



RedRover Readers and Early Ages Gathering to Learn Empathy Through Stories (EAGLES) Program

GRADE(S): 1-2 **SEL ALIGNMENT:** Self-awareness; Self-management
Social Awareness; Responsible decision-making

MASHKIKI ROAD

Written by Elizabeth S. Barrett | Illustrated by Jonathan Thunder

TIME: 45 minutes (reading and discussion - 30; activity - 15)

MATERIALS: Mashkiki Road book, whiteboard/large paper, scratch paper, pen/pencil, markers, crayons, used magazines or newspaper, nature items, and tools for crafting

KEY CONCEPTS:

- The children handle their feelings as they journey through the forest. (Self-management)
- The children show that they are listening and understanding the animals' messages in the story. (Social awareness)
- Throughout the story, the characters make thoughtful decisions about taking care of nature and their elders. (Responsible decision-making)

Land acknowledgment: You may want to do a land acknowledgment before this reading and lesson to determine what land you are on. [Native-land.ca](https://native-land.ca) is an app to help map Indigenous territories, treaties, and languages.

BEFORE READING: As a group, discuss the following topics.

- Have you ever gone on a special adventure? What did you see or experience?
- Show the students the cover of the book and ask: What do you think this book will be about?
- What kind of things do you think we might learn from this story? How do you think the characters might feel during their adventure?

DURING READING:

- On the third page, "Ogimaa, Ellie, and Lily each found a container to hold the cedar and sage. They set off for Mashkiki Road." Ask: What do you think the children might find on Mashkiki Road? What kind of adventure do you imagine? What do you think they might discover or learn on their adventure?
- On page 4, "It wasn't long before they found the path in the woods. They were on their way." Ask: How do you think the children feel when they first enter the forest? Why do you think they might feel this way?
- On the pages when the children meet the first animal where it says, "Up in the tree was the biggest black bear they had ever seen." Ask: How do you think the children feel when they meet the bear? How do you think the bear feels? What words or descriptions help you understand their feelings?
- On the page where they meet the buffalo, ask: How do the children react to the buffalo's teaching? What do you think this shows about how the children interact with nature? How might treating others with care and respect help us in our own lives?



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DURING READING CONTINUED:

- On the page where the wolf says, “You can be proud and have humility. Instead of only cheering on yourself, you must cheer on other people, too.” Ask: Why do you think it might be important to not just cheer on yourself but other people too?
- On the page where the beaver says, “We are all smart or wise in our own way.” Ask: How are you smart and wise in a different way than your friends? How are your friends smart and wise in their own ways?
- The turtle represents the Grandfather Teaching of truth in the story. Ask: How is truth different from honesty? In the book, the turtle says, “Being honest means not to lie. Truth is about being genuine to yourself and others.” Truth is based on facts, while honesty is about sharing those facts truthfully.

AFTER READING:

- Ask students: What happened in the story? What teaching was your favorite?
- What did the children learn about the different creatures in the forest? Why do you think it might be important to understand the roles of different people and things around us?
- What was your favorite part of the story and why?
- Refer back to page 2 in the book when Grandma Mindy told the children that she is “running low on medicines,” and asked if they could get more for her. Can you think of a time when you helped an elder or family member? What did you learn and how did it make you feel?
- How do you think we can use what we learned from the story to help animals and nature in real life?

AFTER READING ACTIVITY:

- Animal Habitat Craft. Draw or create a craft of different animal habitats based on the animals from the book. Discuss the different animals from the book and where they live. Then, have students create their own habitats using craft materials. They can make habitats like nests, burrows, or treehouses using construction paper, glue, and scissors.



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EXTENSION ACTIVITIES:

- Nature Collage Art. Connect with the story's setting through creative expression. Create a nature collage inspired by the forest setting in the story using magazines, newspapers, or nature items from outside. Discuss the importance of nature in the story and how it affects the characters' experiences. Ask students if they would like to share and take turns sharing their collages. Remind students to bring in nature items.
- Forest Adventure Map. Have the students create their own maps of a forest adventure. They can draw paths, trees, and landmarks similar to those in the book. Ask students to imagine they are going on a forest adventure like the characters in the book. They can draw where they would go and what they might find along the way. Encourage them to add details like special trees, animal homes, and fun places.
- Grandfather Teaching Challenge Chart. Introduce a "Grandfather Teaching Challenge" where students choose one of the teachings to write or draw, to do for someone in the upcoming week. Create a "Grandfather Teaching Challenge Chart" to display their commitments and encourage follow-through.

AT THE END OF THE LESSON: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

- How did you feel about today's book and discussion?
- Did today's book and discussion change how you think about anything in your life?
- What is one lesson from this book that you are taking home today?
- What is one thing from our time together that you can apply to your own life?
- What did you learn from today's book and discussion that you didn't know before?

DON'T FORGET TO REPORT YOUR READING:

RedRover.org/reportreadings