

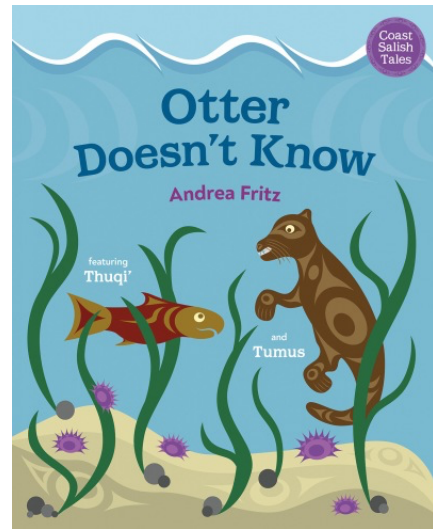
# WITS

## Lesson Plan

Author: Andrea Fritz

Illustrator: Andrea Fritz

Grade:



WITS Connection: Walk Away ✓ Ignore ✓ Talk it out ✓ Seek Help

Story Summary:

Thuqi' the sockeye salmon knows it's time to spawn, but she is lost in the Salish Sea and doesn't know the way to Sta'lo', the river. When she asks Tumus the sea otter for help, he dismisses her requests because he doesn't exactly know. When Tumus himself becomes lost in the deep, dark waters, Thuqi' shows him that it's okay not to know something—you can still find a way to help a friend in need.

The story is set in Coast Salish Traditional Territory. Author and artist Andrea Fritz uses Indigenous storytelling techniques and art to share the culture and language of the Hul'q'umi'num'-speaking Peoples.

Online Hul'q'umi'num language resources from final page of the book:

- Ta'ulthun sqawl Hul'q'umi'num Language Academy: <https://sqwal.hwulmuhwqun.ca/>
- Hul'q'umi'numFirstVoices: <https://www.firstvoices.com/hulquminum>
- Hul'q'umi'num Language and Culture in Nanaimo Ladysmith Public Schools: <https://www.sd68.bc.ca/programs/aboriginal-education/hulquminum-language-and-culture/>



## Pre-Reading

### Questions:

1. Explain that this story uses words from Hul'q'umi'num' (hul-quh-MEE num) and that some of the sounds from this language may be new to them. We should practice trying to pronounce these words properly as a sign of respect for the language!
  - Use the inside cover of the book to practice sounding out the words in the story with the guidance provided
  - You can refer to the resources linked on page 1 of this lesson for pronunciation and other language activities.
2. Read the Author's note on the first page of the book.
  - Discuss: What are some ways that story telling is important to communities?
3. Acknowledge the Indigenous nations whose land you and your class are gathered to share this story (use your school's land acknowledgement or <https://www.whose.land/en/> to support you)
  - Offer students the opportunity to practice saying the names of the nations and/or communities represented in the surrounding areas, both historically and in present day
  - Ask students to share things they are grateful to share and have access to on this territory



## While Reading

Questions:

1. Thuqi' faces a fear of the dark waters as she attempts to rejoin her family up the Sta'lo'. How do you face your fears when you want to achieve something important to you?
2. Tumus dismisses Thuqi's ask for help because he is busy and doesn't seem to be sure of the answer. How do you think this makes Thuqi' feel?
3. What does Thuqi' discover when she finds the courage to face her fear and head into the dark waters on her own?
4. How does it make Thuqi' feel to help Tumus even though he didn't help her? Why do you think she does it?

As you read, offer students the opportunity to repeat Hul'q'umi'num' words after you to practice their pronunciation.

## Post-Reading

Questions:

1. Do you think Thuqi' found her way to Sta'lo'?
2. What lessons did Thuqi' teach Sta'lo' about being a good friend?
3. What lessons did Thuqi' learn about herself?
4. How did you feel about learning these lessons through storytelling?
5. Read the final pages of the book about learning Hul'q'umi'num'. Discuss:  
How did it feel to honour the Hul'q'umi'num' language and the author by



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trying to pronounce the words in the story correctly?

### Post-Reading Activity:

1. Divide the class into groups of 2-3.
2. Guide each group to think of a lesson about being kind to others.
3. Once they have brainstormed the lesson they want teach, instruct them to write and illustrate a short, simple story teaching this lesson.
4. Lead a discussion with the class:
  - Offer each group to share their story, the lesson they tackled, or details about their characters, or their process with the class.
  - How do students personally connect with the stories they have heard? In what situations did they learn these lessons? From whom did they learn them?