

Teacher's Guide, Grade 1-5 by Miriam Körner

Li'l Shadd **A Story of Ujima**

Written by Miriam Körner & Alix Lwanga
Illustrated by Miriam Körner

Your Nickel's Worth Publishing
ISBN: 978-1-927756-48-5 (Hardcover version)

© SACHM, 2016. Teachers have permission from the author, illustrator and SACHM to make copies of this guide for classroom use, personal reference, and student use.

Introduction

This resource guide deepens the understanding of the picture book *Li'l Shadd: A Story of Ujima* and provides teachers and students with a variety of activities to help young readers discover that Canada - in particular, Saskatchewan - was built on diverse people's strength. The students will become acquainted with the lifetime contributions of Dr. Alfred Schmitz Shadd (1870-1915) who was the first African-Canadian teacher, doctor, politician, and much more in the not yet established province of Saskatchewan. More importantly, they will learn about compassion and the philosophy of social responsibility that led Dr. Shadd to become the engaged citizen he was.

The book and teacher's guide was made available for public use through the efforts of The Saskatchewan African Canadian Heritage Museum Inc. SACHM is a charitable organization committed to strengthening multiculturalism, human rights and social justice, in general, and to celebrating, exploring, researching, documenting and preserving the history, heritage and contributions of Canadians of African ancestry, in particular.

SACHM's values of inclusion and celebration of diversity, equality of human dignity and equitable opportunity, as well as perseverance and contribution to the collective well-being, are not only an integral part of *Li'l Shadd: A Story of Ujima*, but are the foundation of K-12 education in Saskatchewan.

The resource guide is divided into three parts: a general study guide that ties into English Language Arts and Social Science questions relevant to schools across the country; a more specific guide that addresses Saskatchewan Curriculum Guide outcomes of the Social Science Curriculum Guide for Grade 1 to 5; and additional resources that provide historical, cultural and philosophical background information.

PART 1: General Study Guide

Why use *Li'l Shadd: A Story of Ujima* in your classroom?

“*L'il Shadd* is a quiet, beautifully illustrated picture book about Saskatchewan's Dr. Shadd, a country doctor who served northern Saskatchewan's indigenous people at the turn of the 20th century.

“It's a wonderful story for teachers who are looking for a new picture book to share during Black History Month [African Canadian History Month] or for a book for character education (courage) or Kwanzaa.

“It was so refreshing to see multiculturalism and diversity presented as a natural part of life rather than as an *issue*. We can just sink back into the olden-days story of a wonderful Canadian doctor (who happens to be black) and his patients (who happen to be indigenous).”

--- Heather M. O'Connor

Author of *Betting Game*, Orca Book Publishers, 2015

“This uplifting and historically-relevant story celebrates family, community, and culture, and illustrates how even children are able to grasp the selfless concept of Ujima, which is one of seven important Kwanzaa (an African holiday) values.

Personally, I can't think of a better way to teach history and get a positive message across than by presenting it in a full-colour picture book. [...] I celebrate the mutual trust and respect the characters display for each other, and for each other's cultures.”

--- Shelley A. Leedahl

<http://reviews.skbooks.com/lil-shadd-a-story-of-ujima/>

“This story makes me feel like we are all family.”

--- Kyle Brown, Grade 2 student

Things to Think about BEFORE Reading *Li'l Shadd: A Story of Ujima*

1. When you look at the front cover, what do you think is the story about? Who is the main character? When does the story in this book take place? Where do you think it takes place?
2. When you look at the front and back cover together, do they give you new clues to where and when the story takes place?
3. What might “ujima” mean? What language could it be?
4. Were you ever in a situation where someone you know paid more attention to a stranger than to you? How did it make you feel?
5. Were you ever in a situation where you had to help someone? How did that make you feel?

Things to Think about WHILE Reading *Li'l Shadd: A Story of Ujima*

Note: Choose grade-appropriate questions.

Page 4/5: Where is Li'l Shadd in the picture? Why is Li'l Shadd excited to see Mr. Beatty? Where is Mr. Beatty in the picture? Who is the man next to him? Why do they travel in a horse-drawn wagon? What does the name Nīkānisiw reveal about the man? What is he wearing in the picture?

Page 6/7: Who are the people in the picture? Why doesn't Li'l Shadd want his dad to leave? What does Dr. Shadd mean when he says “our brothers’ and sisters’ concerns are our concerns”? Why does he use the word “ujima”? Who does Li'l Shadd mean by “they”? (“They are not our brothers and sisters.”) What should Dr. Shadd do, in your opinion? Does Li'l Shadd have a right to ask his father not to go?

Page 8/9: Why does Li'l Shadd want to come along with his father? Why do you think his mother thinks he is too young? Why do you think Dr. Shadd takes his son along? What does he think Li'l Shadd might learn? Where do you think they are going? What clues does the illustration give us?

Page 10/11: Why did Dr. Shadd have to swim across the river to see a patient? What does the word "courageous" mean? Was it courageous of Dr. Shadd to swim across the river? Why or why not? Who does Li'l Shadd wave to? How do you think Li'l Shadd's life is different from the girl's life?

Page 12/13: What can you tell about the lifestyle of the people in Nīkānisiw's tipi village? (Food/transportation/housing/nomadic?) Who lives in the house in the picture?

Page 14/15: What does Li'l Shadd feel when he steps inside the tipi? Why does he wish he'd never come? What is a mossbag?

Page 16/17: How do you think Li'l Shadd feels when knocking on Mrs. Beatty's door in the middle of the night? How would you have felt? Is Li'l Shadd courageous? Why or why not?

Page 18/19: How is Li'l Shadd helping his father? What does the baby's mother do to help? Where do you think the baby sleeps? How do you think Li'l Shadd feels when he hears that the baby will be fine? How do you think the baby's parents feel?

Page 20/21: What does "nīstāw" mean in English? Why does Nīkānisiw call Dr. Shadd "nīstāw"? Why does Nīkānisiw play his drum? Why do they pray together?

Page 22/23: Why does Li'l Shadd feel it is his best birthday ever?

Things to Think about AFTER Reading *Li'l Shadd: A Story of Ujima*

1. How does Li'l Shadd feel about his father going to help the baby at the beginning of the story? How does he feel at the end? Why did his feelings change?
2. What do you think is the most important message this book teaches us?
3. Explain what “ujima” means. Is this only important for people of African ancestry? Why or why not?

Activities:

1. What is fact and what is fiction? Read (or research) about the historic people mentioned in *Li'l Shadd*. Make a list of facts and fiction.
2. Where did the story take place? Find historical pictures of Melfort, Stony Creek, and Cree encampments.
3. What clues do you find that indicate diversity in cultural backgrounds in this book? Can you find pictures of children's toys, clothing and bedding of the era in other books or on the Internet? What differences do you find between objects of the European culture, African culture, and Cree culture? How do you think a child in Africa might have grown up a hundred years ago? How do you think a First Nations/Cree child might have grown up a hundred years ago? What would have been similar and what would have been different in their childhoods? What are some of the reasons for the differences? What challenges did children of mixed ancestry face? What is different now?
4. Before reading the book, we talked about situations where someone didn't pay attention to you, but to a stranger instead, just like Dr. Shadd paid more attention to the sick child than to Garrison. Can you think of other situations where it would be important to help someone even if you didn't know them? Make a list of all the professions you can

think of where people help strangers. Which ones are for their own personal gain, which ones are for the good of others?

5. How would you describe “ujima” in your own words? What language is it? What English word would you use if you could only choose one word to describe it? What words do you know in other languages that would describe “ujima”? Read the Kwanzaa values and find examples of situations that best describe the values.

6. Dr. Shadd was known to treat all his patients equally. Was that a common thing in his time? Make a list of examples of social inequality/injustice a hundred years ago. Make a second list of examples of social inequality/injustice today? What has changed? What still needs to change? How can you make a difference? Why do we have African History month in Canada? How you can contribute to African History month in your school? Make a plan.

7. What is human diversity? What are some of the benefits? What are some of the challenges? Why are some people afraid of diversity? How can we live in harmony and, at the same time, benefit from diversity? Plan a celebration of diversity in your school. What can each of you contribute?

8. What is “race”? Is it a scientific fact? Or is it a social construct/myth? Research the question and write all the different ideas you find about race on the blackboard. Then think about the following questions: Who benefits from dividing *homo sapiens* into different races? What are the historical implications of believing in a “race” model? What is the implication in society today? Would there be racism if we didn’t divide people into races? What are other forms of discrimination? Which Canadian laws prohibit discrimination? What are some of the Canadian programs and policies put in place to eliminate discrimination? How does racism/discrimination impact people? Have you heard racist comments in our school? How do you think the person who is targeted with racist comments feels? Why do you think someone behaves in a racist manner?

PART 2: Saskatchewan Curriculum

Connections

Connections to the Broad Areas of Learning

Li'l Shadd: A Story of Ujima and the activities in the teacher's resource guide contribute to the Goals of Education in the three Broad Areas of Learning as emphasized in the Saskatchewan Curriculum Guides by the Ministry of Education.

Lifelong Learners – The questions for deeper understanding before and after reading *Li'l Shadd* aid students in becoming more competent language users and enhance their understanding of the importance of asking questions related to ourselves as human and social beings.

Sense of Self, Community and Place – The students will gain an understanding of human diversity (First Nations, African-Canadian and European-Canadian culture). They will learn with *Li'l Shadd* to respect diverse worldviews. This will lead to a deeper understanding of themselves in the context of our pluralistic society where diversity is such a fundamental aspect of our interaction, well-being, sense of community, and sustainability of peace and development.

Engaged Citizens – The students are introduced to the values of African philosophy that address the importance of contributing to our collective well-being and learn how “our brothers and sisters concerns are our concern”, which will foster their ability to become engaged citizens.

Connection to the Saskatchewan Curriculum Guide (Social Studies)

The Saskatchewan social studies curriculum encourages teachers and students to explore fundamental values of society, in general, as well as a variety of different viewpoints and beliefs, multicultural perspectives and worldviews.

The following classroom activities are some examples of how to integrate the study of *Li'l Shadd: A Story of Ujima* into Social Studies grade-specific outcomes of the Saskatchewan Curriculum Guides for grade 1 to 5.

Grade 1 - My Family

Outcome	Inquiry questions/student activities
IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.	<p>How are the characters in <i>Li'l Shadd</i> related to each other? What do we know about <i>Li'l Shadd</i>'s family's background, Nīkānisiw's family and Mr. Beatty's family? What hints do we find in the text and illustrations that tell us about the cultural differences of the three families? What do they have in common?</p> <p>How does Nīkānisiw show his gratitude after his baby daughter is saved?</p> <p><i>Li'l Shadd</i> has never heard a First Nations drum song, but it reminds him of something. What is similar in the ways that <i>Li'l Shadd</i> and Nīkānisiw say their thanks?</p> <p>How do you say thank you in your family? What other special traditions do you have in your family?</p> <p>What is the same about the various traditions of your classmates? What is different?</p> <p>Activity: Ask students to bring something special from home that tells the other students something about the cultural background of their family (i.e. a photo, traditional clothing, food, or a song).</p>

Grade 2 - My Community

Outcome	Inquiry questions/student activities
DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.	<p>When did the story of Li'l Shadd take place? What was different back then compared to today? What would still be the same or similar? What did our community look like a hundred years ago? How can we find out what our community looked like in the past?</p> <p>In the city of Melfort, a street is named after Dr. Shadd. Why do you think they choose his name? Are there any streets in your community named after people of the past? Who were they? How can we find out?</p> <p>Activity: Walk around in your community (or the school's neighborhood and make a list of things that connect the community to its past (i.e. old buildings, street names, antique equipment, etc.).</p> <p>Develop a research plan (i.e. talk to grandparents/long term residents, view old pictures).</p> <p>Represent how your community has changed over time (i.e. make a poster with photographs of "now" and "then" or pair up students and ask them to each make a painting). Look at the artwork in <i>Li'l Shadd</i> and introduce your students to soft pastels. One student paints the past; the other one today.</p>

Grade 3 - Community Comparisons

Outcome	Inquiry questions/student activities
IN3.1 Analyze daily life in a diversity of communities. IN3.2 Analyze the cultures and traditions in communities studied.	<p>Where does Li'l Shadd live? What other children do you find in the book? (Girl at prairie homestead, baby in tipi.) Where do they live? How would their childhoods be different from each other? What differences in housing, clothing and food can you see? What would their daily chores be? How would it be different from the way you grew up?</p> <p>Why does Dr. Shadd talk about ujima with his son? What does "ujima" mean? Introduce students to the principles of Kwanzaa (see resources). What important customs and celebrations do you have in your family/school/community? Why are they important? Where do you find similarities and differences?</p> <p>Activity: Over the course of seven days, write one Kwanzaa value for each day on the blackboard. At the beginning of the day, discuss with students how they could demonstrate the value through action in their classroom. At the end of the day, discuss whether they reached their goal and what they learned through their actions. Compare the Kwanzaa value to similar values/traditions/ceremonies from the students' cultural backgrounds.</p>

Grade 4 - Saskatchewan

Outcome	Inquiry questions/student activities
<p>IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.</p> <p>IN4.3 Determine the influence Saskatchewan people and programs have had on a national scale.</p>	<p>BIG QUESTION: What can we learn from reading <i>Li'l Shadd: A Story of Ujima</i> about the origins of the cultural diversity in our communities? What contributions did the people in Li'l Shadd make to their region and beyond?</p> <p>Where does the story of <i>Li'l Shadd</i> take place? What is fact and what is fiction? Where do the characters in <i>Li'l Shadd</i> originally come from?</p> <p>Activity: Split the class into groups for a guided research project with the following topics:</p> <ol style="list-style-type: none"> 1. Who was Dr. Alfred Schmitz Shadd? What did he contribute to the future province of Saskatchewan? 2. Where did Dr. Alfred Schmitz Shadd's family come from? What was his cultural heritage? 3. What famous ancestors did Dr. Alfred Schmitz have? What did they contribute to the Canadian community? 4. Who was Reginald Beatty? Why is he famous in Melfort? What did he contribute to the Melfort area? 5. Who is Nīkānisiw? (Note: For internet research you will have to use Ne-gua-nan-i-sew, the name originally used by Reginald Beatty.) What can you find out about his story? What would you have liked to know about him that you couldn't find in historical records? 6. What historical records (i.e. photos) can you find about Nīkānisiw's people? What was their contribution to the Fur Trade? Would the Fur Trade have been possible without the First Nations people in Canada? Why not? <p>After presenting the students' answers look at the big question again: What did you learn that you didn't know before?</p>

Grade 5 - Canada

Outcome	Inquiry questions/student activities
<p>IN5.2 Analyze the evolution of Canada as a multicultural nation.</p>	<p>In <i>Li'l Shadd: A Story of Ujima</i> people of various cultural backgrounds work together to save Nīkānisiw's daughter.</p> <p>Which cultures are represented through the characters in the book?</p> <p>When did the Cree people first make the Canadian Prairies their home? When did Mr. Beatty arrive in the Melfort area? When did Dr. Shadd come? Why and when did the first people of African heritage come to Canada? Why and when did the first European settlers come to Canada?</p> <p>What differences and similarities do you find in the reasons of why people lived or settled on the land that would be known as Canada?</p> <p>What does Li'l Shadd learn through the course of the book? What do you think you could learn from a different culture? What do you use in your own culture that originates from a different culture?</p> <p>Activity: Guided research: Where did inventions, traditions, customs, etc. that are common to Canadian culture today originate? Make a list of things you think are "Canadian" and research their origin.</p>

PART 3: Resources

Biography of Dr. Alfred Schmitz Shadd (1870-1915)

Alfred Schmitz Shadd, the fourth son born to Garrison and Harriet Pointdexter Shadd, lived life to its fullest. He is remembered for his diverse interests and unbridled energy.

Despite growing up in relative poverty, Shadd dreamed of becoming a doctor and graduated from Trinity College at the University of Toronto in 1898. To cover the cost of his studies, he taught school for a short time, which is what brought him to Saskatchewan in 1896. The prairies and the people must have made an impression on him because he returned to the Kinistino area once his studies were completed. Dedicated to his craft and to lifelong learning, Shadd pursued graduate studies in Europe at the age of 37.

His compassion for his patients is legendary. An editorial in the Melfort Moon newspaper, March 17, 1915, states, “No drive was too long; no night too dark; no trail too rough to deter the doctor when the call for assistance came . . . Rich or poor, he made no distinction and nobly he performed his duty.” A long-time resident of the area remembers, “I will never forget Dr. Shadd sitting beside my little sister keeping her swatched in cool cloths and wrapped in cotton batting and oiled silk when the measles went back in on her. She had to learn to walk all over again but he saved her. Rain or snow, road or no road didn’t stop the doctor. If there was no trail for the buggy or cutter, he would take to horseback.”

Shadd’s diverse interests included farming and politics. He succeeded in growing the first crab apple trees in the area and was also known for his successful mixed farming operation. His pride and joy was a bull called Bandsman’s Choice, a prize winner at the Toronto Exhibition.

His political career was less notable, losing his bid for the Northwest Territories Assembly in 1901 and then the Legislative Assembly in 1905. Nevertheless, he continued to involve himself in politics and proved to be a powerful and influential public speaker. With characteristic passion he didn't allow friendship to interfere with forcefully presenting his views on any given topic. He believed in decentralized government and strong provincial control over policies that directly impacted the residents of the province. A local newspaper reported "he was a fluent and forceful speaker and could rouse his audience to the wildest pitch of enthusiasm when on a political campaign." He also found other ways to promote his political ideas as owner/operator of the Carrot River Journal from 1908–1912.

His community spirit and boundless energy kept him involved in community affairs. He served on Town Council, was a member of the School Board and served as Church Warden for All Saints Anglican Church. He was the first President of the Melfort Agricultural Society, was an active member of the Masonic Order, and supported the Red Cross Society after World War I began as an inspirational speaker.

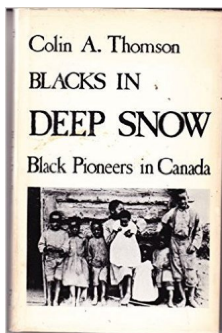
Shadd married Jeanette (Jennie) Simpson on December 31, 1907, and they had two children, Garrison and Louena/Lavina.

In all his endeavours, Shadd urged his neighbours to think ahead to the future. Unfortunately his own future was cut short and Doc Shadd passed away at the age of 45 of appendicitis. However, while he lived, he did so in the fast lane. He owned one of the first automobiles in the area, a red Reo, and he loved to drive at top speed. When the doctor was on the road, everyone else got out of the way.

© SACHM, <http://www.sachm.org/templateupload/AlfredShadd.html>

Online resources:

It is worthwhile reading the biography of Dr. Shadd and his family as it provides insight into the history and experiences of people of African ancestry in Canada. Colin Argyle Thomson (a university scholar who received his education at the University of Saskatchewan and the University of Alberta) published a number of books and articles that describe the outstanding achievements of people of African ancestry despite the challenges of segregation, prejudice and racism. The following contain short biographies of Dr. Shadd and his family that are all available online:



Thomson, Colin A. (1979). Doc Shadd. In: Blacks in Deep Snow. Don Mills, ON, pages 44 to 59. A digital version of this out of print book may be accessed through the Our Roots website:

<http://www.ourroots.ca/e/page.aspx?id=3589190>

Thomson, Colin A. (1977). Saskatchewan's Black Pioneer Doctor. *Canadian Family Physician*, 1977 Nov; 23: 53, 55-56, 59, 61.

A printable pdf version is available at the US National Library of Medicine/National Institutes of Health website:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2379260/>



Dictionary of Canadian Biography:

Colin Argyle Thomson, "SHADD, ALFRED SCHMITZ," in *Dictionary of Canadian Biography*, vol. 14, University of Toronto/Université Laval, 2003–, accessed October 7, 2016,

http://www.biographi.ca/en/bio/shadd_alfred_schmitz_14E.html
http://www.biographi.ca/en/bio/shadd_alfred_schmitz_14E.html



Other Resources:

Teachers practising in Saskatchewan and looking to take their students on a field trip can contact the Melfort & District Museum to visit the pioneer village that contains artifacts of Dr. Shadd and Reginald Beatty.



The virtual museum of SACHM provides biographies of individuals and families of African descent who have made a significant contribution to the province of Saskatchewan, as well as a resource list of provincial and national organizations dedicated to the preservation of African-Canadian history and culture.

Kwanzaa Values

“As an African American and Pan-African holiday celebrated by millions throughout the world African community, Kwanzaa brings a cultural message which speaks to the best of what it means to be African and human in the fullest sense.”

(www.officialkwanzaawebsite.org/index.shtml, accessed November 18, 2016)

Political activist and scholar Dr. Maulana Karenga is internationally known as the creator of Kwanzaa and the website www.officialkwanzaawebsite.org provides in-depth resources around this important celebration.

