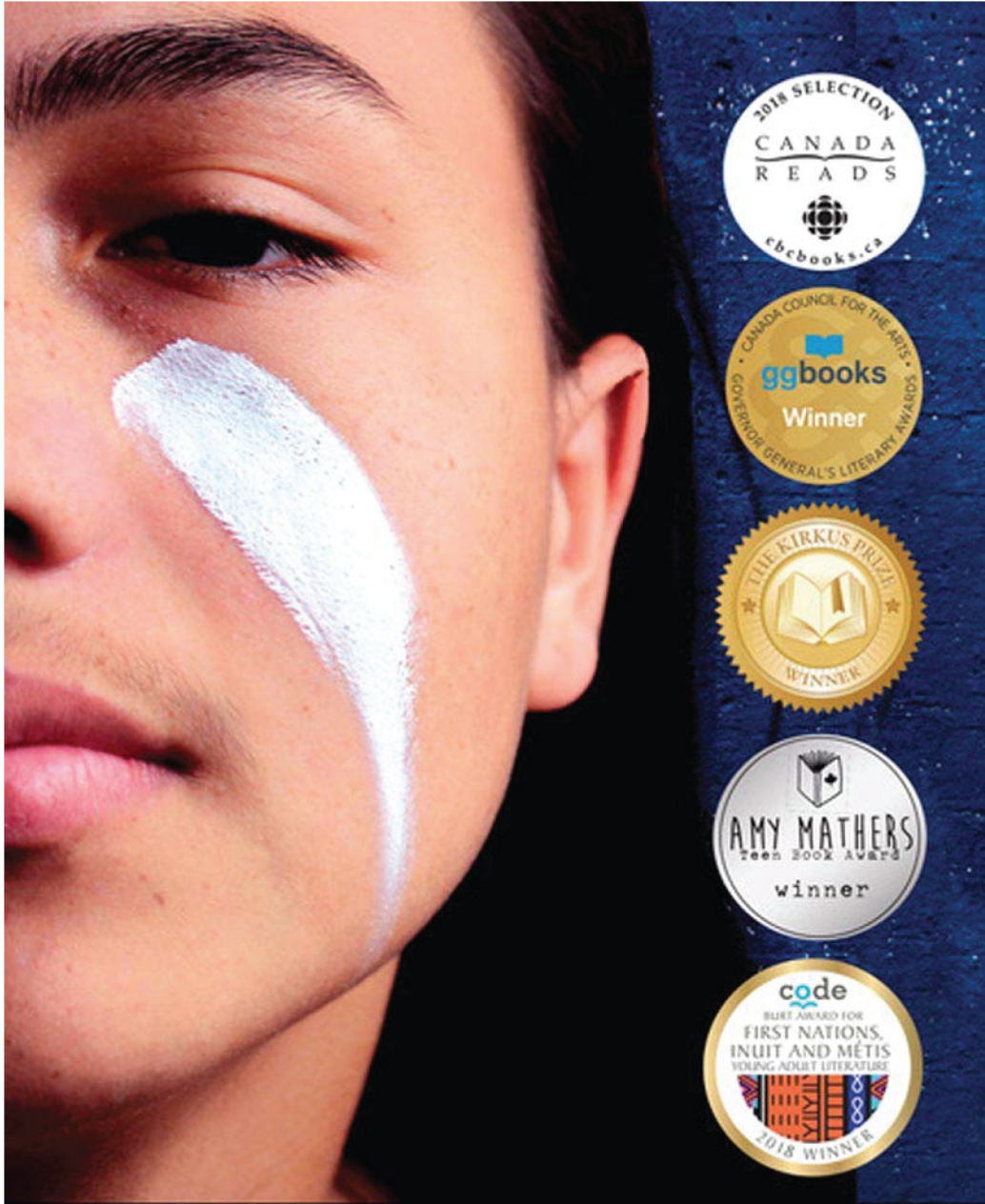
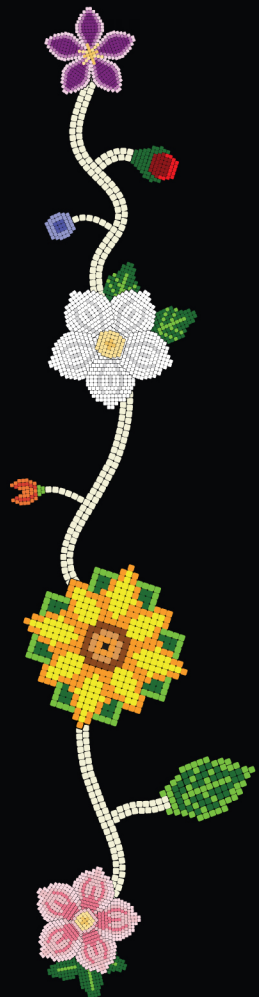
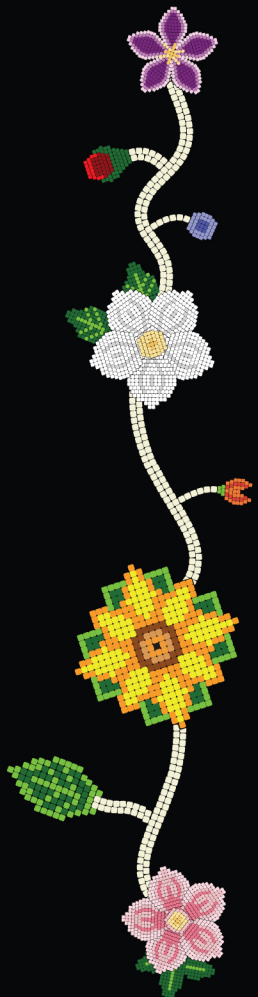




2021



**THE #1 NATIONAL BESTSELLER**  
CHERIE DIMALINE  
**THE MARROW THIEVES**





# THE MARROW THIEVES

## Guide Contents:

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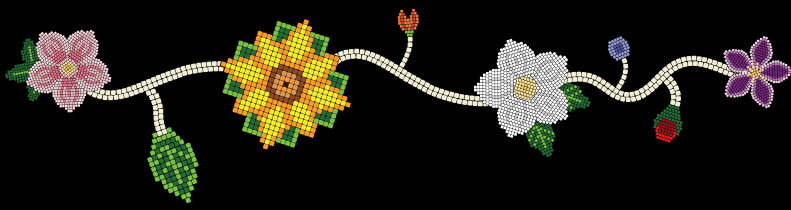
## Using the Guide:

Within this guide are a variety of resources to help you as you teach the common book for the year. There are tips for discussions, activities, events, and award opportunities. Within the guide, if text is [blue](#), that means it is a hyperlink, and if you click on it you will be directed to that website, form, or email.



## About the Book:

Humanity has nearly destroyed its world through global warming, but now an even greater evil lurks. The indigenous people of North America are being hunted and harvested for their bone marrow, which carries the key to recovering something the rest of the population has lost: the ability to dream. In this dark world, Frenchie and his companions struggle to survive as they make their way up north to the old lands. For now, survival means staying hidden ... but what they don't know is that one of them holds the secret to defeating the marrow thieves.



## Discussion Questions:

### [St. Paul Public Library](#)

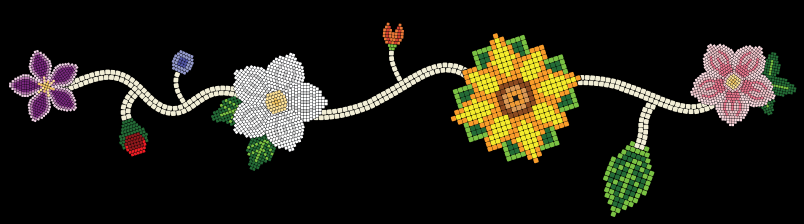
1. How has climate change and severe weather impacted the landscape Frenchie navigates? How has it affected the main characters' daily lives? What impact has it had on the non-indigenous population?
2. How has climate change impacted you? Do you think the future Dimaline envisions is possible? Why or why not?
3. Around the world, youth have been leading the charge on climate action. In indigenous communities, Elders hold an honored place. Describe how Frenchie's family band is structured so that people of all ages are able to bring their strengths to the group. How do you see others in our community engaging or not engaging with this movement?
4. Discuss the role of story-telling in the novel. How do stories help define the concept of home?
5. Reflect on two characters' coming-to stories. What events have shaped their lives? Where do they find hope?
6. When Rose teaches Frenchie the word 'nishin,' good, he 'turn[s] the word over in [his] throat like a stone; a prayer [he] couldn't add breath to, a world [he] wasn't willing to release' (page 39). What role does language play in culture? How does the loss of language affect a culture and its people? Examine why Frenchie and the others are so hungry for bits of 'the language.'
7. Miig states that a 'man without dreams is just a meaty machine with a broken gauge' (page 88). Why do you think dreams are so important? What would it be like to live without dreams?
8. Cherie Dimaline stated, "I wanted people to come away saying, 'I would never let that happen,' or, more correctly, 'I would never let that happen again.'" Compare and contrast this novel to real historical events (e.g. residential schools). How do these events relate to each other as well as to the book?
9. Cherie Dimaline speaks to the need for humor and joy in stories about survival. Where do you see joy and laughter in Frenchie's story? What role does it play?

### [Amnesty International Book Club](#)

10. In *The Marrow Thieves*, we are told of a future where most of the Earth's population has lost the ability to dream. At the same time, the environment continues to drastically change, with food shortages, natural disasters, persistent rains eroding coastlines and the appearance of mutated animals. What do you think the author is trying to say to connect these events?
11. The presence of detainment facilities is mentioned throughout the book. Historically, residential schools have had extremely negative consequences for Indigenous peoples. Did the author succeed in making you understand just how devastating this was to their cultures?
12. Frenchie and the others are headed North to escape from the Recruiters. As you read the book, did you feel there was hope for them there, or did you feel sad given it was all so futile given the circumstances? What do you imagine will happen to the community that has formed? And how does imagining what could happen make you feel?
13. Frenchie's group is betrayed by fellow Indigenous members, with devastating consequences. What do you think of the author's decision to do this?
14. Frenchie finds out his father is alive and has been living with an Indigenous group in Espanola for the past 5 years. Although his dad has lost a leg and is clearly unable to get around, Frenchie at first is angry at the thought that his father did not come back to get his family. What did you think of how quickly Frenchie was able to forgive his father? Would you have been able to do the same?
15. Although he is offered a permanent place in Espanola with his father and other members of his group, the ending sees Frenchie choosing to be on the run with his girlfriend Rose. What do you think of his decision and why do you think the author wanted this for his character?
16. Although *The Marrow Thieves* is a work of speculative fiction, did you find you also learned about the real-life lives of Indigenous peoples and the challenges they face today? What was the most important thing you learned?

### Watch the [Native American Student Body gives a Land Acknowledgement](#)

17. At many meetings or large gatherings at K-State, a land grant statement is read before the event starts. Why does the university do this? What is your take away from the statement?



## How to use the book:

### In your class

- Use this book to analyze current events and create a productive discussion.
- Some students may not have read the book over the summer. Be sure to indicate on the course schedule the date that it will be referenced in class and whether you are requiring students to read part or all of the book by that date.
- Create relevant assignments to the book and your course outcomes, or use the book to reinforce the theories, philosophies, and practices of your discipline.

### Outside the classroom

- Give students time to read the book. If they do not have a copy, have them borrow a copy from K-State Libraries or one of Sigma Tau Delta's Lending Libraries.
- Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

### When planning events

- Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.
- Select your day and time around who you want to attend.
  - Faculty/staff - 8am-5pm Monday-Friday.
  - Students - Tuesdays/Thursdays after 7pm, though those are also common exam times.
- If you are planning a daytime event for students, keep in mind...
  - MWF classes generally start on the half hour.
  - TU, TH classes can start on the hour, half hour, or five after the hour.
- Work with instructors to schedule the event when their class meets and ask them to bring their class.

## Upcoming 2021 Events:

### K-State First and K-State First Book:

Below are events that are sponsored or promoted by K-State First. Some events are still waiting for a confirmed date/time/modality. Visit [www.k-state.edu/first/events](http://www.k-state.edu/first/events) for updated information.

#### New Student Convocation

Your K-State Journey Starts Here - this year's convocation we will hear from many speakers, who will share a voice of a community that is focused on belonging and student success.

Sunday, August 22, 5:30 pm  
Bill Snyder Family Stadium

#### Beach Museum Student Welcome

Panel discussion of the Beach Museum of Art Common Work of Art "From Upstream I Caught a Fish" by Neal Ambrose Smith. Sponsored by the Beach Museum.

Thursday, September 2, 5:30 pm CT  
Online - Zoom

#### Movies on the Grass - *Rutherford Falls* Showing

Watch the first two episodes of Peacock's new show, *Rutherford Falls*, and join in conversation with one of the creators/writers of the series, Sierra Teller Ornelas. Sponsored by Movies on the Grass, K-State First/K-State First Book, and K-State Libraries' Dow Center for Multicultural and Community Studies.

Sunday, September 12, 8 pm CT  
Town Hall, Staley School of Leadership Studies

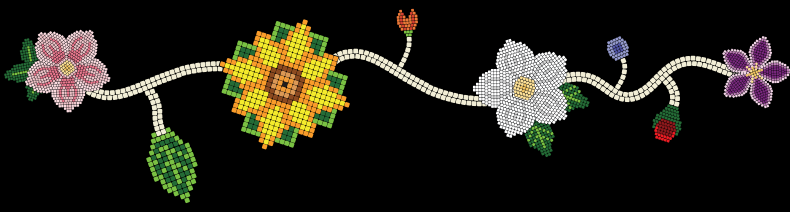
#### Wildcat Dialogues

Join all new and first-year K-State students for a night of meaningful dialogue and building connections. Learn how to create communities of belonging, build cross-cultural relationships through meaningful dialogue, engage in active listening, empathy and perspective-taking, and build your skillset to understand cultural differences and similarities.

This year Wildcat Dialogues will be held virtually on the following dates and students will be able to select the date that best fits their schedule:

- Monday, September 13, 6-8 pm CT
- Tuesday, September 14, 4-6 pm CT
- Wednesday, September 15, 6:30-8:30 pm CT
- Thursday, September 16, 2:30-4:30 pm CT





### **Nothing About Us Without Us: The Importance of Indigenous Perspective in All Things Indigenous**

Panel discussion with Dr. Debra Bolton (Ohkay Owingeh/Diné/Ute), Dr. Brandon Haddock (Tsalagi Cherokee), and LaVerne Bitsie-Baldwin (Diné). Covering historical myths of Native/Indigenous lives and culture when narrated by non-Natives: What are the truths & the myths? When Natives reclaim our own truths and write our own narratives the world begins to see us through different lenses. Sponsored by the Office of Diversity and Multicultural Student Affairs.

Thursday, September 16, 7 pm CT  
Bluemont Room, K-State Union; Online - Zoom

### **Indigenous Presence, Indigenous Futures: From *The Marrow Thieves* to *Rutherford Falls***

Lecture by Dr. Lisa Tatonetti, English.

Tuesday, September 21, 4 pm CT  
Hybrid - In-Person and Online (Location TBD)

### **K-State First Book Author Lecture with Cherie Dimaline**

Author of *The Marrow Thieves*, Cherie Dimaline, will present along with a short Q&A. Sponsored by K-State First Book and SGA's Diversity Programming Committee.

Thursday, September 23, 7 pm CT  
Online - Zoom

### **Why are there so few materials from folks of marginalized identities in institutional archives?**

Presented during American Archives Month, archivists Veronica Denison, Helena Egbert, and Irina Rogova from K-State Libraries' Morse Department of Special Collections offer the first in a series of three talks inspired by the themes of community and memory in *The Marrow Thieves* by Cherie Dimaline. Sponsored by K-State Libraries' Morse Department of Special Collections.

Tuesday, October 5, 12 pm CT  
Online - Zoom

### **Indigenous People's Day: Sovereignty: Food, Film, and Policy**

The Indigenous Faculty & Staff Alliance celebrates Indigenous Peoples Day by hosting the KSU Indigenous Peoples Day conference: "Part of an international movement, the conference recognizes that we stand on Indigenous land. We celebrate Indigenous endurance and the Indigenous intellectual traditions that continue to exist on these lands. Each year we bring three keynote speakers surrounding a theme. Past themes have included 'Asserting Sovereignty: Innovations and Battlegrounds' and 'Indigenous Female Leadership: Disrupting Dominant Discourses.' The fall 2021 theme is 'Sovereignty: Food, Film, and Policy.' We invite you to join the live streamed conference offered online and in-person. Please RSVP to our website at [www.ksu.edu/indigenous-alliance](http://www.ksu.edu/indigenous-alliance).

Monday, October 11, 9 am - 4:30 pm

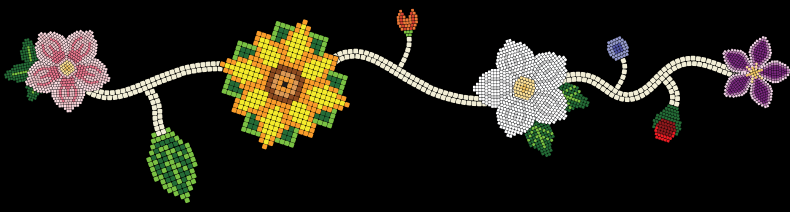
#### **Breakout Session: *The Marrow Thieves* and Contemporary Indigenous Film with Channette Romero**

Indigenous scholar, Channette Romero, from the University of Georgia, will present in the ballroom for Indigenous Peoples Day. She will link *The Marrow Thieves* with contemporary Indigenous film.

### **How has the way archivists have historically described archival materials contributed to harm towards marginalized communities? What is changing?**

Presented during American Archives Month, archivists Veronica Denison, Helena Egbert, and Irina Rogova from K-State Libraries' Morse Department of Special Collections offer a series of three talks inspired by the themes of community and memory in *The Marrow Thieves* by Cherie Dimaline. Sponsored by K-State Libraries' Morse Department of Special Collections.

Tuesday, October 12, 12 pm CT  
Online - Zoom



### **A Conversation with CARE: Social Factors Contributing to Missing and Murdered Indigenous Women**

Sponsored by the CARE Office.

Monday, October 18, 6 pm CT

Hybrid, In-Person and Online (Location TBD)

### **How can we address the absence of marginalized folks from the archive via a collaborative, equitable, and justice-driven method?**

Presented during American Archives Month, archivists Veronica Denison, Helena Egbert, and Irina Rogova from K-State Libraries' Morse Department of Special Collections offer a series of three talks inspired by the themes of community and memory in *The Marrow Thieves* by Cherie Dimaline. Sponsored by K-State Libraries' Morse Department of Special Collections.

Tuesday, October 19, 12pm CT

Online - Zoom

### **Indigenous Peoples: Past, Present, and Future**

Lecture by Debbie Reese on Native writers. Sponsored by College of Education and Department of English.

Wednesday, October 20, 4:30 pm CT

Online - Zoom

### **Panel discussion on *The Marrow Thieves***

Sponsored by K-State MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences) chapter, Kansas Black Farmers' Association (KBFA).

Thursday, November 11, 12-1 pm CT

Hybrid, In-Person and Online (Location TBD)

### **Mobile Food Pantry**

Sponsored by the Staley School of Leadership Studies.

Friday, November 12

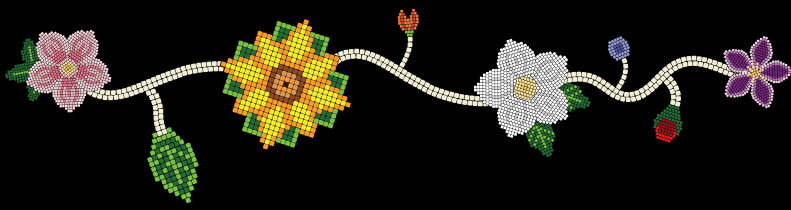
Time and Location TBD





# RESOURCES

Explore online resources including videos, articles, and podcasts that can be integrated into class discussions and activities



## Online Resources:

### Read-A-Likes

- [Moon of the Crusted Snow](#) by Waubgeshig Rice
- [A Mind Spread Out on the Ground](#) by Alicia Elliott
- [Son of a Trickster](#) by Eden Robinson
- [Empire of Wild](#) by Cherie Dimaline
- [The Girl Who Grew a Galaxy](#) by Cherie Dimaline
- [This Place: 150 Years Retold](#) by Kateri Akiwenzie-Damm
- [The Break](#) by Katherena Vermette
- [The Water Knife](#) by Paolo Bacigalupi
- [Life As We Knew It \(Last Survivors, #1\)](#) by Susan Beth Pfeffer
- [Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City](#) by Tanya Talaga
- [Split Tooth](#) by Tanya Tagaq
- [Jonny Appleseed](#) by Joshua Whitehead
- [Trickster Drift \(Trickster, #2\)](#) by Eden Robinson
- [The Darkest Period: The Kanza Indians and Their Last Homelands, 1846-1873](#) by Ronald Parks

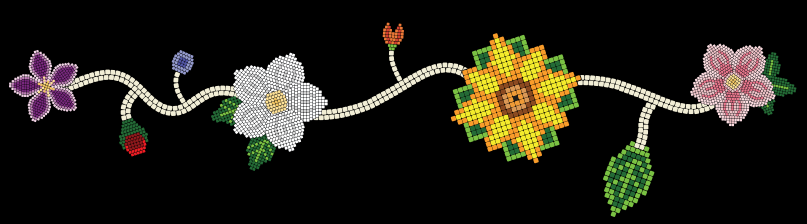
### Watch-A-Likes

Check out our K-State First [YouTube playlist](https://bit.ly/3aZyeiq) at <https://bit.ly/3aZyeiq> for the unlinked short films listed. Some of the films listed contain content that might need additional context for students to examine. Explore content or trigger warnings if you plan to include a film in your syllabus/class.

- [Reel Injun: On the Trail of the Hollywood Indian](#) (2011, 86 min.) *available on [Sundance Now](#)*
- [Even the Rain](#) (2010, 103 min.) *available on [Netflix](#)*
- [Smoke Signals](#) (1998, 89 min.) *available on [Swank Digital Campus](#)*
- [Four Sheets to the Wind](#) (2007, 84 min.) *available free on [Amazon Prime](#), [Vudu](#) and [tubitv.com](#)*
- [Imprint](#) (2007, 84, min.) *available for free on [tubitv.com](#)*

- [Atanarjuat: The Fast Runner](#) (2001, 172 min.) *available on [Apple TV](#) \$3.99*
- [Drunktown's Finest](#) (2014, 96 min.) *available on [Amazon Prime](#), \$2.99 on [Vudu](#)*
- [Dance Me Outside](#) (1994, 84 min.) *available on [Apple TV](#) \$3.99*
- [Johnny Greyeyes](#) (2000, 76 min.) *available on [Vimeo](#) \$2.99*
- [Rhymes for Young Ghouls](#) (2013, 88 min.) *available on [Swank Digital Campus](#)*
- [Rustic Oracle](#) (2020, 98 min.) *available on [Vimeo](#) \$4.31*
- [Whale Rider](#) (2002, 101 min.) *available free on [Amazon Prime](#) and [tubitv.com](#)*
- [Boy](#) (2010, 88 min.) *available for free on [Vudu](#)*
- [Blood Quantum](#) (2019, 96 min.) *available on [Amazon Prime](#)*
- [Thor: Ragnarok](#) (2017, 130 min.) *available on [Disney+](#) and [Amazon Prime](#) \$3.99*
- Short Films:
  - [Bones of Contention: Battling for Human Dignity at the Salina Indian Burial Pit](#) (2008, 10 min.)
  - [Half of Anything](#) (2004, 23 min.)
  - [A Walk in My Shoes](#) (2016, 11 min.)
  - [Horse You See](#) (2010, 7:31 min.)
  - [Opal](#) (2012, 10:33 min.)
  - [4wheelwarpony](#) (2007, 10 min.)
  - [Jáaji Approx.](#) (2015, 7:39 min.)
  - [Pre-Occupied](#) (2013, 6:38 min.)
  - [Lessons in Baby Dyke Theory](#) (1995, 2:35 min.)
  - [Boi oh Boi](#) (2012, 9:33 min.)
  - [Under Your Always Light](#) (2017, 5:28)
  - [Biidaaban \(The Dawn Comes\)](#) (2018, 19 min.)
  - [The Sixth World](#) (2013, 15 min.)
  - [Retribution](#) (2016, 8 min.)
  - [Savage](#) (2009, 6 min.)
  - [Wakening](#) (2013, 9 min.)





## Videos

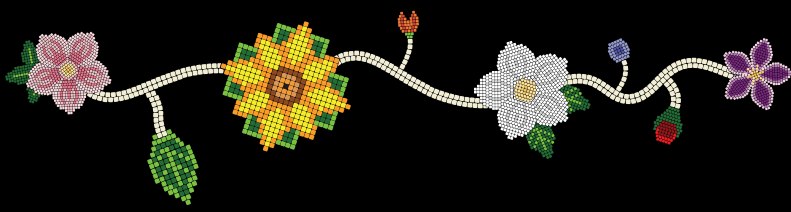
Check out our K-State First [YouTube playlist](https://bit.ly/3aZyeiq) at <https://bit.ly/3aZyeiq> for the unlinked short films listed above and videos not already linked in this list.

- [Boarding School Healing - Native American Rights Fund - Native American Rights Fund](#)
- [What is the difference between a Reserve and a Reservation? - Indigenous Awareness News](#)
- [What does being Indigenous mean? - CBC News](#)
- TED:
  - [Indigenous knowledge meets science to take on climate change](#)
  - [How to build a resilient future using ancient wisdom](#)
  - [A history of Indigenous languages -- and how to revitalize them](#)
  - [The Standing Rock resistance and our fight for indigenous rights](#)
  - [Britt Wray: How climate change affects your mental health](#)
  - [The link between climate change, health and poverty](#)
- SciShow:
  - [Oh No...Is Nature Going to Make Climate Change WORSE?! | SciShow News](#)
  - [5 Clues to Earth's Climate History](#)
  - [What Will the World Look Like, 2°C Warmer?](#)
  - [Our Oceans Aren't Doomed... Yet? | SciShow News](#)
  - [5 Sci-Fi Futures We Actually Have to Worry About](#)
  - [The Science of Flint's Water Crisis](#)
  - [8 Survival Myths That Will Definitely Make Things Worse](#)
  - [The Truth About the Five Stages of Grief](#)
  - [9 Groundbreaking Discoveries About Sleep](#)
  - [Can You Get Too Much Sleep?](#)
- Above the Noise:
  - [Is Earth Running Out of Water? \(feat. Life Noggin\)](#)
  - [Does Climate Change Cause Extreme Weather?](#)
- BrainCraft:
  - [People Now Have 'Eco-Anxiety'. I'm One of Them.](#)
  - [The Truth About Lucid Dreaming](#)
  - [How to Stay Sane When Everything is Uncertain](#)
- SciShow Psych:
  - [Why Can't I Remember My Dreams?](#)
  - [The Dark Side of Needing Closure](#)
  - [How to Keep Power from Going to Your Head](#)

- [Why Do Good People Sometimes Do Bad Things?](#)
- [What 100,000+ Children Taught Us About Neglect in Early Childhood](#)
- [What Can You Learn from Your Dreams?](#)
- Crash Course:
  - [How Can Rain Create Conflict? Precipitation and Water Use: Crash Course Geography #11](#)
  - [Writing Systems: Crash Course Linguistics #16](#)
  - [World Languages: Crash Course Linguistics #14](#)
  - [Language Change and Historical Linguistics: Crash Course Linguistics #13](#)
  - [Sociolinguistics: Crash Course Linguistics #7](#)
  - [Preventing Flint - Environmental Engineering: Crash Course Engineering #29](#)
  - [Religion: Crash Course Sociology #39](#)
  - [Racial/Ethnic Prejudice & Discrimination: Crash Course Sociology #35](#)
  - [Sex & Sexuality: Crash Course Sociology #31](#)
  - [Humans and Nature and Creation: Crash Course World Mythology #6](#)
- Origin of Everything:
  - [Did Europeans Enslave Native Americans?](#)
- K-State Teaching and Learning Center:
  - [Professional Development Series: Maintaining Your and Your Students' Mind, Body, and Spirit](#)
  - [Professional Development Series: Mental Health 101](#)
- Interviews with Cherie Dimaline:
  - [Four minutes with Cherie Dimaline](#)
  - ["We're dealing with a society of children": Cherie Dimaline meets Jilly Black | Canada Reads 2018](#)
  - [Reclaiming Lost Dreams](#)
  - [20+ Questions with Cherie Dimaline](#)
  - [A Moment with Cherie Dimaline](#)

## Articles

- [Death by Civilization- The Atlantic](#)
- [The Reserve System – Pulling Together: Foundations Guide](#)
- [Who are indigenous peoples?](#)
- [Discover Canada - Canada's History](#)
- [Why Indigenous Literatures Matter by Daniel Heath Justice](#)
- [Risk, Mortality, and Memory: The Global Imaginaries of Cherie Dimaline's The Marrow Thieves, MG Vassanji's Nostalgia, and André Alexis's Fifteen Dogs](#)



## Articles (cont.)

- [Spiralic Time and Cultural Continuity for Indigenous Sovereignty: Idle No More and The Marrow Thieves | Transmotion](#)
- [Decolonizing the Anthropocene: 'Slow Violence' and Indigenous Resistance in Cherie Dimaline's The Marrow Thieves](#)
- ['TV's Top 5': 'Rutherford Falls' Creator on Bringing Native Voices to Peacock](#)

## Academic Articles

Sign in with your K-State eid to access the following:

- [CQ Researcher: Climate Change](#)  
Lyons, C. L. (2020, December 21). Climate change. CQ researcher. <http://library.cqpress.com/>
- [CQ Researcher: Global Protest Movements](#)  
Wanlund, B. (2020, May 1). Global protest movements. CQ researcher, 30, 1-30. <http://library.cqpress.com>
- [CQ Researcher: Climate Change and Health](#)  
Butcher, L. (2019, November 29). Climate change and health. CQ researcher, 29, 1-29. <http://library.cqpress.com/>
- [CQ Researcher: Extreme Weather](#)  
Ornes, S. (2019, September 20). Extreme weather. CQ researcher, 29, 1-30. <http://library.cqpress.com>
- [CQ Researcher: LGBTQ Rights](#)  
Roepe, L. (2020, October 22). LGBTQ rights. CQ researcher. <http://library.cqpress.com/>
- [CQ Researcher: Future of the Book](#)  
Kerrigan, H. (2020, March 13). Future of the book. CQ researcher, 30, 1-28. <http://library.cqpress.com/>
- [CQ Researcher: Native American Sovereignty](#)  
Lyons, C. L. (2017, May 5). Native American sovereignty. CQ researcher, 27, 385-408. <http://library.cqpress.com/>
- [CQ Researcher: Native American Youths](#)  
Karaim, R. (2015, April 24). Native American youths. CQ researcher, 25, 361-384. <http://library.cqpress.com/>

## Diversity Database

Sign in with your K-State eid to access the following:

- [Our Fires Still Burn: The Native American Experience](#)  
Winn, R. (2015). Our fires still burn: The native american experience: Journal of american indian higher education. Tribal College, 27(1), 60. Retrieved from <https://er.lib.k-state.edu/login?url=https://www-proquest-com.er.lib.k-state.edu/scholarly-journals/our-fires-still-burn-native-american-experience/docview/1783698298/se-2?accountid=11789>

- [Psychological Outcomes of Within-Group Sexual Violence: Evidence of Cultural Betrayal](#)

Gómez, J.,M., & Freyd, J. J. (2018). Psychological outcomes of within-group sexual violence: Evidence of cultural betrayal. *Journal of Immigrant and Minority Health*, 20(6), 1458-1467. doi:<http://dx.doi.org.er.lib.k-state.edu/10.1007/s10903-017-0687-0>

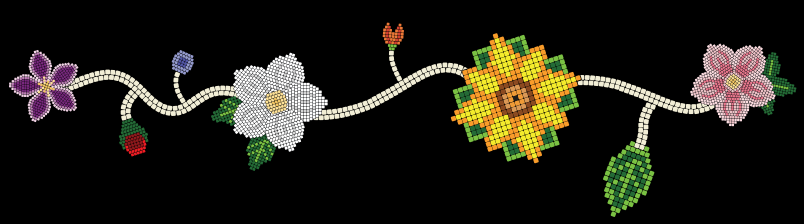
- [The Culture is Prevention Project: Measuring Culture as a Social Determinant of Mental Health for Native/Indigenous Peoples](#)

Masotti, P, PhD., Dennem, John, M.A.C.A.D.C.-,II, Hadani, S., M.Sc, Banuelos, K., M.A., King, J., M.S.W., Linton, J., M.L.S., . . . Patel, C. (2020). The Culture is Prevention Project: Measuring Culture As a Social Determinant of Mental Health for Native/Indigenous Peoples.. *American Indian and Alaska Native Mental Health Research (Online)*, 27(1), 86-111. Retrieved from <https://er.lib.k-state.edu/login?url=https://www-proquest-com.er.lib.k-state.edu/scholarly-journals/culture-is-prevention-project-measuring-as-social-docview/2398642598/se-2?accountid=11789>

## Podcasts

- [Canada's Darkest Secret: Residential Schools](#)
- [Episode 76: Native American Reservations — Civics 101: A Podcast](#)
- [Spark: Indigenous Futurisms with Grace Dillon](#)
- [All My Relations Podcast:](#)
  - [Healing the Land is Healing Ourselves](#)
  - [Love in the Time of Blood Quantum](#)
  - [Can Our Ancestors Hear Us?](#)
  - [Indigiqueer](#)
- [Cool Canadian History on Apple Podcasts:](#)
  - [S6E9 A Nation of Our Own – The Six Nations Appeal to the League of Nations](#)
  - [S3E10 First Nations Soldiers in the Canadian Expeditionary Force](#)
- [Code Switch:](#)
  - [Is Beauty In The Eyes Of The Colonizer? : Code Switch](#)
  - [The Fight For Native Voices To Be Heard](#)
  - [So What Exactly Is 'Blood Quantum'? : Code Switch](#)
  - [The Difficult Math Of Being Native American : Code Switch](#)
  - [For Many Native Americans, Fall Is The Least Wonderful Time Of The Year](#)





## Podcasts (cont.)

- Mash Up Americans:
  - Podcast Ep 63: Bethany Yellowtail Won't Quit - The Mash-Up Americans
- 1A:
  - Writing Fiction About A Changing Climate - 1A
  - The Search For Missing And Murdered Indigenous Women : 1A
  - After Long-Sought Wins For Native Americans, What's Next? : 1A
  - 1A Across America: Renewable Energy And Resistance : 1A
- Cherie Dimaline:
  - First Draft: A Dialogue on Writing: Cherie Dimaline
  - Books Like Us: The Marrow Thieves – Cherie Dimaline
  - The Next Chapter: Cherie Dimaline
  - The Library Coven - Episode 30: The Marrow Thieves by Cherie Dimaline

## Informational Websites

- Métis Nation
- Cree Nation
- Anishinabek Nation (union of nations)
- Canadian Inuit
- [Kaw Nation Timeline](#) (Kansas State University is on the ancestral lands of the Kansa, or Kaw people)

## Online Games

- Mission 1.5

## Campus Resources for Students: Academic Achievement Center

[www.k-state.edu/aac/](http://www.k-state.edu/aac/)

The Academic Achievement Center provides tools and resources for students to be academically successful through 1) individualized skill development, 2) strengthening engagement and understanding of course content, and 3) support in learning how to navigate university life. It includes Academic Coaching, Tutoring Services, Scholar Services, Student Success Courses, and the Office of First-generation Students.

## Cats Cupboard

[www.k-state.edu/cats-cupboard/](http://www.k-state.edu/cats-cupboard/)

Cats' Cupboard Initiative is a collaborative effort among students, faculty, staff, and community focused on promoting food security at K-State. This initiative aims to provide direct food access through an on-campus food pantry. Cats' Cupboard is accessible to all K-State students.

## Indigenous Faculty and Staff Alliance

[www.k-state.edu/indigenous-alliance/](http://www.k-state.edu/indigenous-alliance/)

The Indigenous Faculty and Staff Alliance is K-State's affinity group for Native American, First Nations, and Indigenous peoples. The organization was created in 2015 to address the need for support, growth, and greater visibility of Indigenous people, nations, and perspectives on K-State's campus, Kansas, and beyond.

## K-State Counseling Services

[www.k-state.edu/counseling/](http://www.k-state.edu/counseling/)

## Lafene Health Center

[www.k-state.edu/lafene/services/mental-health/](http://www.k-state.edu/lafene/services/mental-health/)

## Office of Student Life

[www.k-state.edu/studentlife/](http://www.k-state.edu/studentlife/)

## Open/Alternative Textbook Initiative

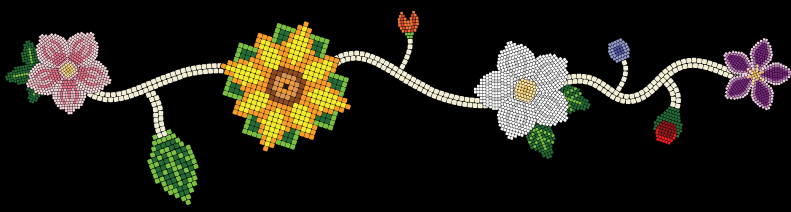
[www.lib.k-state.edu/open-textbook](http://www.lib.k-state.edu/open-textbook)

The Open/Alternative Textbook Initiative makes college more affordable for K-State students by helping faculty adopt, adapt, or create customized learning resources for their class.

The page features a decorative background with a starry night sky. The sky is a gradient of dark purple and blue, filled with numerous small white stars. At the bottom, there is a silhouette of a forest of evergreen trees. The trees are dark, with some lighter purple and blue highlights on their upper branches, suggesting a reflection of the night sky. The overall aesthetic is serene and celestial.

# ACTIVITIES

Explore additional ways to use the book, including teaching and learning styles, classroom discussions, and games



## Teaching and Learning Styles:

Different teaching styles at K-State allow students to understand various learning practices, and help them adapt in college. Students may find a preferred method of learning, and these options, when available, allow them to study more effectively.

- **Lecture:** students listen to professor speak from podium. Usually including a PowerPoint or other presentation, students may ask questions when acknowledged.
- **Seminar:** small sized classrooms where questions are freely asked, and content is generally discussed.
- **Flipped Classroom:** listen and watch the pre-recorded lecture online at home, and discuss questions and complete the assignment in class.
- **Lab and Lecture:** conduct a pre-lab assignment, discuss the experiment in a lecture, and conduct a follow-up lab assignment using critical thinking. Common in science and engineering centered classrooms.
- **Student-Conducted Classroom:** students independently discuss the assigned topic and the professor/lecturer is available for questions
- **Online Courses:** students independently study and are examined about the class's focus. Professors are available by email or phone. Certain classes may have in-person assignments, depending on professor's preferences.
- **Demonstrations:** professor or instructor actively demonstrates a concept. Students may participate if asked to, and an idea is showcased. Common in science and engineering centered classrooms.
- **Simulations:** students participate in activities similar to real situations involving critical thinking and decision making. Students think about the outcome without the risk. Common in science, engineering, and aviation classrooms.
- **Cooperative Learning:** students in small groups work together to complete a task or solve a problem.
- **Case Studies:** students, individually or in groups, apply learned knowledge to solve a fictitious case.
- **Role Play:** students work to solve problems through acting in different associated roles. Involves identifying, acting out, and discussing problems.
- **Problem Based and Inquiry Learning:** professors provide a problem that students must solve through data gathering, organization, and explanation. Students also analyze how they solved the problem.

### Active & Engaged Learning

K-State First molds active learning and engaged learning together to stimulate students into deeper thinking, about themselves, K-State, and beyond. Through GPS mentorships, First Year Seminars, CAT Communities, and K-State First Book, students' accessibility to learning widens beyond the average college experience.

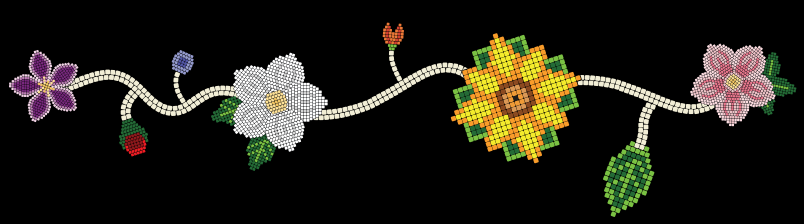
- **Active Learning:** Process by which students engage in activities, such as reading, writing, discussion or problem solving that promote analysis, synthesis, and evaluation of class content.
- **Engaged Learning:** Degree of attention, curiosity, interest, optimism, and passion that students demonstrate when learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

### Hands-on (Kinesthetic) Learning

This practice seeks to teach students through hands-on learning experiences, rather than traditional textbooks and lectures. In doing so, students acquire technical skills to further their knowledge in their respective areas. Students may apply concepts to real life situations, in turn developing confidence and skill in that background.

- **Kinesthetic Learning Examples:** running a small business, building a robot or machine, or leading a class activity or discussion.





## Classroom Activities:

Creating opportunities to teach *The Marrow Thieves* is simple. The following activities can be tailored to your course content and to the time you have available. They are a great way to build community. You could start with them to get students thinking actively, or end with them if your regularly scheduled discussion and activities go faster than what you had planned. The discussion questions listed earlier will also easily fit with the following activities.

### Faculty Announcement

Time: 5 min or less

Benefits:

- Students build community outside of the classroom.
- Students can bring in this content to enrich classroom discussions

Directions: Encourage Students to attend author event or other KSFB-related events. Create a meeting place at the venue so students can meet up there before the event and sit together.

### Professional/Business writing

Time: 10-20 mins

Benefits:

- Students build connections between different disciplines and academic practices

Directions: Take a song mentioned in the book and rewrite it so that it is following business or professional writing guidelines.

### Two Circles

Time: 4-5 minutes per question

Benefits:

- Students discuss specific questions
- Students build community through one-on-one interaction with their peers
- Students are more confident to speak up in class because their partner can save them if they can't
- articulate their answer

Directions: Split the class in half. Half the students form a circle on the outside of the room facing in. The other half pairs up with this outside circle, forming an inside circle. Give students a question, they discuss, discuss as a big group, have inside circle move counter clockwise. Repeat.

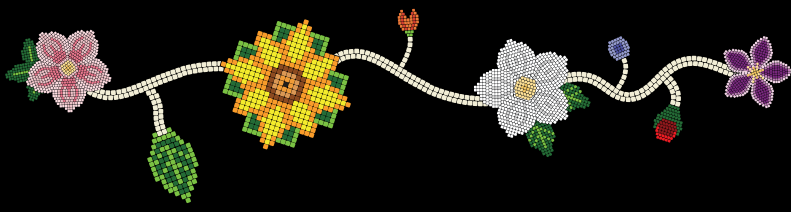
### Student-Led Discussion

Time: 5-8 minutes per group

Benefits:

- Teaching content is often the best way to learn it
- Students gain public speaking and leadership skills
- Instructor can gauge what concepts the students understand and which concepts they struggle with Students meet and develop working relationships with others in their major/academic interests

Directions: Break students in groups determined by their major or academic interests. Assign each group a topic or group of discussion questions related to their academic interests (see earlier in the guide). Have students lead discussion.



## Classroom Activities (cont):

### Think, Pair, Share

Time: 10 min

Benefits:

- Students interact with the text individually and collectively.

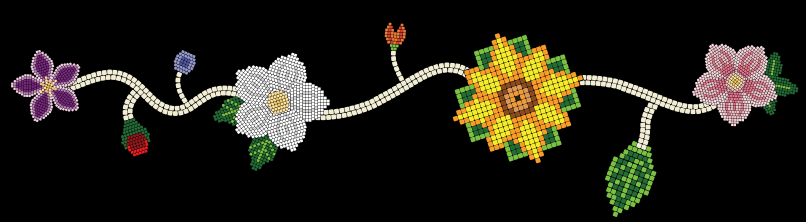
Directions: Choose questions from the question guide. Have students free write their response, then pair up and share responses. Gather students back together and ask for pairs to volunteer their answers, or go around the room and have all pairs share.

### Facts, Statistics, and Terms to Know

Explore terms used in the novel, demographic data from various cities, and mental health resources.

### Strategic Plans for the Apocalypse: Critical Engagement with Cherie Dimaline's *The Marrow Thieves*

Created by [David Gaertner](#): "For this assignment, your group is tasked with creating a 5-year strategic plan for a 'university' for the Indigenous community Dimaline leaves us with at the end of *The Marrow Thieves*." [Read more about the assignment.](#)



## Games:

### Spinning Yarns (Benjamin Ward, 2011)

#### Objective:

In the tradition of “talking sticks” used in talking circles, the aspiration of “Spinning Yarns” is to stimulate discussion and foster involvement by only allowing players to speak when they hold the ball of yarn. The implied purpose of the game is to demonstrate the “connectedness” of the players through play, and when possible, through the questions asked.

#### Number of Players:

- At least 10

#### Duration:

- 10 to 40 minutes (depending on the number of questions asked)

#### Materials:

- One ball of yarn (avoid rolling the ball too tight)

#### Prep:

- The game facilitator will generate a series of questions to pose to the class. The discussion questions listed above could work well.

#### How to Play:

Ask students to raise their hands to be called on to answer questions. Stress that only students holding the ball of yarn may answer questions. Make sure that all players understand that they are to toss the ball of yarn, not throw it aggressively. This is supposed to be a fun experience for everyone.

- Ask the first question, hold one end of the the ball of yarn, then gently toss the ball to a student with a raised hand. If that student contributes to the conversation, they may hold onto the strand of yarn
- Ask the next question. The player with the answer from the previous question may choose the next person who raises a hand to answer the next question. If the student holding the ball of yarn did NOT contribute to the conversation or answer the question correctly, they do NOT get to hold onto the strand of yarn and become a part of the chain at that time – instead, they will toss the ball of yarn back to the person who had it before them (if they contribute to the conversation later, they can join the web of yarn later).
- Continue to ask questions until you have finished you question list, run out of yarn, or have run out of time.
- Review any overarching concepts that may have been brought forward by the line of questioning.
- Have students gently pass the strands of yarn to one side. And gather up the loose strands yarn.

#### Tips and Tricks:

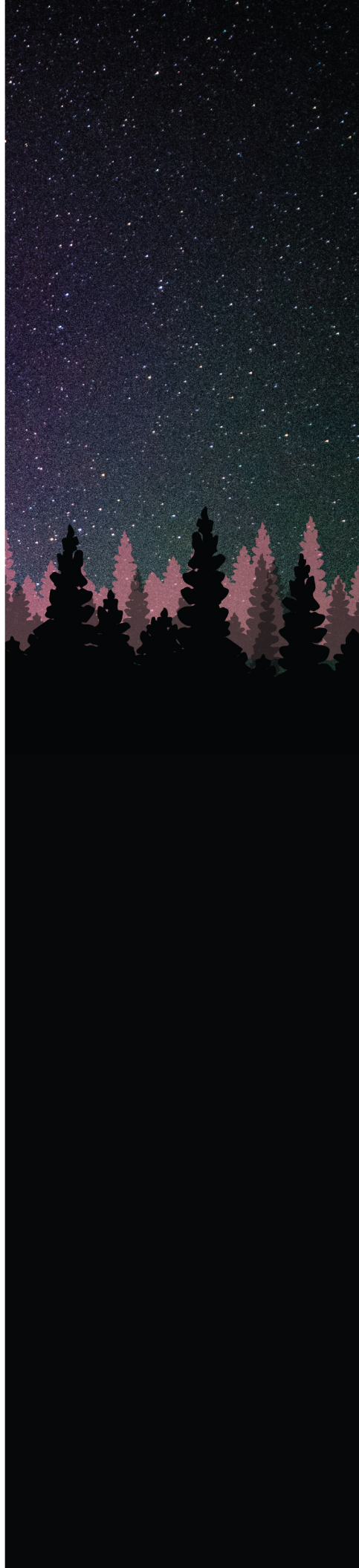
- List of questions that progressively reveal a narrative, line of thought, or an interrelated set of concepts work best with this game.
- It is often difficult to salvage a ball of yarn from the tangle created by playing this game. Be forewarned.
- The farther a ball is tossed, the more fun the game. But, be sure everyone is paying attention when the ball is being tossed or someone may be lightly injured.

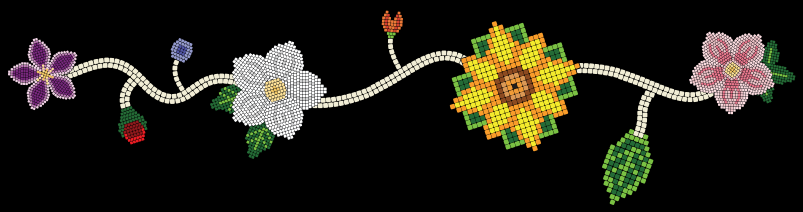




# DIVE INTO THE NOVEL

Meet the major characters, utilize chapter summaries, and explore the general timeline of the novel.





## Chapter Summaries:

### Chapter 1: Frenchie's Coming-To Story

- Frenchie and his brother, Mitch, are hiding in an abandoned treehouse after escaping from their school. A group of Recruiters (school truancy officers) discover their hideout. Mitch sacrifices himself for his brother and is taken away in a white van. Frenchie recalls how his father had planned to take them north, but left with the Council and never came back. His mother has been missing as well. Frenchie is on the run, but passes out against a tree one night. When he comes to, he has been saved by a group of about seven Indigenous people. Frenchie recalls his father talking about the man who saved him, Miigwans.

### Chapter 2: The Fire

- Miig explains to Frenchie that dreams are in the marrow of the Native people because they were woven in with their DNA. Frenchie then introduces each member of his newfound group while Miig prepares to tell a story.

### Chapter 3: Story: Part One

- Miig tells the story of the Anishaabe people and their history. When the colonizers came, they brought sickness and boarding schools. Later, the Anishaabe opened their own schools to teach the children. America started a war over water, and the Great Lakes and other water sources were polluted beyond use. Global warming, known as the Melt, forced those who lived in the north to move south. After the wars, the continents have begun sinking into the sea. This, combined with disease, destroyed over half of the population. Then, everyone became unable to dream except for the Indigenous people. Miig ends the story here and the group goes to their tent for bed. RiRi stops Frenchie and asks for him to tell her stories in her tent. RiRi isn't allowed to hear the story because she is too young, but she begs Frenchie to tell her what Miig had shared. Frenchie tells her the simplified basics. A new outsider, Rose, enters the camp and Frenchie secretly hopes that he isn't her cousin.

### Chapter 4: Magic Words

- Rose settles in with the group. Miig decides to take the boys hunting. When they return, Rose tells Frenchie that Minerva has been teaching the girls the language while the boys are away. Frenchie becomes jealous of Rose, but they quickly make up while on the move.

### Chapter 5: Haunted in the Bush

- RiRi asks Frenchie about his family. He tells her, even though it is painful. The boys go hunting again. The group splits up, and Frenchie finds a tree to relax in. A huge moose appears, but after some contemplation he decides not to shoot it. The group comes back together and Wab acts strangely.

### Chapter 6: A Plague of Madness

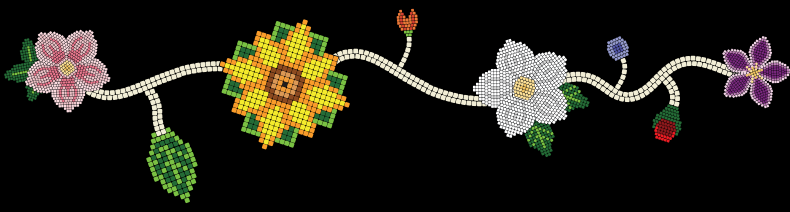
- Wab continues acting strangely. Miig talks about whether the Recruiters are inherently good or bad. Wab reveals that she saw someone from her past while on the hunting trip.

### Chapter 7: The Four Winds

- Frenchie tests an electric fence so that Miig doesn't have to. The group finds an abandoned Four Winds hotel and decides to stay a few days. Minerva tells the girls the tale of the Rogarou, a dog that haunted Minerva and others. During the night, Rose comes into Frenchie's bedroom. She tells him about her coming-to story. They kiss, but RiRi interrupts. When Frenchie wakes up, he discovers that the rest of the group has been sleeping in his bedroom. After two nights, Miig wants to leave the hotel. While gathering supplies, Frenchie finds Wab, drunk. He and Chi Boy take her to the rest of the group, and she begins telling her coming-to story.

### Chapter 8: Wab's Coming-To Story

- Wab tells her coming-to story. She lived alone with her mother on the top floor of an apartment building. After a fire, they both end up living on the streets. Wab started running favors across town in exchange for food. One day, a group of men tricks Wab into delivering an empty letter so that they can trap her. They cut out her eye and sexually assaulted her multiple times. After two days, she was released and left the city. The man who gave her the fake letter is who she saw in the woods on the hunting trip. RiRi was present during Wab's story, so Miig decides that it is time for her to hear the Story.



## Chapter 9: Story: Part Two

- Miig continues telling the Story. He explains that the changing climate caused disastrous weather. Pipelines split open and drowned towns and lakes in pollution. After everyone stopped dreaming, people turned to Indigenous groups for help. Additionally, Indigenous people were forced off of their lands. The Church and scientists discovered that dreams could be taken from the bone marrow of people with Indigenous bloodlines. The schools were opened in order to siphon off the bone marrow.

## Chapter 10: Back Into the Woods

- Miig forces the group to leave the comfort of the hotel. Before they leave, RiRi finds a pair of bright pink rubber boots to wear. Frenchie discovers that Recruiters are clearing land for a new school farther north. Miig tells Frenchie the histories of members of the group and begins telling his own coming-to story.

## Chapter 11: Miigwans' Coming-To Story

- Miig tells Frenchie his coming-to story. He lived with his husband, Isaac, in a cabin in the woods. One day, they find a group of three people in the woods. They take them into their home, despite Miig's protests to Isaac. The guests become rude- eating too much and overstaying their welcome. The youngest of the group warns Isaac and Miig to run because the Recruiters are on the way. The Recruiters find the duo.

## Chapter 12: Finding Direction

- The group stops to set up camp with plans to continue moving north in the morning.

## Chapter 13: The Potential of Change

- RiRi finds a lunchbox with a fresh sandwich in it on the journey. They find that the two men that Wab knows have set up camp, and determine that the sandwich must be his. The group sets off to find them.

## Chapter 14: The Other Indians

- The group finds the men and their campsite. They enter, and the men introduce themselves as Lincoln and Travis. Travis is the man who gave Wab the fake letter when she lived in the city. Frenchie feels anxious around the newcomers. Lincoln tells Miig about a group in a nearby town fighting back against the Recruiters. The men convince the group to stay very near to their campground.

## Chapter 15: The Way It All Changed

- The group wakes up with Tree and Zheegon being held at gunpoint and RiRi being choked by Lincoln. After some begging, he lets her go. Travis reveals that they have been paid by the Recruiters to capture the group. They knock out Travis, but Lincoln grabs RiRi and runs. He runs off the edge of the cliff with her. The group is in hysterics over the loss of RiRi. Frenchie runs back to camp and shoots Travis dead.

## Chapter 16: The Long Stumble

- The group continues the run away from the campsite and the site of RiRi's death. Miig tells Frenchie about how he ran away from the school and describes how he met his father and the council. Miig reveals that he found out that Isaac had been killed for his bone marrow in the school, and that this caused him to shoot a man and leave him for dead.

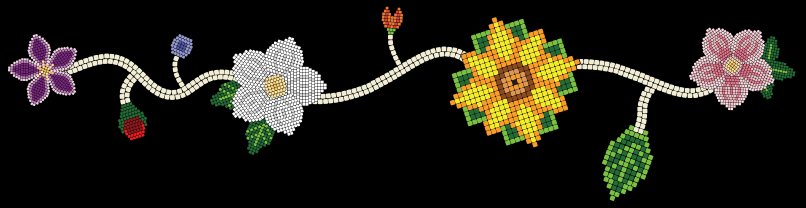
## Chapter 17: Rogarou Comes Hunting

- The group hears the Recruiter whistles and they run to hide for the night in a barn. Everyone but Minerva sleeps in the top loft. During the night, the Recruiters come and take Minerva. No one is able to stop her because she had kicked the ladder down from the loft; essentially sacrificing herself. Everyone prepares to keep moving on, but Frenchie announces that he is going after Minerva.

## Chapter 18: On the Road

- The group heads for the nearest town, Espanola. They find written syllabic symbols and determine that they must be close to the resistance group. Frenchie and Rose find a creek of fresh water. They kiss beside the water.





### **Chapter 19: Found**

- The group is awoken by members of the resistance. They are taken into their campground, where it is revealed that the old Council still exists and lives on the campsite. Frenchie's dad is among the Council, and they reunite. The Council says that they have heard about Minerva in Espanola.

### **Chapter 20: The Miracle of Minerva**

- The Council tells what they have heard of Minerva. Prior to her extraction, she began singing. This caused an explosion and the destruction of the school.

### **Chapter 21: Loss**

- Frenchie tells his dad about how he lost Mitch and his mother. Frenchie reminds the group that they are just as much family to him as his father is. They kiss again. Frenchie finds Miig and tells him that he will find Minerva.

### **Chapter 22: The Circle**

- Frenchie is rude to Rose. He also accuses his father of never looking for him or his brother. Derrick and Rose dance at the social and Frenchie storms off angrily.

### **Chapter 23: Word Arrives in Black**

- The next day, the men go out hunting. Rose and Frenchie continue to argue. He speaks to his father about his childhood. The group discovers that Minerva will be moved to an airstrip the following day in order to transport her to the Capital.

### **Chapter 24: Lost and Found and Lost**

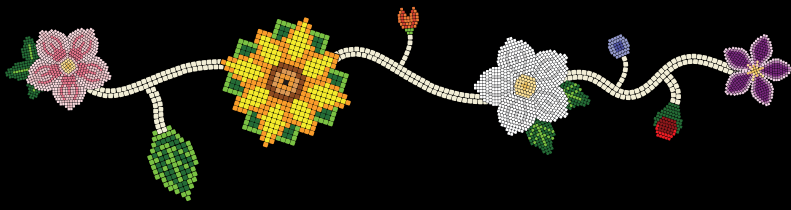
- The group and the Council go out to rescue Minerva. They shoot the tires of the car with arrows, and then shoot the driver. As the group goes to retrieve Minerva, Miig discovers that the driver is not dead, and the driver shoots Minerva. Minerva tells the group in her dying breath to go home, in the language.

### **Chapter 25: Kiiwen**

- Rose and Frenchie cut off their braids to show their mourning for Minerva. The group and the Council keep moving north. Rose leaves the group, but Frenchie feels obligated to stay behind with his father. Frenchie's father encourages him to go with Rose. A few other members of the group and Council join the duo.

### **Chapter 26: Locks Mean Nothing to Ghosts**

- The new group finds another group of Indigenous people. One of these men is Miig's husband, Isaac, and they reunite.



## Characters:

### Frenchie

- Given name is Francis, also known as French. A 16 year old Metis boy who lived with his parents and brother before the Recruiters came.

### Mitch

- Frenchie's older brother. Sacrifices himself to save Frenchie.

### Mom

- Frenchie's mother. She went missing after running away with Mitch and Frenchie.

### Dad

- Frenchie's father. He is a member of the Council. He was believed to be dead after a trip to the Capital.

### Miigwans

- Also known as Miig. He is the leader of the group. Prior to running from the recruiters, he lived with his husband Isaac.

### Isaac

- Miigwan's husband. Fluent in multiple relationships with an affinity for literature.

### RiRi

- The youngest member of the group. She came to the group as a baby and loved to hear stories in the evening.

### Minerva

- The elder of the group. She is deeply connected to her culture, teaching the girls the language.

### Chi-Boy

- A seventeen year old member of the group. He is very quiet and thin.

### Tree

- Zheegwon's twin. Very connected to his brother.

### Zheegwon

- Tree's twin. Shares a single baseball cap with his brother.

### Slopper

- A nine year old group member.

### Wab

- An eighteen year old girl with a large scar across her face. The oldest female group member.


### Rose

- A teenage girl in the group, and Frenchie's love interest.

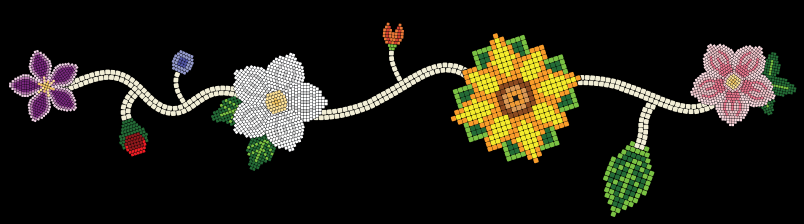


# AWARDS AND COMMUNITY

Find information about awards and scholarships related to the novel and undergraduate research and explore how faculty, staff, and community members can get involved with K-State First Book and the common read







## K-State First Book Awards:

### Faculty/Staff Award

Faculty and staff members who have created learning activities related to the common book are encouraged to submit them for recognition. Outstanding activities may include, but are not limited to, paper assignments, events, discussions, and programs, and are selected based on creative applications of themes from the book, engagement of students in program, project, or activity, and demonstration of enthusiasm for enhancement of the educational experience at K-State.

### Student Award

Students are invited to share their experience of the issues raised in *The Marrow Thieves*. This experience can be shared through a non-fiction essay, creative writing, music, video, visual art, (filmed) performance art, or some other medium. Students are also encouraged to submit a short (2 minute) personal video. Entries should indicate the basis for the experience, such as the book, the author lecture, a classroom discussion, or another event or program or reading selection.

The contest is open to all K-State students. The winner will receive a \$1000 scholarship for the Spring 2022 semester. For more information, see [www.ksu.edu/ksfb/award.html](http://www.ksu.edu/ksfb/award.html).

## Undergraduate Research:

Contact Dr. Peter Dorhout-Vice President for Research or the [Office of Undergrad Research and Creative Inquiry](#).

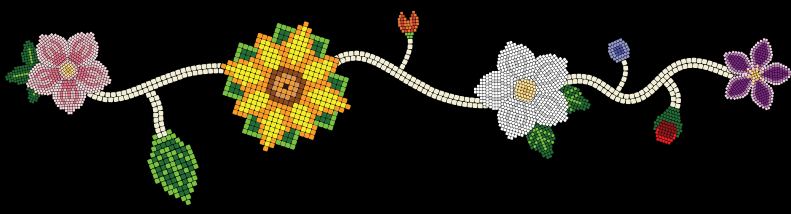
### Awards

K-State offers many awards for undergraduate research, including for first-year research experiences. Consult individual colleges and departments to learn more about possible undergraduate research awards. Click on the award titles to learn more!

- **Kirmser Award:** recognizes and promotes outstanding scholarship among K-State's undergraduate students. Awards given to winners in the freshman individual, non-freshman individual, and group project categories. The grand prize for each individual category is \$1,000. Grand prize for the group project category will be a minimum of \$2,000 and will be based on the size of the winning group. Research projects must

have been completed as a requirement for a K-State course, and may encompass any academic topic. Applications are evaluated based on the use of library resources.

- **Raj and Diana Nathan Undergraduate Research Experience Award:** \$5,000 awarded to a College of Engineering undergraduate student at the junior or senior level. Provides a meaningful research experience for the recipient. Funds are designated to support the activities of the selected student and may be paid to the student as an hourly student wage. The award should be used for an independent project or an expansion of a funded research project. A fully engaged faculty member to supervise the student's experience is important and the department head when recommending a proposal should consider this.
- **Undergraduate Research Award grant:** provides funding for students to work under the guidance of a faculty research mentor. Students get the opportunity to network with other researchers, make contributions to their research field, and present, perform or exhibit their work publicly. Undergraduate Travel Award grant recipients will be reimbursed for travel cost associated with their research, such as presenting at a conference or conducting research at an archive.
- Nationally competitive scholarships include the Rhodes, Marshall, Udall, Truman, Goldwater, and Fulbright. Contact Jim Hohenbary for more information ([jimlth@ksu.edu](mailto:jimlth@ksu.edu)).



## Faculty, Alumni, and Community:

You don't have to be an incoming student at K-State to participate in our common reading program. Here are some things you can do with your friends and family.

### Read the book

- Purchase a copy online or from your local bookstore.
- Borrow a paper copy from your public library.

### Discussion

Initiate a conversation with your incoming student about the book. Suggested questions:

- How has climate change and severe weather impacted the landscape Frenchie navigates? How has it affected the main characters' daily lives? What impact has it had on the non-indigenous population?
- How has climate change impacted you? Do you think the future Dimaline envisions is possible? Why or why not?
- Cherie Dimaline stated, "I wanted people to come away saying, 'I would never let that happen,' or, more correctly, 'I would never let that happen again.'" Compare and contrast this novel to real historical events (e.g. residential schools). How do these events relate to each other as well as to the book?
- Cherie Dimaline speaks to the need for humor and joy in stories about survival. Where do you see joy and laughter in Frenchie's story? What role does it play?
- Although *The Marrow Thieves* is a work of speculative fiction, did you find you also learned about the real-life lives of Indigenous peoples and the challenges they face today? What was the most important thing you learned?

### Get Involved

- Start a book discussion or use *The Marrow Thieves* in your book club.
- Explore the other resources on the K-State First Book website, including recommended books, movies and resource links.
- Follow K-State First on Twitter, Facebook, and Instagram @kstatefirst
- Attend the events held on the K-State campus throughout the 2021-2022 school year.

Do you have an idea you want to share? Email us at [ksfb@k-state.edu](mailto:ksfb@k-state.edu) and we'll add it to the list.