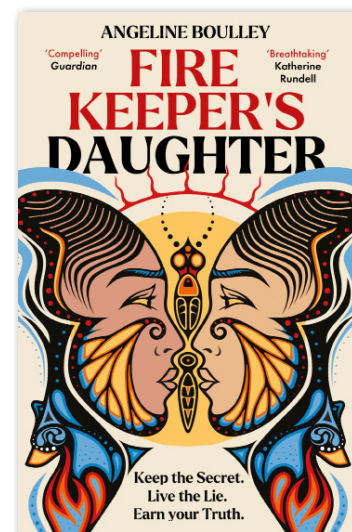


# FIRE KEEPER'S DAUGHTER



## Teaching Resources

Year 9 +

### About the Book:

Eighteen-year-old Daunis Fontaine has never quite fit in, both in her hometown and on the nearby Ojibwe reservation. She dreams of a fresh start at college, but when family tragedy strikes, Daunis puts her future on hold to look after her fragile mother. The only bright spot is meeting Jamie, the charming new recruit on her brother Levi's hockey team.

Yet even as Daunis falls for Jamie, she senses the dashing hockey star is hiding something. Everything comes to light when Daunis witnesses a shocking murder, thrusting her into an FBI investigation of a lethal new drug.

Reluctantly, Daunis agrees to go undercover, drawing on her knowledge of chemistry and Ojibwe traditional medicine to track down the source. But the search for truth is more complicated than Daunis imagined, exposing secrets and old scars. At the same time, she grows concerned with an investigation that seems more focused on punishing the offenders than protecting the victims.

Now, as the deceptions—and deaths—keep growing, Daunis must learn what it means to be a strong Anishinaabe kwe (Ojibwe woman) and how far she'll go for her community, even if it tears apart the only world she's ever known.

### About the Author:

Angeline Boulley is an enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians in Michigan. She gained attention for her debut *Firekeeper's Daughter* thanks to We Need Diverse Books. It became a NYT No. 1 bestseller and has now sold in 20 territories worldwide. The book won the YA Goodreads Choice Award; the ALA Printz Award and Morris Award; the Walter Award for Outstanding Children's Literature; and is Carnegie Medal Nominated. *Firekeeper's Daughter* is soon to be made into a Netflix series. Angeline lives in Michigan but considers Sugar Island home.



# Scheme of Work (recommended for Yr 9)

Note that, as well as the activities being GCSE-focused, this text is also unsuitable for younger students due to its content (sexual references, mentions of sexual violence, drugs as a key theme).

Main approach: This SoW uses the text for both Language and Literature teaching, with a primary focus on reading for meaning and to ‘appreciate’ the text. There is an emphasis on reading and on discussing the text, rather than teaching a particular response style. This approach is a response to GCSE examiners’ reports stating that knowledge of text and personal response are more important and of more interest to examiners than drilled styles of response, or memorised contextual information. This approach is therefore modelled here as preparation/practice for GCSE work into KS4. [R = resource for task provided. Instructions for resource tasks – e.g. group/individual work.]

Reading approach: recommend mixing whole-class and group, paired or individual reading. Where chapters and part-chapters are given for group reading, use simple fact-based questioning to check reading has been completed and understood, and to reassure the less confident of what has happened.

| Week | Lesson 1: focus/activities                                                                                                                                                                                                            | Lesson 2: focus/activities                                                                                                                                                                                                                          | Lesson 3: focus/activities                                                                                                                                                                                                                              | Lesson 4: focus/activities                                                                                                                                                                                                            |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Identifying key ‘ideas’ for the novel.<br>Look at cover image and read prologue – pupils discuss in groups what might be important in this text, feed back and create a list for reference in future lessons.<br>R1: Discuss prologue | Read chapter 1: what do we learn about Daunis? – could separate this into facts/personality traits.<br>Read chapter 2 : what else seems important? (link to list made L1)<br>R2: Gossip task – looking at the gossip extract as a structural device | Read chapter 3: what does this add? How is our understanding of this text developing?<br>In groups – gather evidence about the various ‘hockey boys’ (take notes – begin a page for each character)<br>R3: Evaluation exercise on Travis’s introduction | Read chapter 4<br>R4: Discussion task: how are different languages used in this novel? (aim to expand to language & identity discussion)<br>R5: The different worlds Daunis lives in – table (complete alone or as paired/group task) |
| 2    | Read chapter 5<br>R6: Genre task (to discuss in groups or pairs)<br>Start Lily notes page, add to Daunis notes                                                                                                                        | Read chapter 6<br>Discuss in pairs/groups and feed back to class discussion – “Jamie being an outsider is crucial to the plot, but also helps Boulley tell the story”. (what could this mean? How does it help?)                                    | Read chapter 7<br>How do you feel after reading as far as this chapter? Why? (aim to explore/ explain/ describe at least three ideas)<br>R7: Race in the novel so far                                                                                   | Read chapter 8<br>GCSE-style Lit q: Starting with this extract (p.71 from “I like her” to p.72 “...I say, tensing.”) how does Boulley use language to present Lily and Daunis’s relationship?                                         |
| 3    | Read chapter 9<br>Pause at top of page 85 (‘barn’s side opening’) to add nicknames to discussion of language and identity. Then finish chapter. R8: Prologue in context                                                               | Read chapter 10<br>Pause after p.88 to discuss – How do we feel about Jamie? What makes Daunis suspicious of him? Add to Jamie notes page. Finish chapter. R9: Turning points                                                                       | Read chapter 11 and 12<br>Discuss in groups and make notes comparing the two mothers (Lily’s/ Daunis’s) – extend into discussion of how Boulley shows how and why they are different?                                                                   | Read chapter 13<br>Briefly discuss Daunis’s decision – why did she make it? (could also do brief predictions for rest of text) Revisit image of novel document from L1<br>R10: Lies                                                   |

| Week | Lesson 1: focus/activities                                                                                                                                                         | Lesson 2: focus/activities                                                                                                                                                                                           | Lesson 3: focus/activities                                                                                                                                                                                                    | Lesson 4: focus/activities                                                                                                                                                                                        |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4    | Imaginative writing<br>Either: Write as Daunis – diary entry (feelings on becoming a CI)<br>Jamie’s view – diary entry, feelings about recruiting Daunis as CI                     | Read chapter 14<br>Briefly discuss ‘Secret Squirrel’ reference and its use in breaking tension.<br>R11: Daunis and Jamie – discuss q1 in groups and make notes; decide on statements alone then compare within group | Read chapters 15, 16 and 17<br>Discuss: Why does Daunis consider and then decide not to tell Auntie what she is doing? (link to theme?) How is Ron presented? How does he add to the story? What is his role?                 | Read chapter 18<br>R12: ‘secret squirrel world’                                                                                                                                                                   |
| 5    | Read chapter 19<br>Class discussion “But the good stuff happens when worlds collide.” (p.167) – how significant is this?                                                           | Opinion writing task (encourage personal expression, first person ok) “Lily functions as a guiding voice to Daunis.” How far do you agree?                                                                           | Read chapter 20<br>Discuss in groups – why is the money conversation there?<br>How typical is this chapter of the whole? (revisit doc from L1 – is idea of genre shifting, are themes emerging?)                              | Read chapter 21<br>Detailed analysis of presentation of Heather – focus on structure (and lang) of p.190-1                                                                                                        |
| 6    | Read chapter 22<br>Groupwork – add to notes on Daunis’s Mum (consider how it’s presented as well as what is shown)                                                                 | Read chapter 23<br>Group/pairs – what do you think worries Daunis about Grant?<br>R13: Context: Diversity and equity                                                                                                 | Read chapter 24<br>Discuss the crime novel aspects of the book at this point. Pupils in groups to make ‘detective notes’ on suspects, then feedback and extend these.                                                         | Read chapter 25<br>R14: Community<br>How does the idea of community link to themes? (look back at and add to doc from L1)                                                                                         |
| 7    | Read chapter 26<br>Group/pair discussion: how does the bus journey add to our understanding of culture differences and attitudes?<br>Also discuss structure and chapter ends here. | Read chapter 27<br>R15: Theme of belonging – complete resource, discuss and then add to ideas                                                                                                                        | Read chapter 28<br>Add to detective notes (do Daunis’s extra memories of Travis help?)<br>Discuss: “Boulley clearly shows how the different characters’ reactions to Robin’s death is typical of them.” How far do you agree? | Read chapter 29.<br>Group discussions: is Daunis right to separate helping the FBI and helping her community? Which themes does this link with?<br>Read chapter 30.<br>Add to/create notes about Levi, and Stormy |
| 8    | Read chapters 31 and 32<br>How helpful/significant do you find the new information in these chapters? Add to detective notes and discuss.                                          | Read chapter 33<br>Add to Levi notes<br>Discuss gender roles & expectations – how have they been presented in the novel?                                                                                             | Transactional writing tasks – R16                                                                                                                                                                                             | Read chapter 34<br>Return to discussion of language and identity: why did Mom and Uncle David need a private language? Why is it a hybrid?<br>In groups: Should Daunis share her findings – for/against           |

| Week      | Lesson 1: focus/activities                                                                                                                                                  | Lesson 2: focus/activities                                                                                                                                                            | Lesson 3: focus/activities                                                                                                                                                                                                      | Lesson 4: focus/activities                                                                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>9</b>  | Read chapters 35 and 36<br>Make notes on Daunis's relationship with Auntie – how has it been presented through the novel? What are key moments? Character notes for Auntie. | Read chapters 37 and 38<br>Group discussions – R17: Jamie (either allocate 1 topic per group or divide topics within groups). Follow-up with class discussion about trust as a theme. | Read chapter 39<br>Is truth a separate theme to lies?<br>Thinking time and feed back.                                                                                                                                           | Read chapter 40<br>(In groups/pairs) list the info gained in this chapter. What is the impact of presenting the info this way? Which info do you feel is most significant – to the case? – to Daunis?        |
| <b>10</b> | Read chapter 41<br>R18: The punch scene                                                                                                                                     | Read chapter 42<br>Class debate – students prepare statements in groups to say why Daunis should/should not break into Levi's home (allocated positions)                              | Read chapters 43 and 44<br>Groups: thriller/action aspects of novel (in feed back, revisit list of elements) – how typical is this chapter of the whole/how much has it developed/shifted? Discuss genre elements and structure | Read chapters 45 and 46<br>R19: The boys' characters – feed back and discuss                                                                                                                                 |
| <b>11</b> | Read chapters 47 and 48<br>How do these chapters affect Daunis and Jamie's relationship? Revisit R11                                                                        | Read chapters 49 and 50<br>Discuss events – how do pupils feel at this point? How has Boulley prepared us for this?                                                                   | Read chapters 51 and 52<br>Discuss Stormy – how is he different to the others?<br>Boulley has Daunis think about her mother in the Travis/gun scene too – any comments?                                                         | Read chapters 53 and 54<br>R20: Daunis's visions                                                                                                                                                             |
| <b>12</b> | Read chapter 55<br>R21: Theme of justice<br>Read chapter 56 – add to justice discussion/notes                                                                               | Read chapter 57<br>What do you think of the ending? Lead into structure discussion – which themes are tied up, and which ideas are shown as important at end?                         | Read Author's Note<br>How does this impact your understanding or experience of the novel?                                                                                                                                       | Final task – extract analysis<br>(p. 89 “This can't be happening.” to the sign at the top of p.91). How does Boulley present the theme of lies? You should refer in your answer to other parts of the novel. |

# RESOURCE 1: STRUCTURAL DEVICE: PROLOGUE

**Why do writers use prologues? What ideas do you already have about this?**

**This scene is a sneak peek of something that comes later in the novel – a common prologue technique. What reasons can you think of for a writer to include this at the beginning? Why might Boulley have chosen this scene in particular?**

**How has reading this scene influenced your expectations of this novel? Do you expect it to have particular types of characters, or be a particular kind of story, for example?**

**What adjectives could you use to describe the prologue? Find a short quote to fit with each adjective you choose. For example, if you found it funny, you would need to identify a word or phrase that was funny in the text.**



## RESOURCE 2: VOICE

Read p. 15, the section in italics (from “Daunis Fontaine?” to “that terrible tragedy...”).

This section makes clever use of other voices to fill in the narrator’s backstory quickly, instead of providing lots of information at once. But what other purposes does this fulfil? Discuss these ideas and decide which you think are the three most important.

- Using this format shows how Daunis and her family have been affected by gossip
- Doing it this way breaks up the text to make it more interesting
- Varying the voices means the writer can use different styles
- Including the information in this way allows the writer to show other people’s attitudes
- Not quite giving the reader all the information makes it feel like a gossipy conversation as well, the way some people leave you wanting more

## RESOURCE 3: EVALUATION EXERCISE

“When we first meet Travis (p.26), Boulley very quickly shows us he’s trouble.”

How far do you agree with this view? Would you trust Travis? Why/why not?

How does Boulley, through Daunis’s narration, advise us about Travis’s character?

Step 1: gather evidence (What does Travis do/say? What does Daunis say about him?)

Step 2: write up your opinion on Travis (‘I think...’)

## RESOURCE 4: LANGUAGE IN THE NOVEL

Look at these statements about language in the novel and more broadly. Rate each of them on a scale from 1 to 5.

1 = I completely agree with this

2 = I mostly agree

3 = I'm in the middle on this/don't really have an opinion. (You're only allowed 2 of these!)

4 = I disagree

5 = I completely disagree

- The use of Ojibwe (Daunis's Indian language) is really interesting
- I find the Ojibwe words confusing and they trip up my reading
- I think Boulley uses Ojibwe so much to show how Daunis's two cultures are so mixed
- I like it when novels have slang or swearing in them; it's more realistic
- I only speak English fluently
- I speak a language other than English at home
- I would like to know more languages



# RESOURCE 5: THE DIFFERENT WORLDS DAUNIS LIVES IN

Complete this table to show details of what you have learned so far about Daunis’s life and the different worlds she inhabits. Use your own words and evidence from the text (give page numbers).

| Firekeeper World<br>(the Anishinaabe) | Fontaine World<br>(the Zhaaganaash) | Hockey World |
|---------------------------------------|-------------------------------------|--------------|
|                                       |                                     |              |



## RESOURCE 6: GENRE – THE HIGH-SCHOOL NOVEL

What elements of a high-school novel does *Firekeeper's Daughter* share?

What high-school novels (or films) are you familiar with?

What elements are typical of high-school stories in general?

What features do you see also playing out here?

Have you seen anything so far that makes it not fit this genre?

Have you noticed any elements of other genres?

## RESOURCE 7: RACE AS A THEME

Up to the end of chapter 7 - How has race been explored, explained or described in the novel so far? (Collect examples of significant moments or pieces of information)

## RESOURCE 8: PROLOGUE TEXT IN CONTEXT

Looking back at the list of ideas gathered in the first lesson on this text, how accurate were your predictions as a class?

What would you now want to add to those ideas?

How typical is the text used as a prologue of the novel overall, from what you've seen so far? What aspects of it are typical or not typical?

Having considered the above, why do you think Boulley chose this passage to use as a prologue?



## RESOURCE 9: TURNING POINTS

A turning point is a key moment in a story that takes the narrative in a new direction. They should change things dramatically for the protagonist.

What turning points have we seen so far in this novel?

What have these turning points caused?

Make a diagram to show this (e.g. a flow chart, table or other diagram that makes sense to you).

## RESOURCE 10: THE THEME OF LIES

Lies as a concept are a key theme for this text. How have you seen this in the text so far? Make a mind map that you can add to as we read on.

Things to consider:

- Who lies
- Reasons for lying
- Good lies/bad lies
- Effects of lies



## RESOURCE 10: THE THEME OF LIES

How has the relationship between Daunis and Jamie changed in chapter 14?

Consider these reader opinions about Daunis and Jamie from this chapter. Which seems most important or interesting to you? Rank them using the pyramid below.

- a. I thought this was going to be more like a simple romance story, but their relationship just got more complicated.
- b. Daunis and Jamie's relationship is much more interesting to me as a reader now.
- c. Daunis doesn't really know Jamie after all; she's got to start again with him.
- d. Jamie is like Daunis's boss now, rather than a friend, but he'll still have to rely on her a lot.
- e. I don't think Daunis should trust Jamie at all.
- f. I think Daunis was a bit unreasonable to judge Jamie; he's just doing his job.

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## RESOURCE 12: 'SECRET SQUIRREL WORLD'

How successfully is Daunis keeping 'Secret Squirrel world?'

Annotate the two quotations below with any relevant ideas you have, including:

- Daunis's/Jamie's actions
- Daunis's/Jamie's thoughts and comments about her role as Confidential Informant

You might also want to refer to earlier parts of the text

"Secret Squirrel world needs to be black-and-white." (p.160)

"Shields have two sides for a reason." (p.163)



## RESOURCE 12: 'SECRET SQUIRREL WORLD'

In Chapter 23, Daunis describes 'Bigotry Bingo' that she and Lily used to play. Explain this idea in your own words.

Match the relevant definitions below:

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Misogyny          | Sticking to unreasonable or outdated prejudices                 |
| Patriarchy        | Discrimination based on race or ethnicity                       |
| Bigotry           | Assumptions and discriminations that the holder is not aware of |
| Racism            | Processes that advantage one race or ethnicity over others      |
| Structural racism | The system that creates advantage for men over women            |
| Unconscious bias  | Prejudice against women                                         |

## RESOURCE 14: COMMUNITY

It is important to Daunis to help the elders (e.g. in chapter 25). How is this shown?

How else is community shown to be important in the novel?

## RESOURCE 15: THEME – BELONGING

Mind-map the theme of belonging as you see it in the novel to this point (you can add to the mind map later).

Consider:

- Who does belong, and to what?
- Who wants to belong, and to what?
- When are people welcomed into groups or shut out of them?
- What consequences are there for belonging or not belonging?

## RESOURCE 16: TRANSACTIONAL WRITING PRACTICE

Transactional writing = Non-fiction writing  
Writing for a specific purpose  
Writing to make something concrete happen in the  
real world (to fulfil a transaction)

Choose ONE of the following tasks:

- Write a letter as Daunis to Levi, explaining how his behaviour towards, and treatment of, girls makes you feel. Attempt to persuade him to have a better attitude.
- Write an article for the school newsletter reporting on the three deaths and trying to persuade young people not to get involved with drugs.
- Write the words of a speech for an assembly to be given in the high school about racism and the treatment of Indian students.

You should aim to write about 300-400 words. The way it is written is more important than writing a lot. You will be marked on:

## **Content and organisation**

- Is it in paragraphs?
- Are the ideas well developed and linked together?
- Are ideas clear and well-expressed?
- Are there appropriate devices/features for the type of text it is?
- Is it clear what format it is supposed to be?

## **Spelling, punctuation and grammar**

- Is it written accurately?
- Is there a variety of punctuation, used correctly?
- Is there a range of sentence types and functions?
- Is vocabulary varied?
- Is it written in Standard English?

## **RESOURCE 17: JAMIE**

Make notes on the question about Jamie that you are allocated. Select any relevant evidence from the text to support your ideas.

1. Should Jamie trust Daunis? Why/why not?
2. Does Jamie understand why Daunis is 'going rogue'? Why/why not?
3. How trustworthy is Jamie? Give reasons for your response.

## **RESOURCE 18: THE PUNCH SCENE**

Re-read the last section of chapter 41, from page 374 to page 378.

Select three of these statements to comment on: one that you find easy to agree with, one that you want to argue against and one that you think is complicated. Explain your feelings, with reference to the text.

Boulley makes it really clear why Daunis can't contain her rage and punches Jamie, but also why Jamie wouldn't be able to understand why it happened.

Boulley makes it easy to empathise with Daunis - anyone knowing exactly what had happened to Daunis could understand why she did what she did.

From how Boulley writes the text, it's easy to be on Daunis's side and think that Jamie deserved to get punched.

Boulley makes it easy to see that Daunis should have punched Jamie sooner.

Boulley clearly shows that it was unfair of Daunis to take out all her anger on Jamie.

## RESOURCE 19: THE HOCKEY BOYS

In chapter 46, we see the extent of the meth conspiracy. How are the boys' characters different here to earlier in the novel? How has Boulley developed them?

Consider:

- Characteristics that may have been hidden before
- Characteristics showing more strongly now
- Characteristics that are less important at this point



## RESOURCE 20: DAUNIS'S VISIONS

Refer back to the title and subtitle (or explanation) of this part

What symbols and images do you recognise in these chapters that are mentioned elsewhere in the book? Can you find what they might mean? Make a list.

Why do you think Daunis sees the people that she does? What do you think the significance of this is?

How do her visions affect you as a reader?

What do you think will happen next? Why do you think this?

## RESOURCE 20: DAUNIS'S VISIONS

Consider/discuss these questions and then create a mind map of the various ways the novel explores the concept of justice.

- How far can we excuse doing something morally wrong (e.g. lie) to get justice?
- Is it ok for the Justice System (e.g. the courts, the FBI, government etc) to work for only some people?
- Is it ever acceptable for people to take justice into their own hands?
- What does 'justice' really mean? Making amends, punishment,...?

