

Question: You are a football fan as well?

Amy:

Question: What do you sing then? Footballer's wife?

Amy:

Question: Do you support a special club? A Scottish one?

Amy:

Question: Talking about favourites. You know that your first album got a very favourite reception in Germany?

Amy:

Question: Why Germany? How do you explain that?

Amy:

Question: And what about the UK? What is the song most played by the BBC?

Amy:

Question: Can we finish with a personal question?

Amy:

Question: After Steve Lovell, who is the new man on your side?

Amy:

(additional activity): For more advanced students, the questions can be replaced by short notes.

Worksheet 1: Who is an Indian? (2 pages)

The Aboriginal Curriculum Integration Project (ACIP) is located in school district 79 on Vancouver Island in Canada and provides information and cultural knowledge about the Canadian First Nations. A frequent issue in their activities concerns labelling people or even ethnic groups, because this might result in stereotypes and prejudice.

Task 1: Exchange views of your personal stereotypes or general teenage “labels” in tandems and **outline** them here:

Stereotypes and teenage labels

.....

.....

.....

You can continue this exchange by moving into an inside-outside circle* and, in the process, **explain** related vocabulary on this topic. Discuss in plenary what other stereotypes or labels exist in society and school. Think about your own personal label again and who you would identify with.

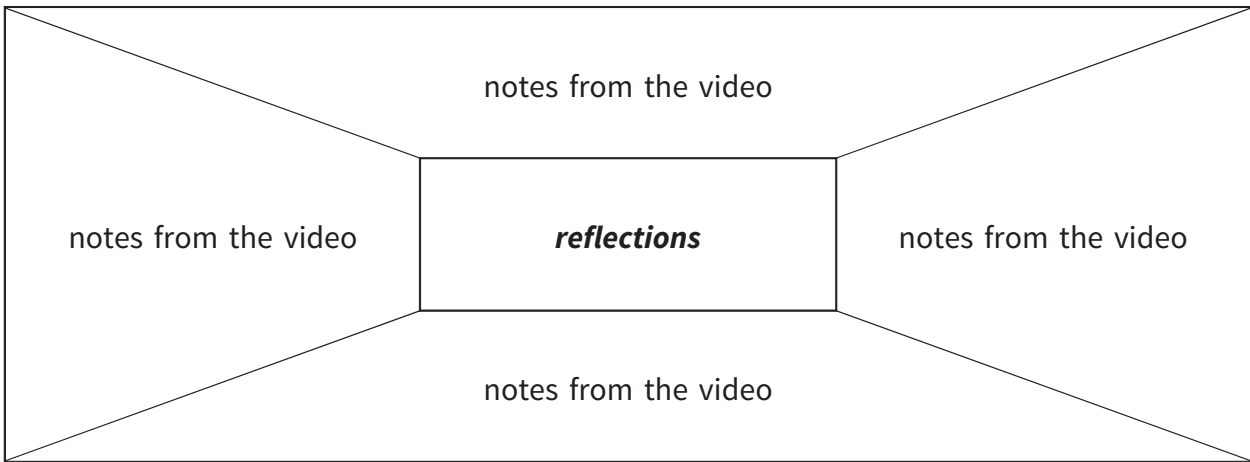
Scaffolding – word bank

politically correct
Aboriginal
exotic
Garden of Eden
Caribbean
Los in Dios
Indian
Hindu
Hindustan
black and white people
foreigners
migrants

Task 2: Watch the video “Labelled”

<http://acip.sd79.bc.ca/sharing-our-stories/identity-labelling-and-stereotypes/> (last accessed July 2016) and react to the story if you wish by stopping the clip. In a placemat-activity* write down notes by tracking your thinking, Record key words, phrases and interesting ideas. **Discuss** common ideas of your group in the middle section “reflections”. Present your group results in plenary and discuss the issues involved.

Image of a placemat



Task 3: Evaluate the discussion by writing a journal entry in your diary on the issue of labelling. Bear in mind that there are quite a number of words whose usage is deemed to be politically incorrect, e.g. “negroes”, “gypsies”, “gay” etc. Include one new idea that you learned about yourself.

Dear diary,

Labelling is used in many domains, private or public, and leads to stereotypes – distorting realities

Using words/labels that are supposed to be politically incorrect like

My own labels need reflection and correction, because

Voc.: domain: sphere/area of private or public activities

Worksheet 2: Dead Dog Café (3 pages)

The following tasks and excerpts refer to Thomas King's novel *Green Grass, Running Water*, Bantam Book, New York 1993.

Task 4: Dead Dog Café is presented in a series of episodes in Thomas King's Novel "Green Grass, Running Water". Working on the following text (the story behind) you can make use of different reading strategies, such as **questioning, summarising, clarifying** and **predicting** (aka reciprocal teaching "RT"*). In groups of four, you can use the subdivided text at hand, and then you would take the role of questioner, summariser, clarifier and predictor – with the teacher demonstrating a worked example of Part 1. Parts 2 and 3 of the given text are dealt with in the same fashion. Record and compare your results in plenary.

Part 1:

Questioning:

What are the tourists made to believe?

How did Latisha get the idea of selling dog meat?

Summarising:

Only meant as a joke, serving dog meat turns out to be a huge success, especially with American tourists who are stuck with a historical stereotype.

Clarifying:

The connection between the Sioux fate and the Dead Dog Café.

Predicting:

Description of how Latisha presents her culture to tourists.

Part 2:

Questioning:

.....

Summarising:

.....

Clarifying:

.....

Predicting:

.....

Part 3:

Questioning:

.....

Summarising:

.....

Clarifying:

.....

Predicting:

Not applicable

The story behind the Dead Dog Café

Part 1:

Latisha is Lionel's sister and the owner of the Dead Dog Café where – so the tourists are made to believe – dog meat is served as authentic ethnic food of the Blackfoot Native Canadians. Her aunt Norma has given her this idea “Tell them it's dog meat. Tourists like that kind of stuff.” (117) Meant as a big joke, the restaurant is doing very well and develops into a tourist trap, especially popular with US-Americans, as it draws on a historical stereotype: “Native Americans turn the sad reality of near-starvation for the Sioux around the time of Little Big Horn, when they had to eat dogs after the buffalo disappeared, into a joke.”

Part 2:

Latisha capitalises on this stereotype and, in her restaurant, creates a space where she can control how and how much of her Native Canadian culture is presented to her guests. The mostly white customers fall into this trap and present, in their behaviour, a parody of the neighbouring American mainstream culture. By making fun of the guests and causing them to look ridiculous historical power structures are, for once, turned upside down and the indigenous and suppressed culture gets the better of them.

Part 3:

Dead Dog Café also is the place where the perspectives of cultural differences and related stereotypes is enlarged. Because, besides differences between US-American and Canadian tourists, the traditions of the Indian culture come to the fore. They present themselves as being quite naïve rather than primitive and in competition with the white conventions prove as the superior tradition.

Task 5: Describe the secrets of the Dead Dog Café and **explain** the inspiration behind the food. Use the following scaffolding.

Scaffolding: gapped text

The food at the Dead Dog was (1) But that wasn't (2) to draw a bigger number of visitors. Tourists were (3) in ambience and reputation. As much as Latisha, the owner, would have liked it to be her own (4), it was her aunt Norma who developed the (5) of a tourist (6) by telling them they were cooking dog (7). One of the secrets was to keep things (8) and therefore the same (beef!) stew was cooked and the (9) gave it different names. Even the specials rarely changed – the local (10) knew this and the tourists coming through did not find out.

Norma's inspiration to (11) that all menus were based on dog meat worked this way: all dishes were given fancy names connected to (12) of dogs, like "Dog du Jour", "Puppy Potpourri", "Saint Bernhard Swiss Melts" etc, even appetisers (13) references to dogs. So everything sounded quite (14) and invoked the allusion to (15) pets.

Task 6: Analyse how Latisha is able to "control" the image she wants the American tourists to have about her own (Blackfoot) culture.

Scaffolding: crib sheet*

..... dishes served in the restaurant had to go with its equipment hired a photographer create images similar to those you see in hunting and fishing magazines photographs showed Indians and dog images most fancied a photograph of four Indians chasing down a herd of Great Danes image of a primitive culture living on food unacceptable to mainstream beliefs coincided with existing stereotypes about Indians (American) tourists not really interested in Native culture confirmed their prejudices the First Nations real culture and traditions not disclosed and kept away from nosy visitors they fell in for this feeling of power and superiority

Task 7: Characterise the interaction amongst the café's staff. Share your results by employing think-pair-share*.

Scaffolding: crib sheet*

Latisha's crew respect and mutual support at times of crisis remain calm work together as a team atmosphere relaxed and joyful staff share ideas come to each other's help unites them they all play up the big joke anything about their real culture keep control over them enjoy their success

Worksheet 3: The guest book (3 pages)

Task 8: Like in task 4, the following text – referring to American and Canadian characters depicted in the novel – can best be understood by using the **Reciprocal Teaching** technique (RT)*. Only this time you will organise yourselves – in groups of four, and you are going to decide who the questioner, the summariser, the clarifier and the predictor is. It makes sense to **take turns** in fulfilling these roles and afterwards report about results and the process involved in plenary.

Part 1:

Questioning:

.....

Summarising:

.....

Clarifying:

.....

Predicting:

.....

Part 2:

Questioning:

.....

Summarising:

.....

Clarifying:

.....

Predicting:

Not applicable

The Guests of the Dead Dog Café

Part 1:

The Dead Dog Café is presented in different episodes of the novel. The focus here is on Canadian and American guests (115 – 118, 141 – 148 & 171 – 177). Visitors from the USA are among the preferred customers and, on the surface, they only differ from their Canadian neighbours because they never order the specials on the (dog meat) menu. US-Americans are most susceptible to dog related stories and even buy the written menu or postcards with pictures of dogs. When they are appealing special music is played (Chief Mountain Singers, 118) and their experiences in the restaurant correspond exactly with the stereotypes and prejudices they cherish about “Indians”.

Part 2:

Canadian guests are more frequent visitors in the café and their behaviour is described in the novel in some detail. On occasion they are sceptical as far as the meat on offer is concerned, they carry name tags and even elect “a spokesperson for the table” (141), being very democratic. They are very well prepared for their trip and very interested in local affairs. Other differences to US-Americans are presented elsewhere in the novel (for instance by Latisha’s ex-husband George, a fan of all Americans “Americans were modern” 175) and give more insight into the uneasy neighbourship of Canadians and US-Americans.

Task 9: Explain the way Latisha counters her Canadian guests’ doubts and amuses herself at the same time (141 – 148).

Gapped text:

This group seems to be very (1) (spokeswoman) and lively. Amongst themselves they enjoy a friendly (2) and display a great interest in anything connected with Indians. There is some doubt as to whether the food served is really from (3) especially Bruce, who boasts of his 25 years as a sergeant with the (4) points out that the RCMP would have arrested anyone trying to sell (5) in a restaurant. He is sure he tells his company that they are having beef instead. But Latisha doesn’t let that go. She (6) everyone that the sandwich in question is made from (7) and even gives some details (you get more meat off it). She emphasises her story by confirming that dogs belong to her tribe’s (8) and that all the dogs were (9) on her reserve, only fed on horse meat and whole grain. She even (10) her joke by using a biological label – no hormones or preservatives used in that.

When one of the Canadians seems (11) because he owned a black Lab as a kid, who was very close to him and could even (12), Latisha charms away his shock by telling him that dog meat past the age of two or three is too (13) to eat – the man’s dog got to be fourteen. Throughout this whole conversation, Latisha keeps her (14), doesn’t even need help from the kitchen (the chef was getting ready to come to her help) and is (15) about some derogatory remarks in the group. Talking about her do-no-good husband George she (16) the group’s attention successfully.

Scaffolding: missing words

diverts | amused | cool | tough | sing | horrified | intensifies | raised | traditional foods | Black Labrador | assures | dog meat | Royal Canadian Mounted Police | dog meat | banter | organised

Task 10: Analyse how the second wave of tourists (171 – 177) present themselves as definitely being Canadian – and by no means from the US.

Scrambled text:

- (1) Despite the chef’s hope the second group is Canadian as well, most of them from Toronto.
- (?) In the interspersed episodes, Latisha’s husband George confirms the differences between Americans and Canadians by referring to past and present comparisons.
- (?) There is disappointment at this and the chef makes a comment on “feeding cheap sheep” (p. 176), but later Latisha finds a twenty-dollar tip under a napkin.
- (?) They show a lot of discipline, file off the bus in an orderly line and enter the restaurant forming a queue. They all wear name-tags and make sure to introduce themselves. They are careful not to disturb the other people at other tables and in unison order the specials.
- (?) His opinion is simple – Americans love adventure, Canadians are unwilling to take risks (p. 175). George backs this up by referring to a Canadian, caught for speeding, who even thanked the policeman who fined him for being so alert (p. 176).
- (?) George clearly prefers the American culture, which from his point of view is modern, taking advantage of the future and moving ahead. Whereas he believes that Canadians are traditionalists, and they like order and guarantees.
- (7) George believes he got the bigger picture – Americans are independent, Canadians dependent and draws on the great explorers: Lewis and Clark were American. When Latisha gets into Champlain and Cartier – the founders of Canada – he tells her they were Europeans (p. 172).

Task 11: After sharing your results (having worked in either tandems or groups) in plenary get together in pairs and **write an entry** in the café’s guest book.

You can either assume the part of an American or a Canadian guest and give some feedback on the food and atmosphere in the restaurant. Decide on likes and dislikes and pass on your guest book entry to a friend in class for peer group revision.

Dear guest book:

.....
.....
.....

I think they and you made the best of the situation and I will certainly recommend your amazing café to my fellow Americans.

Yours truly,

Dear guest book:

.....
.....
.....

As a fellow Canadian, I am proud of your resistance to the dam and wish your culture lots of resilience in that.

Yours sincerely,

Worksheet 4 (evaluation): Working with literature (1 page)

Understanding literature – an autobiographical approach

Task 12: After reading the novel „Green Grass, Running Water“ or the excerpts at hand, answer the following questions and **sum up** your results in a reading blog, which you can hand in for correction by your teacher. You can also use this questionnaire for reviewing other novels you will be studying in your English courses.

1. Give your experience with the novel a name or a title which says something about it. (You can do this also at the end of the questionnaire.)
” “

2. How did you arrive at reading this particular piece?
.....

3. What impressed you about it (e.g. the plot, the characters, the style, the author)? Why?
.....

4. Did you try to find out more? What?
.....

5. What **similarities** did you notice between your own lifestyle, your attitudes toward other individuals, your believes and your values and those of the characters and contexts described and evoked by the author?
.....
.....

6. What **differences** did you notice between your own lifestyle, your attitudes toward other individuals, your believes and your values and those of the characters and contexts described and evoked by the author?
.....
.....

7. What are the similarities and/or the differences due to, in your opinion?
.....

8. Why was it important to read the novel in English?
.....

9. Would you recommend the novel to other people? Why? Why not?
.....