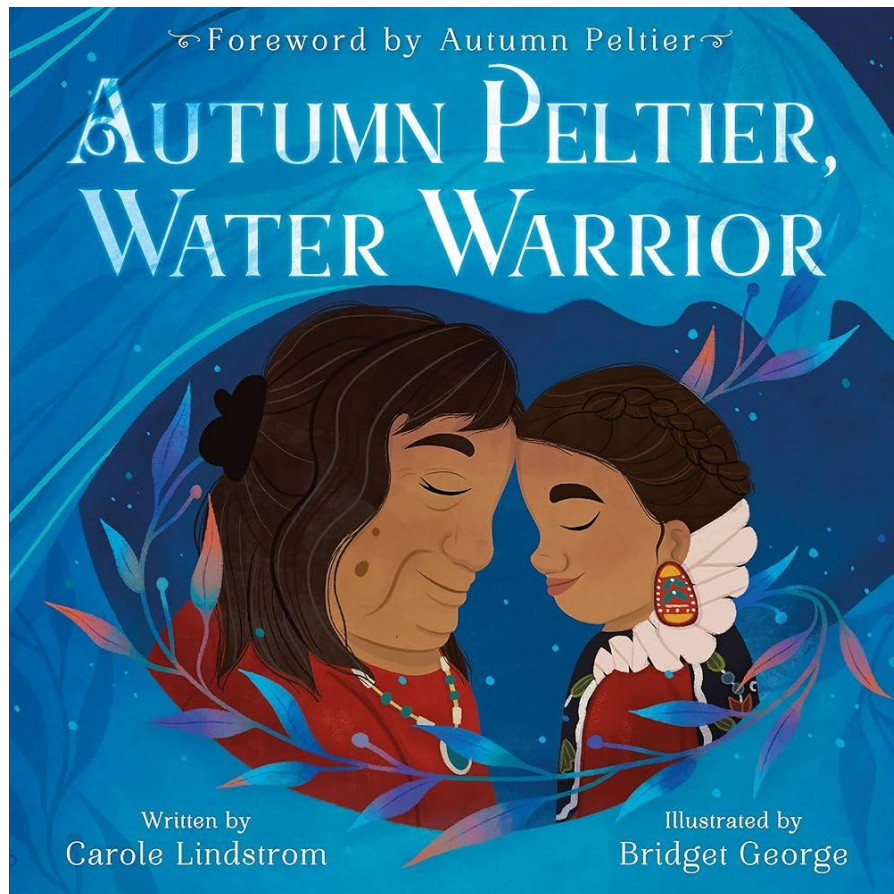


Discussion Guide for Autumn Peltier, Water Warrior

Discussion guide developed by Abigail Williams & Samantha Schultz for CU Boulder's
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Recommended Grades: K-5

Recommended Ages: 4-11

Summary

Within the Anishinaabe tribe, water is seen as a living thing. It is an organism that needs to be cherished and cared for, as the water can't do that itself. The Anishinaabe are looking "seven generations into the future," which reinforces the fact that there has to be so much dedication to keep our water clean. As the years have gone on, humans have given less and less care for our water supply. The call to action to keep our water clean comes from Grandma Josephine and her great-niece, Autumn Peltier. Now we, as a community, must do our part to keep our water clean and cherish and love her.

Questions

Before reading questions

1. How do you use water everyday? How do you use water in the morning, afternoon, and evening?
2. What would life be like without water?

During reading questions

1. Does anyone know where the Anishinaabe people come from?
2. While Grandma Josephine walks around the Great Lakes, what do think people think of her? What do you think people thought about her and her relationship with the water?
3. How is Autumn's activism different/ similar to Grandma Josephine's?

After reading questions

1. What can you do for water to make it speak, sing, and dance?
2. How do the pictures and images help this story move forward?
3. Could the pictures tell the story without the words? How do the words help the imagery?

Extension Activities

1. While asking the students the questions (see above) make an anchor chart or have students come up with their answers and write them down on a sticky

note and bring them up, share, and post their sticky note. After reading the whole book, engage in a conversation with your students with post reading questions and add them to the anchor chart. Use this anchor chart to drive classroom discussions guiding your students to come up with ideas on how they can take action for water rights. Guide your students to understand that they can make different choices with their water and they can share their learning with their peers.

- a. Once you complete a list of ways to be water wise along with ways they can share their new learning with their peers, have your students make posters to support water conservation (refer to page 24 & 25 for poster examples).
2. **a. Younger Students:** For a younger class, have your students do a finger painting of water. To enhance the lesson, have them draw or write (depending on the age) in the waves what water does for them and what they can do for water. In addition, a younger class could have a water sensory bin during this unit.

b. Older Students: For a class of older students, have your students write a poem about what water does for them and vice versa. In the book the verse "Speak for the water. Sing for the water. Dance for the water." is repeated multiple times. Introduce to your students an Ode poem (see definition below). Have your students write an Ode to water and its role in their life.

Ode Poem Definition: Odes are elaborately structured poems praising or glorifying an event or individual, describing nature intellectually as well as emotionally.

How to Write an Ode: <https://www.youtube.com/watch?v=vFtB8zkHsa8>