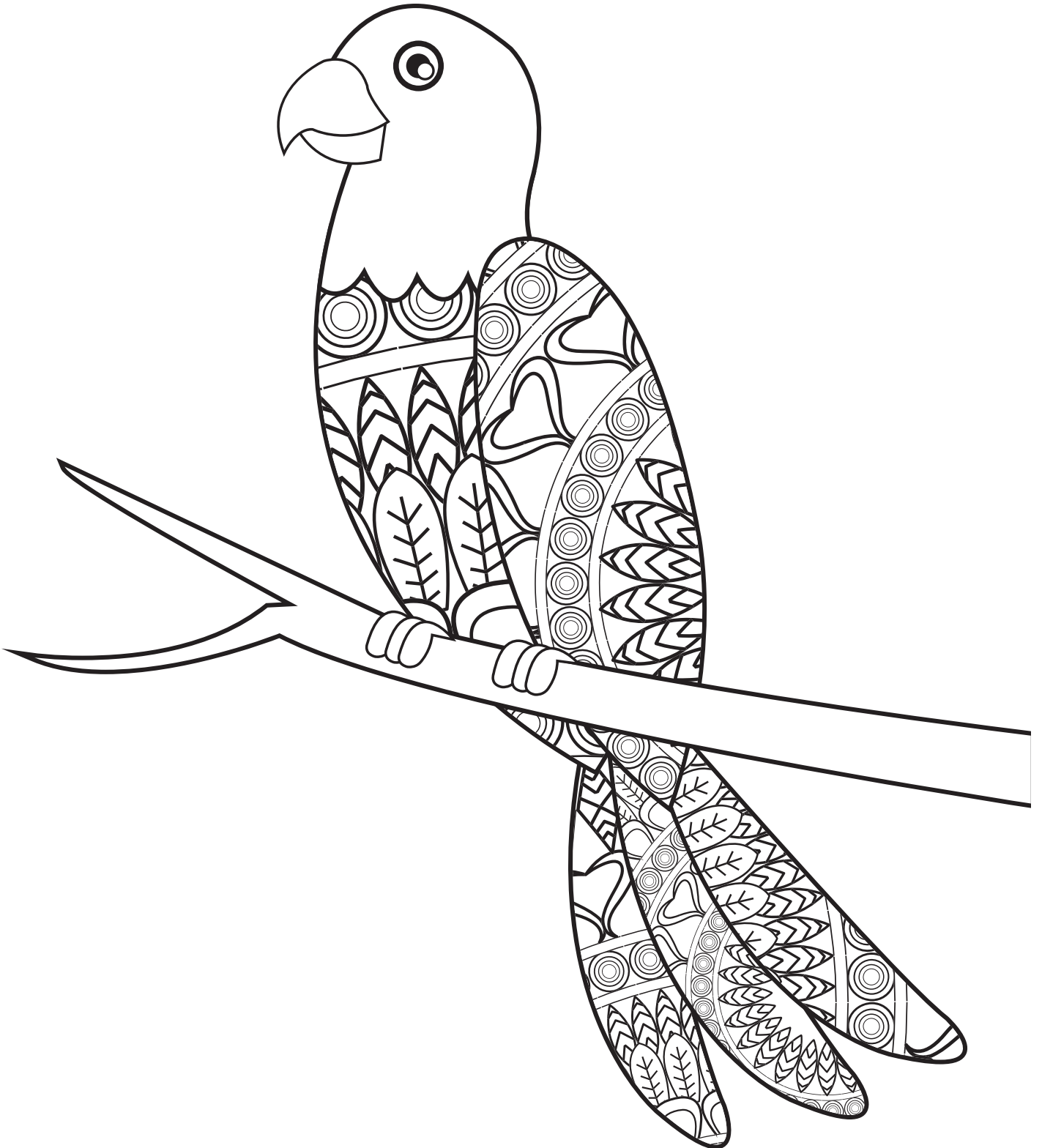
Where am I found in the wild?

How many of me are left in the wild?

What are the main threats to my species?

What can YOU do to help my species survive into the future?

Raptor bird spirit totems represent clarity, freedom, focus, and perception. They are often viewed as sacred messengers.





# SUSTAINABLE PRACTICES

Walk around your school and identify ways in which your school practices sustainability. Complete the following:

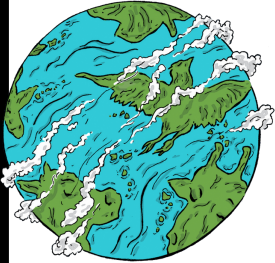
**Areas we are doing well in:**

**Areas for improvement:**



# SUSTAINABLE PRACTICES

What do I currently do to contribute to Earth's wellbeing?



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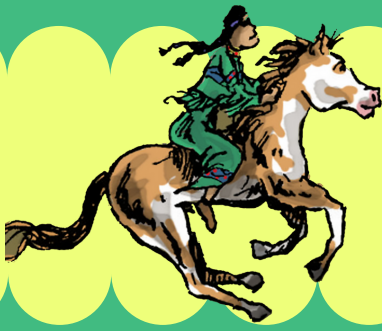
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Brainstorm additional ways you can live more sustainably:







# I am a Green Hero

*Let's save the earth!*

*Create a poster convincing other people to care for the environment.*

*Then, write a short paragraph about your poster.*



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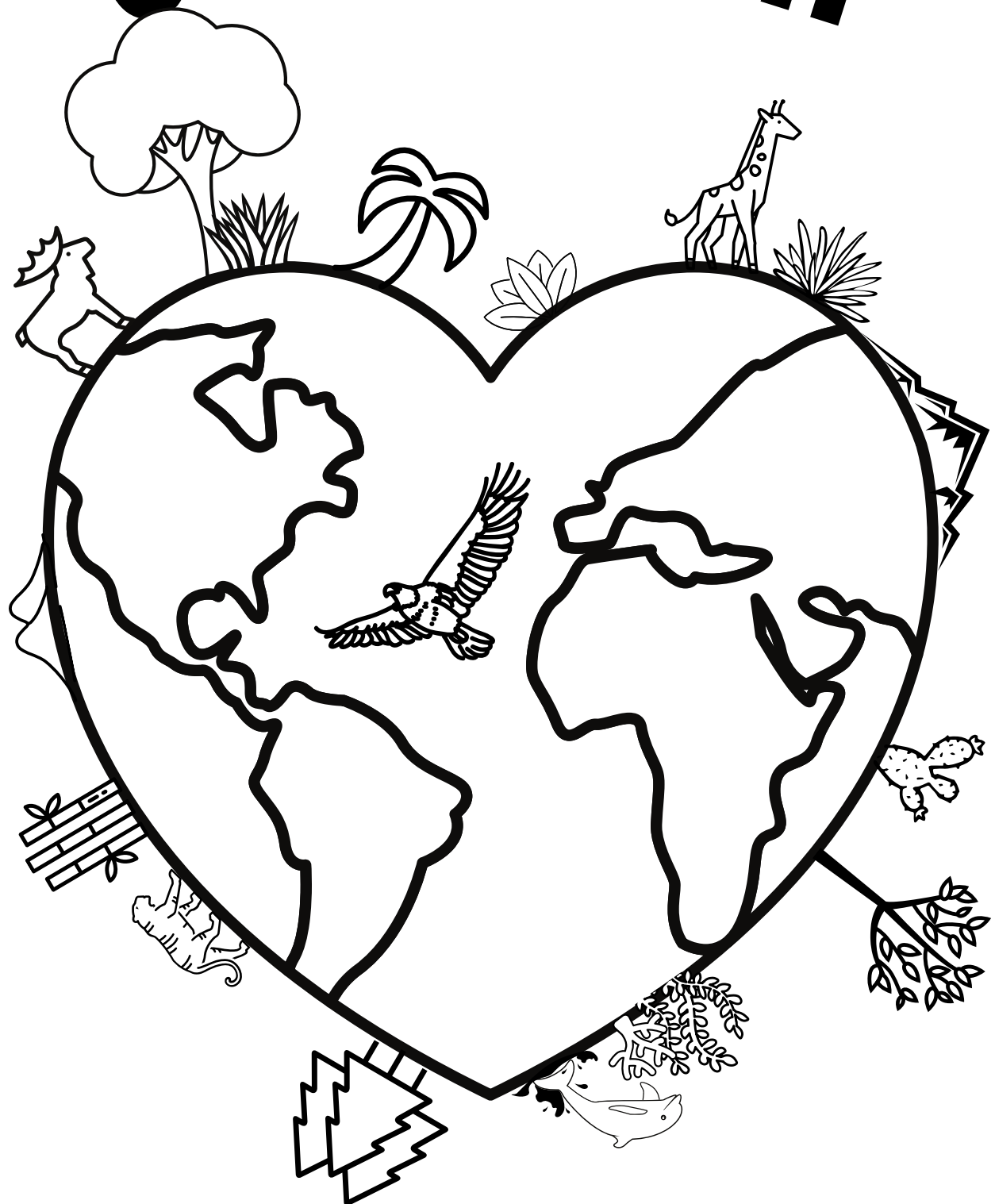
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*Protect*  
**OUR EARTH**





# ENVIRONMENT

How can you use your powers like Wawatay to protect the Earth? Draw and write.

A large, empty rounded square box with a light blue border, intended for drawing.

I can save

---

---

A large, empty rounded square box with a light blue border, intended for drawing.

I can reduce

---

---

A large, empty rounded square box with a light blue border, intended for drawing.

I can reuse

---

---

A large, empty rounded square box with a light blue border, intended for drawing.

I can recycle

---

---

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



# Climate Change

Identify the causes of climate change and its effects.

Causes

Effect #1

Effect #2

Effect #3



NAME

SECTION

DATE

SCORE

# WRITING EXERCISE

StoryReflection

What aspects of this story, so far, are applicable to today's current events and universal culture?

Worksheets for

# CHAPTERS 15 & 16



Name:

Date:

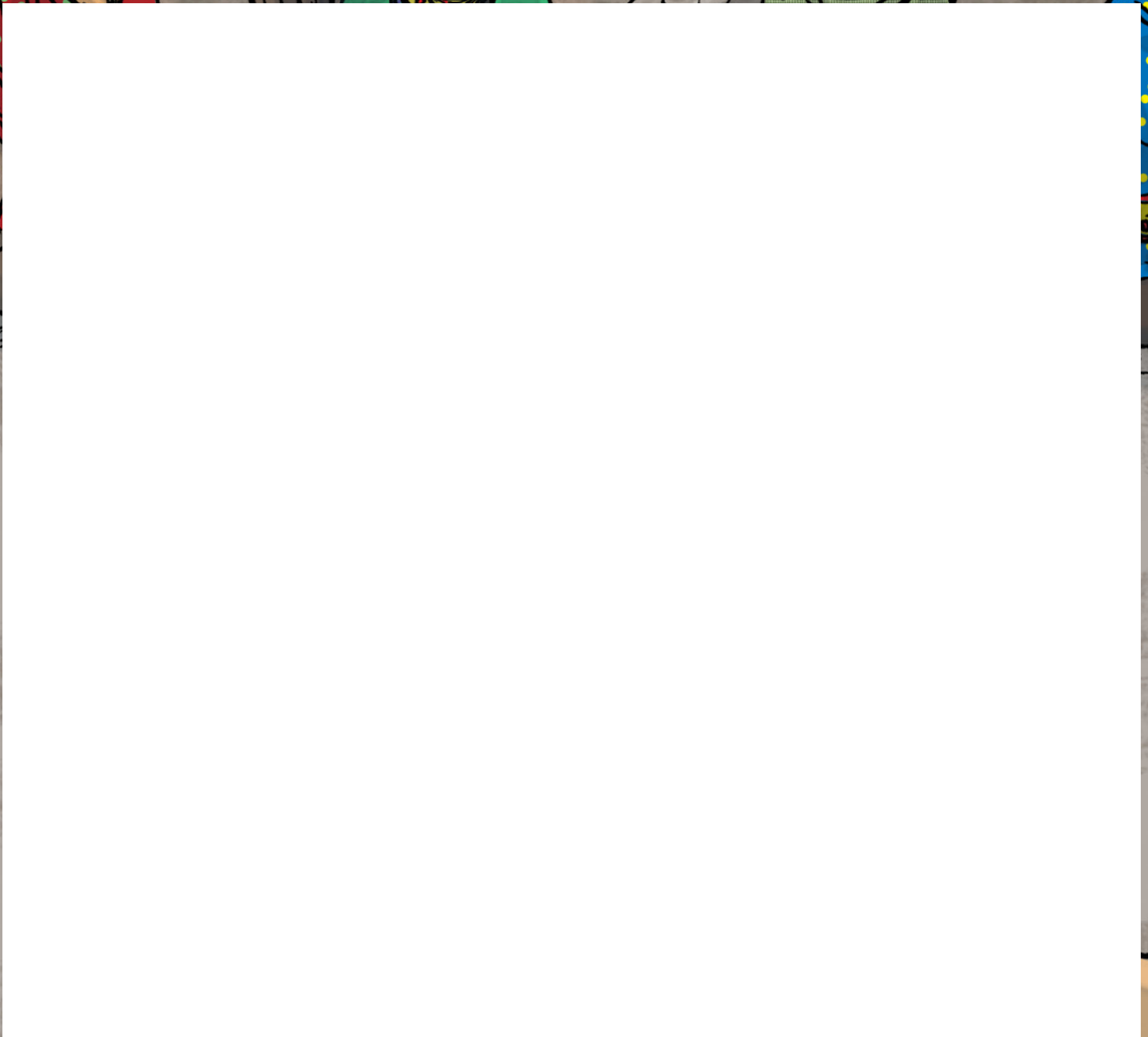
Section:

Score:

# PERSUASIVE WRITING EXERCISE

Convince Wawatay's elders to adopt a healthier lifestyle for the village and for the earth. Inspire them to use their powers for good.

Write the essay as if you were Wawatay speaking to the circle of elders.





# I CAN HELP OUR EARTH!

What are some things that you can do to help the earth stay healthy and clean?

Fill out the boxes below by completing each sentence:

I can help our earth by reducing:



I can help our earth by reusing:



I can help our earth by recycling:



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



# EARTH HOUR

Earth hour is when people across the globe switch off their lights for one (1) hour as a symbolic gesture to show they care about the environment.

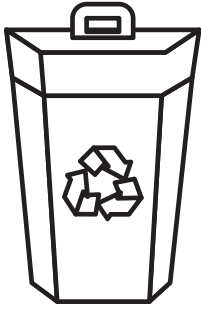
**Instructions: Draw and describe four (4) ways you can make an ongoing positive difference to helping save the environment.**

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

# EARTH HOUR



A previous year's Earth Hour theme was 'Make the Switch'.  
Research how the following two activities help benefit the world we live in.



Composting

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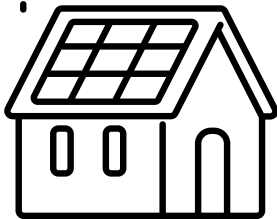
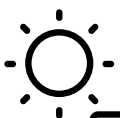
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Solar Panels

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



# EARTH HOUR

Instructions: Think about your day from the beginning to the end. Choose three (3) activities you do that require the use of electricity. Research how those activities used to be done, prior to electricity and technology, or an alternative way of obtaining the same result, and draw and describe below.

Daily activity	Alternative

Daily activity	Alternative

Daily activity	Alternative

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

Teacher: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

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

# OUR ENERGY SOURCES



We get the energy we use from a various sources.

Sort them according to whether it's renewable or non-renewable in the columns below.



SUNLIGHT  
BIOMASS  
ALCOHOL  
AIR

WOOD  
COAL  
NUCLEAR ENERGY  
PETROL

HYDRO ENERGY  
BIOGAS  
WIND  
GEOTHERMAL

**RENEWABLE**

**NON-RENEWABLE**



# Universal Declaration of Human Rights

## Drafting and Adopting the Declaration

Eleanor Roosevelt, widow of American President Franklin D. Roosevelt, was a highly influential figure in the drafting stage of the Declaration. Her husband was the man who coined the name 'United Nations' and together they had a deep interest in seeking a universal standard for the rights of all individuals.



The Commission on Human Rights was set up by the UN Economic and Social Council in June 1946 to formulate a draft international bill of human rights. Eighteen members, each representing various political, cultural and religious backgrounds worked together to reflect a common understanding. The Commission established an executive drafting committee, chaired by Eleanor Roosevelt, to whom the responsibility fell to write the articles of the Declaration. Canadian John Peters Humphrey became the Declaration's principal drafter. Other well-known members of the drafting committee included René Cassin (France), Charles Malik (Lebanon) and Peng Chun Chang (China). The commission met for the first time in January 1947, and continued to write and edit the articles of the Declaration until its acceptance as Resolution 217 at the third session of the UN General Assembly on 10 December 1948 at the Palais de Chaillot in Paris, France.



## Significance of the Declaration

The Declaration focused on the social, economic, civil and political rights of individuals, regardless of their race or creed. The universal nature of these rights meant that all member nations would be accountable for upholding them. British representatives were extremely frustrated, however, that the proposal had moral but no legal obligations. It was not until 1976 that the International Covenant on Civil and Political Rights came into force, providing legal grounds for the previously judicially indefensible articles. Nevertheless, the Supreme Court of the United States concluded in the case of *Sosa v. Alvarez-Machain* (2004) that the Declaration "does not of its own force impose obligations as a matter of international law.

When the General Assembly voted on the adoption of the Declaration, forty-eight nations voted in favour while six communist (Byelorussian SSR, Czechoslovakia, Poland, Yugoslavia, Soviet Union, Ukrainian SSR) and two other (Saudi Arabia and Union of South Africa) countries abstained from voting. Andrei Vyshinsky, the judge who had presided over Stalin's show trials, declined to sign the Declaration, referring to it as "just a collection of pious phrases." Considering the world was then divided into Eastern and Western blocs in a period of tension that marked the early stages of the Cold War, the completion of the Declaration in less than two years was an impressive feat and symbolic of a global desire to uphold such values.



## Australia's Involvement

Evatt was influential in the appointment of Australian diplomat William Hodgson to the drafting committee, ensuring Australia's continued support and input into the development of international rights. Hodgson with his military background was chief among those who wanted the Commission to propose mechanisms for enforcement of human rights. He pushed hard for the establishment of some sort of international tribunal where individuals could file complaints. Alternatively, he proposed amending the UN Charter to include binding rights commitments, or at the very least for a covenant to make the declaration legally enforceable. He was very knowledgeable about international relations, but not very diplomatic. He was described in a confidential US State document at the time as having a peppery, aggressive manner and a blustering and provocative approach which often hid his very thorough understanding of the issues. Hodgson's focus on enforcement mechanisms was ahead of his time but it often alienated him from the more conciliatory members of the Commission.

**Source 1: Eleanor Roosevelt's address to the Third Session of the United Nations General Assembly on 9 December 1948 in Paris, France.**

“This Universal Declaration of Human Rights may well become the international Magna Carta of all men everywhere. We hope its proclamation by the General Assembly will be an event comparable to the proclamation of the Declaration of the Rights of Man by the French people in 1789, the adoption of the Bill of Rights by the people of the United States, and the adoption of comparable declarations at different times in other countries.”

**Source 2: The first ten articles of the United Nations Universal Declaration of Human Rights.**

- i. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
- ii. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self governing or under any other limitation of sovereignty.
- iii. Everyone has the right to life, liberty and security of person.
- iv. No one shall be held in slavery or servitude, slavery and the slave trade shall be prohibited in all their forms.
- v. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- vi. Everyone has the right to recognition everywhere as a person before the law.
- vii. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
- viii. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
- ix. No one shall be subjected to arbitrary arrest, detention or exile.
- x. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.



**Comprehension Questions**

1. Who coined the term “United Nations”?
2. What was the name of the commission established to develop an international bill of human rights?
3. Name three people who participated in the drafting process (aside from Eleanor Roosevelt).
4. Where and when was the Universal Declaration of Human Rights finally passed?
5. Looking at the dates from the time the commission first met until the UDHR was adopted, how long did the process take? What does this relatively small period of time suggest about the participating nations?
6. What problem did British representatives have with the UDHR?
7. Which nations didn't vote when the General Assembly met to decide on the document? Can you think about any problems these countries may have had with the articles, or language thereof, in the UDHR? Read Source 2 to help with your answer.
8. Which Australian played a pivotal role as a member of the drafting committee and what was his proposition? How were his character flaws a setback?

**Source Analysis Questions**

1. Using Source 2, define the terms ‘dignity’ in Article 1 and ‘arbitrary’ in Article 9.
2. Explain the meaning of Eleanor Roosevelt's phrase in Source 1, “The Universal Declaration of Human Rights may well become the international Magna Carta of all men everywhere”.
3. Source 2 refers to “security of person” in Article 3. What do you think this means?
4. List the articles of Source 2 that you think continue to be violated today.
5. Which three articles of Source 2 do you consider the most important? Explain why.

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

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

# Principles of Non-Violence by Martin Luther King, Jr.



Martin Luther King Jr. was a Baptist minister and scholar. He was a social activist and led the civil rights movement against racial segregation during the 1960s.

Dr. King fought for equality and human rights for the Black people. He is also well known for his speech, "I Have a Dream," which he delivered during the March in Washington. In it, he said:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

He was highly influenced by Mahatma Gandhi's non-violent approach to protests. This led King to write his six principles on non-violence.

In his book, *Stride Towards Freedom*, King listed down his six principles of non-violence as:

- ◆ A way of life for courageous people.
- ◆ Seeks to win friendship and understanding.
- ◆ Seeks to defeat injustice, not people.
- ◆ Holds that suffering can educate and transform.
- ◆ Chooses love instead of hate.
- ◆ Believes that the universe is on the side of justice.

---

Sources:

<https://www.history.com/topics/black-history/martin-luther-king-jr>

<https://www.thoughtco.com/martin-luther-king-jr-1779880>

<https://www.youthinfront.org/nonviolence-and-protest.html>

[https://kinginstitute.stanford.edu/sites/mlk/files/lesson-activities/six\\_principles\\_of\\_nonviolence.pdf](https://kinginstitute.stanford.edu/sites/mlk/files/lesson-activities/six_principles_of_nonviolence.pdf)



## Questions:

After reading the passage in the previous page, answer the questions below

Martin Luther King, Jr. was a civil-rights activist. What were the causes he was fighting for?

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What are the benefits of using non-violent means for protests and assemblies?

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Have you ever been in a situation that was difficult? How were able to resolve it?

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# RIGHTS AND Responsibilities

## My Rights:

What are some rights you have? List them below

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

I have the right to go to school!



## My Responsibilities:

What are some responsibilities you have? List them below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

I am responsible for showing respect to teachers and students!





# Respect



Answer the following questions or complete the following statements:

**WHAT IS RESPECT?**

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**I SHOW RESPECT BY:**

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**MY FAMILY SHOWS ME RESPECT BY:**

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**I SEE RESPECT IN MY COMMUNITY WHEN:**

---

---

---

**RESPECT IS NOT:**

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# Respect



*Write or draw in the boxes below an example of what respect looks like, sounds like, and feels like.*

## Looks like

**Example: Respect looks like standing up for others.**

## Sounds like

**Example: Respect sounds like listening and being listened to, even when others share different beliefs and opinions than you do.**

## Feels like

**Example: Respect feels like shaking someone's hand, even if you feel differently about things.**

# RESPECT

Write your own definition for respect:

---

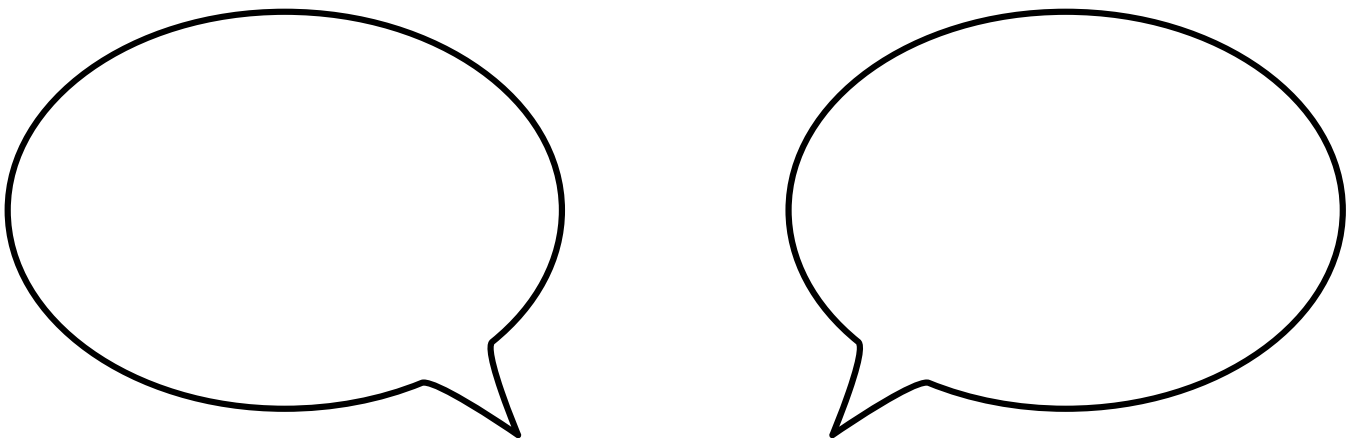
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---

Fill in the speech bubbles to demonstrate a respectful conversation:



# COURAGE

What does it mean to be courageous?

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Describe a time when you had to be brave, and how you felt before, during and after:



# RESILIENCY

What does it mean to be resilient?

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---

List three strategies that have helped you be resilient in the past:

1

2

3



# ACCEPTANCE

Write your own definition for what acceptance means:

---

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Draw or list three different ways you can help show acceptance to others:





# Empathy

*In the boxes, describe ways you can show and practice empathy for others*

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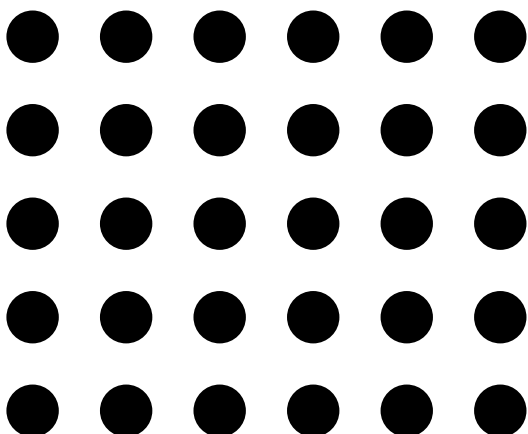
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Name: \_\_\_\_\_

# LEADERSHIP *Relationships*

Explain why relationships are important in leadership:

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List three essential ingredients for good leadership:

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

List three strategies to get to know people better:

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

List ways you can foster healthy relationships as a leader:

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Describe one change you will make to help you better connect with others:

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Worksheets for

# CHAPTERS 17 & 18



# Relationships TRUST

In your own words, what is trust?

---

---

---

List two things that can break trust:



1

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2

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What practical things can you do to build trust?

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Is teamwork possible without trust? Explain your answer:

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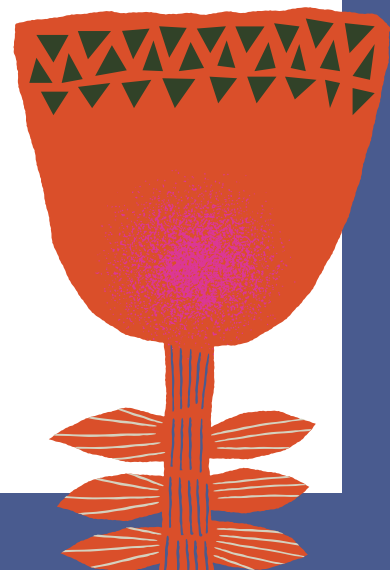
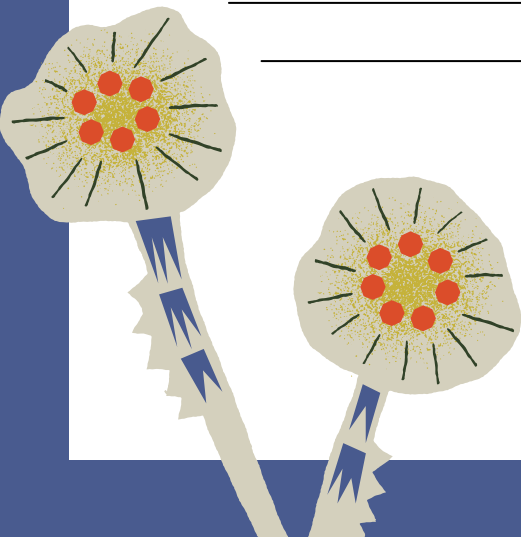
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Who is someone you trust?

---

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# WRITING EXERCISE

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

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

**Section:** \_\_\_\_\_

**Score:** \_\_\_\_\_

WRITE A 500-WORD ANALYSIS ON THE FOLLOWING:

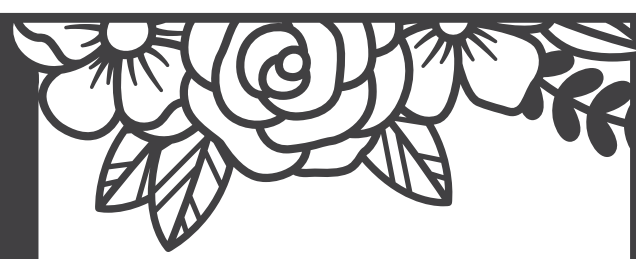
Describe the parallels between the bullying and intolerance Wawatay and the Banished Children faced within their families and by the village and the state of bullying and intolerance in today's "village" or society for youth, specifically in schools and on social media. Is being "different" still a justification for bullying and banishment today?







HAPPY



List things that make you happy:



---

INSIGHTFUL

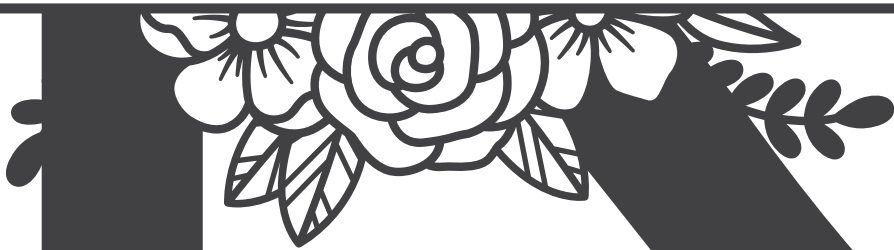
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Share how you have been insightful:



KIND



Reflect on times you have been kind:



Reflect on times you have been strong:



What makes you stand out from the crowd?



RADIANT



What skills do you have that shine?



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**SPECIAL**

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List reasons why you are special:



TRUSTWORTHY



Reflect on why others trust you:





Share what makes you unique:



---

VALUED

---



Think about what others value about you:



Reflect on why you are worthy of love:

# COMPLIMENT YOURSELF

Take a moment to think about how other people view you. What are five nice things others would say about you, that you are proud of?

1

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2

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3

---

4

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5

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NAME

SECTION

DATE

SCORE

# MY PERSONAL MANIFESTO

An essay about myself.

What are my core values and beliefs?

What am I doing right now to honour them?

What other things can I do to reinforce them?



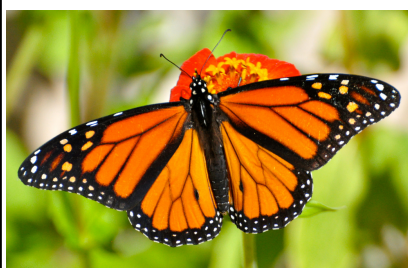
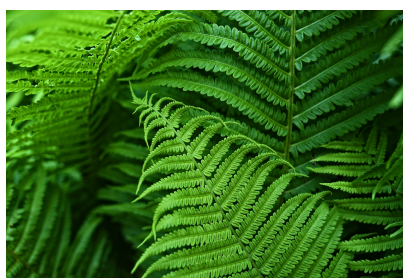
*Worksheets for after*

# **BOOK COMPLETION**



# NATURE SCAVENGER HUNT

Circle each item as you spot it!



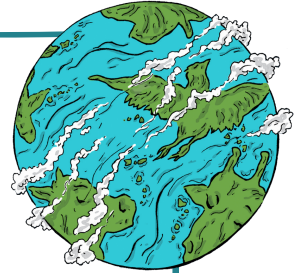


Name:

Date:

# Let's Make a Difference!

Wawatay helped her people learn to use their powers to restore and protect the earth. What cause would you focus on in order to make a difference in your community? Create a campaign poster for it below.



A large, empty rectangular box with a teal border, intended for creating a campaign poster.

NAME

SECTION

DATE

SCORE

# WRITING EXERCISE

Creative Story Telling

What is another animal Wawatay, Horse, and Baby Bird could have asked for flying advice? Draw an illustration and write about the exchange in the same style as the book.

NAME

SECTION

DATE

SCORE

# WRITING EXERCISE

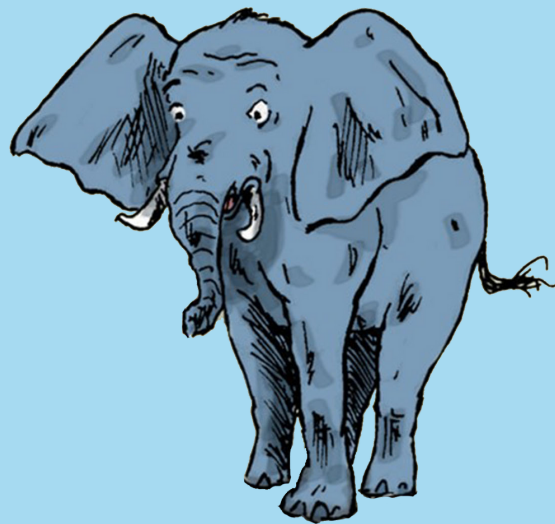
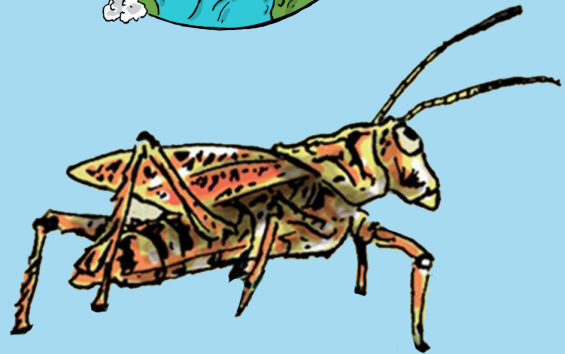
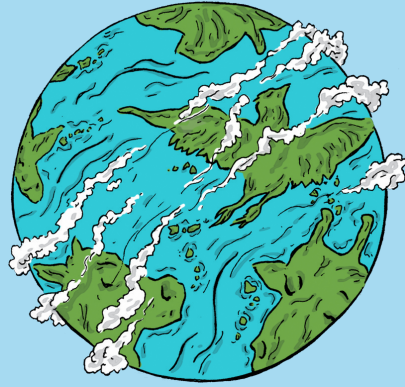
StoryReflection

How does the plight of Mother Earth in this story compare to the plight of Mother Earth today?

What specific strategies do you think Wawatay and her people employed to restore balance and harmony to Mother Earth? Are any of those strategies applicable today?

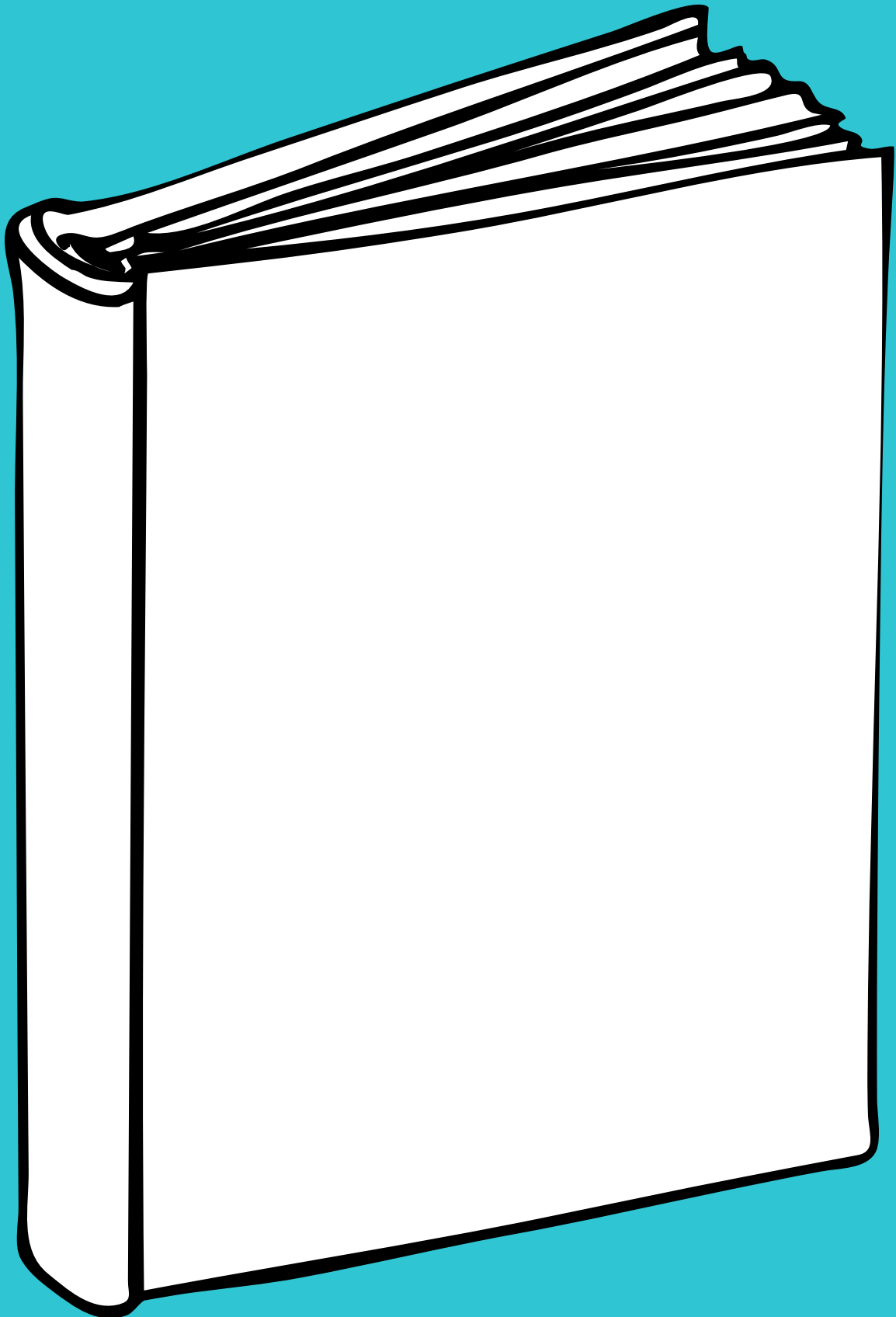
# The Enchanted People Illustration Scavenger Hunt

- A herd of zebras
- Hot coals form a fire
- A bird's nest
- An orca's shadow
- Flying Squirrel
- Giraffe
- A campfire
- Bat
- Icicles
- A purple turtle
- The Northern Lights
- Eight blue doors
- Bunny smoke
- Flying Fish
- A green cow
- A bowl with waves
- A large boulder
- A spider web



Directions: Check off each item as you search through The Enchanted People illustrations by David Dodson. Write the page number next to each item so your teacher can check your work.

How would you design the cover of  
*The Enchanted People*?



# Look and Write

Write 3 sentences about the pictures.



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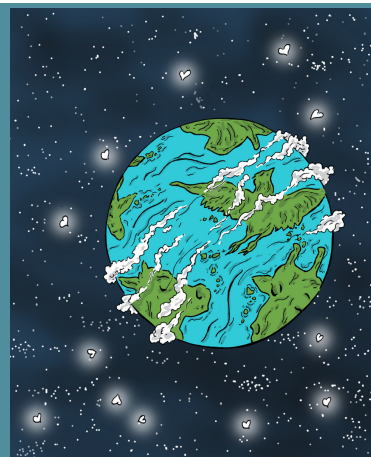
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# Community Helpers Quiz

Answer the following questions about helpers in your community

1 What is a community helper?

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2 Why are community helpers important?

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3 What do you want to be when you grow up?

---

4 What community helpers can you find at school?

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5 What community helpers work at a hospital?

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6 What community helpers look after animals?

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7 What community helpers look after people?

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# One Day, I Want To

## A PERSONAL ESSAY

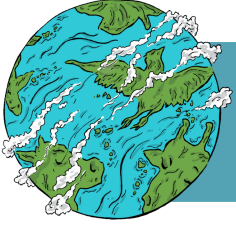
Writing about your ambitions is a great way to keep yourself inspired and motivated whether it be a dream you had since childhood or something that you thought about just recently. Write three paragraphs about something that you want to do in your life.

A large, solid light-brown rectangular area intended for the first paragraph of the essay.

A large white rectangular area with a dark blue border, intended for the second paragraph of the essay.

A large, solid light-brown rectangular area intended for the third paragraph of the essay.





# Book Report

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

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

**Title**

**Author**

**Genre**

**Setting**

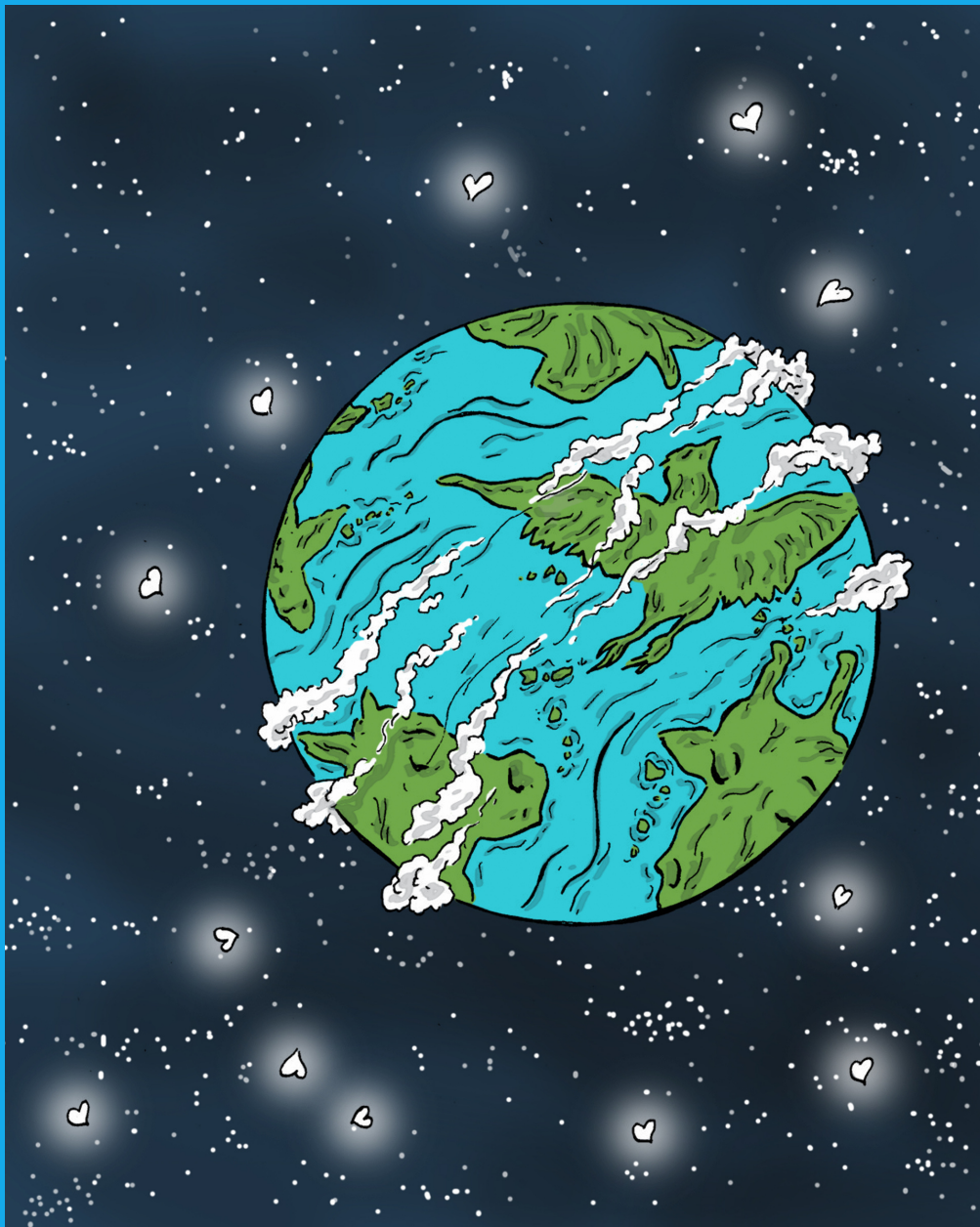
**Characters**

**Plot**

**Favorite part**

Worksheets for

# EARTH DAY





Happy Earth Day! April 22

# EARTH DAY

22ND APRIL



NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

What is the purpose of Earth Day?

State 3 things we can do to support looking after Earth:

Find 3 organizations that contribute to caring for the planet:

Share 3 reasons you believe it is important to care for the earth:

## EARTH DAY

### REFERENCES

Note the websites you used to find your information.

1.

2.

3.

4.

5.

6.



# EARTH DAY WRITING PROMPT

Why is celebrating Earth Day important?

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Draw some of the ways you help our Earth:



Student: \_\_\_\_\_

# EARTH DAY

Write a thank you to the people of Earth.  
What do you want to thank them for?

## THANKS

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