

# ABORIGINALITY



## TEACHER'S GUIDE

**ABORIGINALITY** is an innovative film for all ages and is a catalyst for a rich discussion about perspectives and choices, culture, tradition and modernization. Along with the post-film interview with dancer Dallas Arcand, these materials can be used as a discussion starter in such subject areas as English Language Arts, Social Studies, Aboriginal Studies and Media Literacy. Students can focus on what the young animated boy in the film learns about his culture as well as the choices that Dallas Arcand, has made as he “walks down the red road”. Students can also discuss the creative and original choices the filmmaker made while writing, shooting and editing this short film.

The in-depth interview and behind the scenes footage with hip hop and world champion hoop dancer, Dallas Arcand is found after the five-minute film **Aboriginality**. Many of the discussion questions and activities in this guide are based on both the film and the interview material.

This guide has been created for teachers of Kindergarten to Grade 6 students, Junior High students and Senior High students in the subject areas of English Language Arts, Social Studies, Aboriginal Studies and Media Literacy. Please scroll to your subject area and grade level below for both pre-screening and post-screening questions.

The lyrics to the song *Walking Down the Red Road* can be found at the end of the guide.

We hope that you enjoy the film and the discussions that follow!

# Before Screening the Film and Interview ...

## Suggested discussion questions:

### *Kindergarten – Grade 6 Students*

#### English Language Arts:

- Read the lyrics to the chorus of *Walking Down the Red Road*. These lyrics are used in the soundtrack of the film. Can you predict what this film might be about?

#### Social Studies:

- This short film features a young dancer from the Alexander Cree Nation, Dallas Arcand. In his interview, Dallas talks about growing up in Edmonton as well as spending time on the reservation. Do you know other students who live in two communities? What is it like to live in two cultures?

#### Aboriginal Studies:

- This short film and interview features a young dancer from the Alexander Cree Nation, Dallas Arcand. Do you know what “Tansi” means? Can you predict what this film might be about?

#### Media Literacy:

- Note to the teacher: Play the film with the monitor turned away from the students and ask them to listen to the soundtrack. Discuss the story revealed through the audio and discuss what visual images might accompany the soundtrack. Then view the film.

### *Junior High Students*

#### English Language Arts:

- Discuss the title of the film – *Aboriginality*. This word has been coined deliberately for this film. What two words have been put together to make this new word? What message is the filmmaker providing with this title?
- Read the lyrics to the song “Walking Down the Red Road”. What does the “red road” symbolize? Predict what you think the red road might represent in this film.

### **Social Studies:**

- This short film and interview feature a young dancer from the Alexander Cree Nation, Dallas Arcand. Dallas talks about growing up in Edmonton as well as spending time on the reservation. Do you know other students who live in two communities? How do they honour their history? What is it like to live in two cultures?

### **Aboriginal Studies:**

- This short film and interview feature a young dancer from the Alexander Cree Nation, Dallas Arcand. Dallas talks about growing up in Edmonton as well as spending time on the reservation. Do you know other students who live in two communities? How do they honour their history? What is it like to live in two cultures?

### **Media Literacy:**

- Note to the teacher: Play the film with the monitor turned away from the students and ask them to listen to the soundtrack. Discuss the song *Walking Down the Red Road* and discuss what visual images might accompany the soundtrack.

## **Senior High Students**

### **English Language Arts:**

- The title of this film is *Aboriginality*. What is the filmmaker suggesting with this title?
- Read the lyrics to the song *Walking Down the Red Road*. What might the “red road” symbolize? Discuss what visual images might accompany the soundtrack.

### **Social Studies:**

- The title of this film is *Aboriginality*. What is the filmmaker suggesting with this title?
- Read the lyrics to the song *Walking Down the Red Road*. What is the “red road” referring to? Discuss the cultural significance of the values that are revealed in the lyrics and the soundtrack.

### **Aboriginal Studies:**

- The title of this film is *Aboriginality*. What might the filmmaker be suggesting with this title?

- This short film and interview feature a young dancer from the Alexander Cree Nation, Dallas Arcand. Dallas talks about growing up in Edmonton as well as spending time on the reservation. Do you know other students who have experience blending traditional and modern culture? How do they honour their history? What is it like to live in two cultures?
- Before viewing the film, review the lyrics *Walking Down the Red Road*. The lyrics refer to a “red road”. Why is the road “red”? What might this represent?

### Media Literacy:

- The title of this film is *Aboriginality*. What might the filmmaker be suggesting with this title? Can you predict some of the images that might be used in the film?
- The filmmaker decided to use a combination of live action and animation in this short film. Discuss why this choice might have been made. How does it tie in to the title of the film?



## After Screening the Film and Interview . . .

### Suggested discussion questions:

#### *Kindergarten – Grade 6 Students*

#### English Language Arts:

- How effective are the song lyrics to this film? How accurate were your predictions that you made before you viewed the film?
- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- In small groups, develop a multi-media presentation on “perspectives” combining images and sound. Present it to the class. After the presentation, discuss the decisions that were made in shaping this presentation. Evaluate your presentation.
- Write a film review of *Aboriginality*. Do you recommend it? For what audience? What aspects of the film would you feature in your review?
- Visit the NFB Kids web site <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.
- Check out the link to *My Film School* at <http://www.nfb.ca/animation/objanim/en/>. It is developed for students ages 5-12 and contains 70 NFB animated films and several interactive games: *Animacat’s House* for ages 5-8; and *My Film Class* for ages 9-12.

#### Social Studies:

- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- Explore ideas of what “the land” might mean in this film.
- There are many peoples in Alberta who have stories to share about their cultural perspectives. Invite a guest to the classroom or conduct a personal interview with a family member or someone who remembers growing up in your community. How has the community changed? How have different peoples contributed to the community?
- Create a painting, drawing or collage that represents some aspect of the history of your family in the community.
- In small groups, develop a multi-media presentation that presents a First Nations, Metis, Inuit or a Francophone perspective of living in two cultures. After the

presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

- Visit the NFB Kids web site <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.

### **Aboriginal Studies:**

- Explore ideas of what “the land” might mean to someone like Dallas. How does this perspective shape his identify? Why do you think the filmmaker of *Aboriginality* chose to present this point of view? Is this perspective similar to or different from your perspective?
- Check out “The Arts” section in the NFB *Aboriginal Perspectives* web site at <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30660&submode=resources>. In the film excerpts under this theme, an Inuit stone carver, a Wendat artist and a Maliseet painter reflect on the role of art; a wood carver descended from the Haida and a Mi’kmaq painter talk about their sources of inspiration. Divide into small groups and each select a different clip to view. View it several times and then present the clip and your critique to the class.
- Invite artists (musicians, sculptors, painters, storytellers, dancers, weavers, craftspeople, etc.) or an Elder to your classroom to share their knowledge of First Nations, Metis and Inuit art.
- In small groups, create a painting, drawing or collage that EITHER represents the traditional significance of the red road in this story OR that represents your own cultural heritage.
- Individually or in small groups, prepare a visual representation or a multi-media presentation that represents your cultural heritage. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Visit the NFB Kids web site <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.

### **Media Literacy:**

- Note to the teacher: Now play the film with the monitor turned away from the students and ask them to listen to the sound track. Discuss the story. What does the soundtrack contribute to this film?
- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?

- Why do you think the filmmaker made the choice to blend animation and live action? Is it effective? Why or why not? Would it have been more effective as an animated film?
- Select a short piece of writing that you have studied. Individually or in small groups, develop a storyboard to illustrate how this text might be adapted to a film. Present it to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Visit the NFB Kids web site <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.
- Check out the link to *My Film School* at <http://www.nfb.ca/animation/objanim/en/>. It is developed for students ages 5-12 and contains 70 NFB animated films and several interactive games: *Animacat's House* for ages 5-8; and *My Film Class* for ages 9-12.

## ***Junior High Students***

### **English Language Arts:**

- The song featured in this film is titled *Walking Down the Red Road*. Now that you have viewed the film, discuss what the “red road” is symbolic of. Do you think the writer of the song lyrics chose the title well? Why or why not?
- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- The story in this film is told from a particular perspective. Watch the interview with dancer Dallas Arcand and discuss how the impact of *Aboriginality* might change if it was told from a different perspective?
- Examine another text that you have studied that features an “interview” of someone. In small groups create a multi-media presentation which includes a soundtrack that represents the perspective of that person/character. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Visit the NFB Kids web site <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.

### **Social Studies:**

- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- There are many peoples in Alberta who have stories to share about their cultural perspectives. Invite a guest to the classroom or conduct a personal interview with a family member or someone who remembers growing up in your community.
- What different peoples have contributed to the development of your community? Using a variety of research sources, develop a list of sources where someone might find information about the history of your community. Also check out the NFB *Across Cultures* web site. It identifies some NFB films that document contributions made to Canada by different ethnocultural communities (<http://www.onf.ca/duneculturealautre/index.php?lg=en>).
- In small groups, develop a multi-media presentation on “cultural perspectives” combining images and sound, and present it to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

### **Aboriginal Studies:**

- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- How do people like Dallas stay true to their traditional Cree culture while living in a contemporary world? How can they find balance?
- Individually or in small groups, create a painting, drawing or other work of art that represents the traditional significance of the red road in this film. Present it to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Discuss the use of dance and drumming in *Aboriginality*. If you can, attend a powwow or learn about dance, drumming, regalia and protocol. Invite artists (musicians, sculptors, painters, storytellers, dancers, weavers, craftspeople, etc.) or an Elder to your classroom to share their knowledge.
- Also check out the National Film Board *Aboriginal Perspectives* web site at <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=for&language=english> to see a sampling of films made with Aboriginal peoples on both ends of the camera. In small groups, select one of the following films or excerpts and view it several times: *The Caribou Hunters*, 1951, excerpt 1 (6 min 37 s – 8 min 20 s), Cinema and Representation theme; *Kanata: Legacy of the Children of Aataentsic*, 1999, excerpt 1 (1 min 37 s – 3 min 6 s), History and Origins theme;

*You Are on Indian Land*, 1969, excerpt 1(38 s – 2 min 47 s), Sovereignty and Resistance theme; *Riel Country*, 1996, excerpt 3 (35 min 40 s – 39 min 36 s), Sovereignty and Resistance theme; *Circle of the Sun*, 1960, excerpt (13 min 36 s – 16 min 6 s), Indigenous Knowledge theme. After some group discussion, show a clip and present your critique of this film to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

### **Media Literacy:**

- Note to the teacher: Now play the film with the monitor turned away from the students and ask them to listen to the sound track. What does the soundtrack contribute to this film? Discuss the visual choices that the filmmaker made when editing the images to the soundtrack.
- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective? Can you suggest any other titles that might have been used?
- Why did the filmmaker decide to use a combination of live action and animation? Discuss and analyze the different effect the film might have if it had live action exclusively or animation exclusively. What do you think would be most effective?
- Review the effect and purpose of lighting, color and music in this film. Is the lighting realistic or symbolic? How is color applied to the overall “look” of the film? Are their color contrasts; for what purpose? How does the music define the mood of the film? Does the music assist in the transition of time or does it unify disparate shots?
- As a class or in small groups, write a storyboard for a short film that accompanies a song that you select. As you present your storyboard to the class, play the song. If time permits, prepare your own still or moving images in a multi-media presentation to accompany the song. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Visit the NFB Kids web site at <http://nfbkids.ca/index> and have fun with animation at *Fun Stuff*.
- Check out the NFB link to find out about new releases of NFB animated films at <http://www.nfb.ca/sections/animation/>.

## Senior High Students

### English Language Arts:

- The title of this film is *Aboriginality*. Why do you think the filmmaker chose this title? Do you think it is effective?
- Perspective is the point of view of an individual or group and is shaped by who the person/group is and the experiences the person/group has had. Whose perspective is presented in this film? Discuss the elements or components that lead you to this conclusion.
- Write a film review of *Aboriginality*. Would you recommend it? For what audience?
- Like a poem, a short film must contain specifically selected images and sounds. Individually or in small groups, compare and contrast this film to a poem you have studied. Comment on the effectiveness of the choices that the poet/filmmaker has made regarding the theme in your presentation to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Individually or in small groups, select a song that has significance for you, and find or describe the visuals that could represent this song. If time permits, prepare a power point presentation of your lyrics, music and visuals and present it to your class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.
- Review the effect and purpose of lighting, color and music in *Aboriginality*. Is the lighting realistic or symbolic? How is color applied to the overall “look” of the film? Are their color contrasts; for what purpose? How does the music define the mood of the film? Does the music assist in the transition of time or does it unify disparate shots?

### Social Studies:

- “Harmony” is an Aboriginal world view. Discuss how the filmmaker of *Aboriginality* attempts to harmonize the song lyrics, Dallas’ perspective and the music?
- Explore the concept of multiple perspectives by discussing how the story in *Aboriginality* would be different if it had been told by someone else. Prepare a power point presentation presenting a similar story from the perspective of someone else blending tradition with modern culture. After the presentation, reflect on the decisions that were made in shaping this presentation, and evaluate your presentation.

- What multiple perspectives have contributed to the development of your community? Discuss examples in your community where tradition has been blended with modern culture.
- Documentary films, like all types of media, are created by people, so they reflect the attitudes, ideas, interests and even the prejudices of the filmmakers. They also come from particular moments and places in history, so they tell us something about the societies of the time and the unstated values of our culture. Explore the ABCs of documentary film on the National Film Board link to *Behind the Camera: Documentary Lens* at <http://www.nfb.ca/enclasse/doclens/btc.php?DLshown=true&language=e>. Research documentary film and select a film for study. Analyze and discuss how this documentary film presents the cultural values of the “particular moments and places in history” that the filmmaker examines.
- Consider the impacts of globalization on the urban community presented in *Aboriginality*. Using a variety of research methods, identify and view a number of films that present some aspect of the effects of globalization on individuals and/or communities. Then, individually or in small groups, select one film to present to the class, and lead a discussion about the similarities and differences of the effects in the film to those in your community or your life. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

### **Aboriginal Studies:**

- “Harmony” is an Aboriginal world view. How does the filmmaker of *Aboriginality* attempt to harmonize the song lyrics, Dallas’ perspective and the music?
- Aboriginal world views are transmitted in an oral tradition – through story, music and dance. What aspects of world view are revealed in this film? How does Dallas’ artistic expression help maintain his identity and preserve tradition?
- Using a variety of research methods, find out more about artwork by Aboriginal artists. In small groups, find some artwork examples that could be used to represent aspects of this film and present your ideas to the class.
- Check out “The Arts” section in the NFB *Aboriginal Perspectives* web site at <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30660&submode=resources>. In the film excerpts under this theme, an Inuit stone carver, a Wendat artist and a Maliseet painter reflect on the role of art; a wood carver descended from the Haida and a Mi’kmaq painter talk about their sources of inspiration. Divide into small groups and each select a different clip to view. View it several times and then present the clip and your critique to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

- Why do people use symbols? How are symbols used in artwork by First Nations, Metis and Inuit peoples?
- Listen to the music of Aboriginal musicians. Develop a power point presentation using selections of their work and explain the significance of their music to you. Present it to the class and lead a discussion to see if their responses to the music are similar to yours.
- Also visit the National Film Board *Aboriginal Perspectives* web site at <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=for&language=english> to see a sampling of films made with Aboriginal peoples on both ends of the camera. In small groups, select one of the following films or excerpts and view it several times: *The Caribou Hunters*, 1951, excerpt 1 (6 min 37 s – 8 min 20 s), Cinema and Representation theme; *Kanata: Legacy of the Children of Aataentsic*, 1999, excerpt 1 (1 min 37 s – 3 min 6 s), History and Origins theme; *You Are on Indian Land*, 1969, excerpt 1(38 s – 2 min 47 s), Sovereignty and Resistance theme; *Riel Country*, 1996, excerpt 3 (35 min 40 s – 39 min 36 s), Sovereignty and Resistance theme; *Circle of the Sun*, 1960, excerpt (13 min 36 s – 16 min 6 s), Indigenous Knowledge theme. After some group discussion, show a clip and present your critique of this film to the class. After the presentation, reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

### **Media Literacy:**

- In general, what attracts us to a film? What is the purpose of *Aboriginality*? Did this film produce an emotional response?
- Are there any elements of the film that are striking or memorable (e.g. symbolic shot, music and/or dialogue, sound effects, camera angle, story, editing techniques, use of color, lighting)?
- Analyze *Aboriginality* from an editing perspective. Create a storyboard and note how the live action and animated segments are matched with the soundtrack. Comment on the effect that this editing creates and evaluate the success of the filmmaker from your perspective.
- Review the effect and purpose of lighting, color and music in this film. Is the lighting realistic or symbolic? How is color applied to the overall “look” of the film? Are there color contrasts; for what purpose? How does the music define the mood of the film? Does the music assist in the transition of time or does it unify disparate shots?
- Individually, in small groups or as a class, script and storyboard a short film that accompanies a song that you select. As you present your storyboard to the class, play the song. If time permits, prepare your own still or moving images in a multi-media presentation to accompany the song. After the presentation,

reflect on the decisions that were made in shaping this presentation and evaluate your presentation.

- Explore the amazing films made by Norman McLaren, one of Canada's most renowned animators, at [http://www.nfb.ca/webextension/65ans/mclaren\\_bio.php](http://www.nfb.ca/webextension/65ans/mclaren_bio.php). In small groups, view two or three of McLaren's animated films and compare his film techniques to those used in *Aboriginality*.
- Check out the NFB link to find out about new releases of NFB animated films at <http://www.nfb.ca/sections/animation/>.

## Suggested Resources

### National Film Board of Canada Web sites:

- <http://www.nfb.ca/> National Film Board of Canada Home page.
- <http://www.nfb.ca/collection/films/> Browse the NFB film collection.
- <http://www.nfb.ca/enclasse/doclens/visau/index.php?language=english>

#### ***Aboriginal Perspectives***

This is a site for high school and upper elementary students and teachers that features National Film Board of Canada documentaries by and about Canada's Aboriginal peoples. You will be able to watch key NFB documentaries on Aboriginal themes from the 1940s to 2004 and learn about past and current issues relating to the lives of Aboriginal peoples through excerpts or complete films.

Check out "The Arts" section in the National Film Board *Aboriginal Perspectives* web site at <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=theme&language=english&theme=30660&submode=resources>. In the film excerpts under this theme, an Inuit stone carver, a Wendat artist and a Maliseet painter reflect on the role of art; a wood carver descended from the Haida and a Mi'kmaq painter talk about their sources of inspiration.

- <http://www.nfb.ca/enclasse/doclens/visau/index.php?mode=for&language=english>

#### ***Aboriginal Perspectives For the Classroom***

The National Film Board has a rich tradition of producing films that capture our Canadian identity. This web site builds on that tradition with a focus on Aboriginal Perspectives. Learn about First Nations, Inuit and Métis people through a thematically based exploration of the shared histories of Aboriginal people in Canada. It includes Aboriginal people both in front of and behind the camera.

#### **Grade Level**

7-12

#### **Content Areas**

Native Studies, Social Studies, Media Awareness, English Language Arts

### **Films (and excerpts used)**

- *The Caribou Hunters*, 1951, excerpt 1 (6 min 37 s – 8 min 20 s), Cinema and Representation theme
- *Kanata: Legacy of the Children of Aataentsic*, 1999, excerpt 1 (1 min 37 s – 3 min 6 s), History and Origins theme
- *You Are on Indian Land*, 1969, excerpt 1(38 s – 2 min 47 s), Sovereignty and Resistance theme
- *Riel Country*, 1996, excerpt 3 (35 min 40 s – 39 min 36 s), Sovereignty and Resistance theme
- *Circle of the Sun*, 1960, excerpt (13 min 36 s – 16 min 6 s), Indigenous Knowledge theme.

- <http://www.onf.ca/duneculturealautre/index.php?lg=en>

### **Across Cultures**

Through the lens of a camera, discover some of the NFB collection that documents the contribution made to Canada by different ethnocultural communities.

- <http://www.nfb.ca/sections/animation/>

### **Animation**

Check out this link to see information and clips of some of the animated new releases from NFB.

- <http://www.nfb.ca/enclasse/doclens/btc.php?DLshown=true&language=e>

### **Behind the Camera: Documentary Lens**

This link explores the ABCs of documentary film. Documentary films, like all types of media, are created by people, so they reflect the attitudes, ideas, interests and even the prejudices of the filmmakers. They also come from particular moments and places in history, so they tell us something about the societies of the time and the unstated values of our culture.

- <http://www.nfb.ca/sections/educational-resources/>

**Educational Resources** - For teachers.

- <http://www.nfb.ca/animation/objanim/en/>

### **Focus on Animation**

Explore the NFB's rich animation heritage, learn about the techniques used in the films and discover some of NFB's key filmmakers. This site presents: the history of animation from

1941 to today; the many different animation techniques honed by NFB filmmakers over the years; and presents the work of some of NFB's internationally acclaimed animators.

Check out the link to *My Film School* which is developed for students ages 5-12. It contains 70 NFB animated films and several interactive games: *Animacat's House* for ages 5-8; and *My Film Class* for ages 9-12.

- <http://nfbkids.ca/index>

#### ***NFB Kids***

This site includes three interactive links: *Ultrabug Cliposcope* where kids can direct their own clips; *Cuckoo!*, where kids can help Mr. Edgar find Josephine; and *Fun Stuff* where kids can have fun with animation.

- [http://www.nfb.ca/webextension/65ans/mclaren\\_bio.php](http://www.nfb.ca/webextension/65ans/mclaren_bio.php)

#### ***Norman McLaren, Animation Pioneer at the NFB – Biography***

Meet Norman McLaren, one of Canada's most renowned animated filmmakers. McLaren's view of animation as an art of personal expression still guides the NFB and has been a great influence on animation universally, and tangentially on many live-action filmmakers. McLaren's imagination resulted in 61 films in an amazingly diverse range of techniques and themes. Twenty-three of them were hand-made or direct-on films without a camera.

### **Recommended NFB Films With Aboriginal Content:**

Complete information about these films can be found by browsing the NFB collection at <http://www.nfb.ca/collection/films/>.

- *First Nations: The Circle Unbroken* series: *The Last Mooseskin Boat*, *Lord of the Sky*, *O'Siem*, *Kwa'nu'te*
- *Redskins, Tricksters and Puppy Stew: Native Humor and Its Healing Powers*
- *Silent Tears*
- *Lost Songs*
- *Man Who Chooses the Bush*
- *As Long as the River Flows*
- *If the Weather Permits*
- *The Washing of Tears*
- *Kainayssini Imanistaisiwa: The People Go On*
- *Yuxweluptun: Man of Masks*



## **Lyrics to *Walking Down the Red Road***

### **Walking Down the Red Road**

Walking Down the Red Road

(I follow the path of the sweet grass road)

Walking Down the Red Road

(I'm finding my peeps hanging on the streets)

Walking Down the Red Road

(Still, I follow the path of the Red, Red Road)

Walking Down the Red Road

(Now I keeping it real with bannock and grease)

Well this Nechi life is the only life that is real to me with my friends as my homies

I'm never acting phoney, cause I got to stay real, just to feel the vibe, of my Native pride

Worthwhile, and I got to do, what I got to do, just to survive, I'm just trying to live my life, cause  
in life, you have to be the ultimate warrior, just to be ultimately, glorious

the b.i.g, like Notorious, straight up warriors, just stay true to your roots, and wear them moccasins, instead of them boots, straight up warriors, oh so glorious and notorious

Walking Down the Red Road

(I was walking the path of Red, Red Road)

Walking Down the Red Road

(Now I'm finding my peeps hanging on them streets)

Walking Down the Red Road

(Said I stay true to the sweet grass road)

Walking Down the Red Road

(Just keep it real)

Now just imagine your life, for a second as an Indian...  
and not as a Canadian, and living on the reservation, experiencing hater-ation from all nations,  
even your own.

You're invisible, indigenous, minority, and you're just trying to survive, is a priority, and you're living in poverty, just trying to win your sovereignty, is the policy, and being kept down, by a high society, with a treaty that's been alleviated, often been alienated, and an Indian been hated for the colour of my skin, half-breed, redskin, green-eyed Indian, here, representing for the Red Red Road.

Walking Down the Red Road

(I was walking down the path of the Red Red Road)

Walking Down the Red Road

(Now I'm finding my peeps hanging on them streets)

Walking Down the Red Road

(Still, I walk the path of the sweet grass road)

Walking Down the Red Road

(Keep the peace)

Man, sometimes I feel like a Washington Redskin, and it blends in society, and I'm causin' to makin' a hierarchy,  
n' my homies causin' anarchy, it's operation "just leave it to darky", yeah,  
cause I'll be the Nechi, that be raiding your party, with my war party, cause I'm partly Cree,  
which makes me partly crazy from a to z, still I wait patiently for you to be facing me and be

tasering me, cuz I'm crazy Cree on the war path, a spiritual blood bath, but walking the sweet grass road, I'm in my battle mode, stopping for the gold, just to get to my goals and my dreams

Walking Down the Red Road

(I was walking down the path of the Red Red Road)

To my Dreams

Walking Down the Red Road

(Now I'm find my peeps hanging on them streets)

Money-making schemes

Walking Down the Red Road

(Said I walk the path of the sweet grass road)

To my Dreams

Walking Down the Red Road

(Just keeping it real if you know how I feel)

Just keep it real.

