

# Brilliant Beadwork

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**Word count: 153**

(pp. 4–6, not including the labels or captions)

## Overview

This text presents the history of Métis beadwork and provides many colourful examples. Instructions for beading are included.

<p><b>Genre/Text Types</b></p> <p>Non-fiction/Description, Procedure</p>	<p><b>Text Features</b></p> <p>Boldface type (for glossary words), bullet list, captions, chapters, fact boxes, glossary, headings, instructions, labels, photos (including sequenced photos with numbers), table of contents</p>
<p><b>Connections</b></p> <p><b>Social Studies</b> Community Traditions; Heritage</p> <p><b>The Arts</b> Artistic Traditions of Diverse Communities</p>	<p><b>Vocabulary</b></p> <p>Words that might require clarification include <i>ancestors</i>, <i>art form</i>, <i>bloom</i> (verb), <i>fine-tipped</i>, <i>firm</i>, <i>floral</i>, <i>footwear</i>, <i>geometric</i>, <i>hide</i> (noun), <i>regalia</i>, <i>skills</i>, and <i>treasure</i> (verb). Additional words are defined in the glossary.</p> <p><b>Building Vocabulary</b></p> <p>Before reading, consider introducing or reviewing with students the following terms: <i>Métis</i>, <i>First Nations</i>, <i>Inuit</i>, <i>European ancestors</i>. After reading, you might introduce and explain the term <i>Indigenous peoples</i>, pointing out that it includes Métis, First Nations, and Inuit groups.</p>

## eBook Activities

**Using Text Features** (page 2); **Summarizing** (page 9); **Analyzing and Evaluating** (page 15)

## Extensions

**Predicting:** Before reading, ask students to look at the title and photo on the front cover, and then have them look at the contents page, including the photo. With a partner, students could predict the kinds of information they will learn in this book. Each pair could share one idea with the whole group.

**Making Connections:** **AT HOME** Ask a parent, guardian, or relative to tell you about something they learned to do from a family member. You could then explain to the person how Métis people passed on the skill of creating beadwork by teaching it to their children.

**Inferring:** Métis women made beadwork flower designs that were based on flowers in their local area. Why do you think they used flowers that grew where they lived to get ideas for beadwork?

