

NOMAD SOUL STUDY GUIDE

Grades 5-6 & High school

Visual Arts / Drama / Ethics and Religious Culture / Languages / Geography



SUGGESTED ACTIVITIES BEFORE THE SHOW

Research and exploration workshop

1. Presentation of the artist's website: home page + the show's page (description, creative team, financial support, press kit, videos and photos).
2. Discussion points:
 - What is your understanding of what we call visual poetry?
 - What differences do you see between the wolf symbol in Indigenous culture and the wolf symbol in Western culture?
 - Have you ever seen a show that combines live action on stage with video projections? What do you think of the combination of these techniques?
 - Have you ever seen a show that feels like it's a dream, where there's no logical story or anything that resembles the real world, and where you can interpret different parts of the story according to your own imagination?
 - What do you know about how stop motion animation is done? What differences have you noticed between this show's «handmade» production style and other stop motion animated films you've seen?

Suggested reading at home or in class

Reading workshop

1. Selected excerpts: Explaining totem animal symbolism to children
see internet link to pdf (in french) on website magalichouinard.com / nomad soul / study guide
2. Observing and understanding American Indigenous people's history; their territories and their lifestyles
see internet link on website magalichouinard.com / nomad soul / study guide

Reading and illustration workshop and card reading game

see internet link to pdf (in french) on website magalichouinard.com / nomad soul / study guide

1. Students draw the head of a totem animal
They present their illustration and their totem animal's characteristics to the others
Card reading game
Students build a mask inspired by their totem animal
Hallway exhibition: maps are suspended, allowing for viewing on both sides

Writing workshop

1. Write a personal essay:
- *A dream I often had when I was younger and my understanding of its symbolism.*

SUGGESTED ACTIVITIES AFTER THE SHOW

Reading and writing workshop

1. Write and share a story of their choice:
- *A story I told myself as I watched the Nomad Soul world unfold.*
- *The symbolism I saw in the raven, the wolf, the moon, the knitting, the net, the teenage girl, the little girl, the woman, the old lady, the cliff, the tree, the forest, the water; or when the little girl meets the wolf or hears the raven in the pebble, when the teenage girl rejects the little girl...*
- *A sound environment that swept over me.*
2. Writing inspired by two words: The students help the teacher come up with a list of symbols in the show. The list is written on the board. The students chose two words (or draw them from a hat) and write a short story (50 to 250 words, according to grade level). The story must, in their own personal way, show how these symbolic elements (characters, objects, places, actions...) relate to each other.

