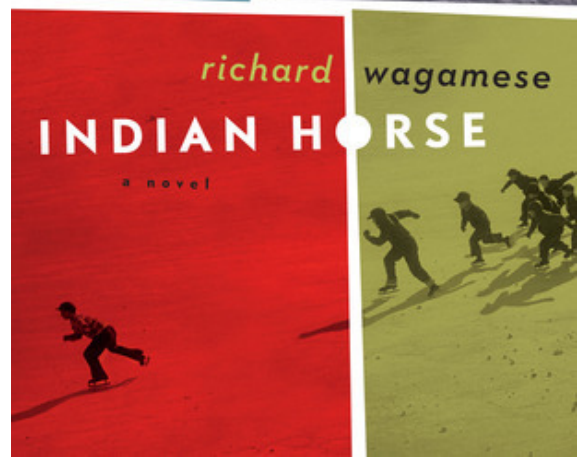
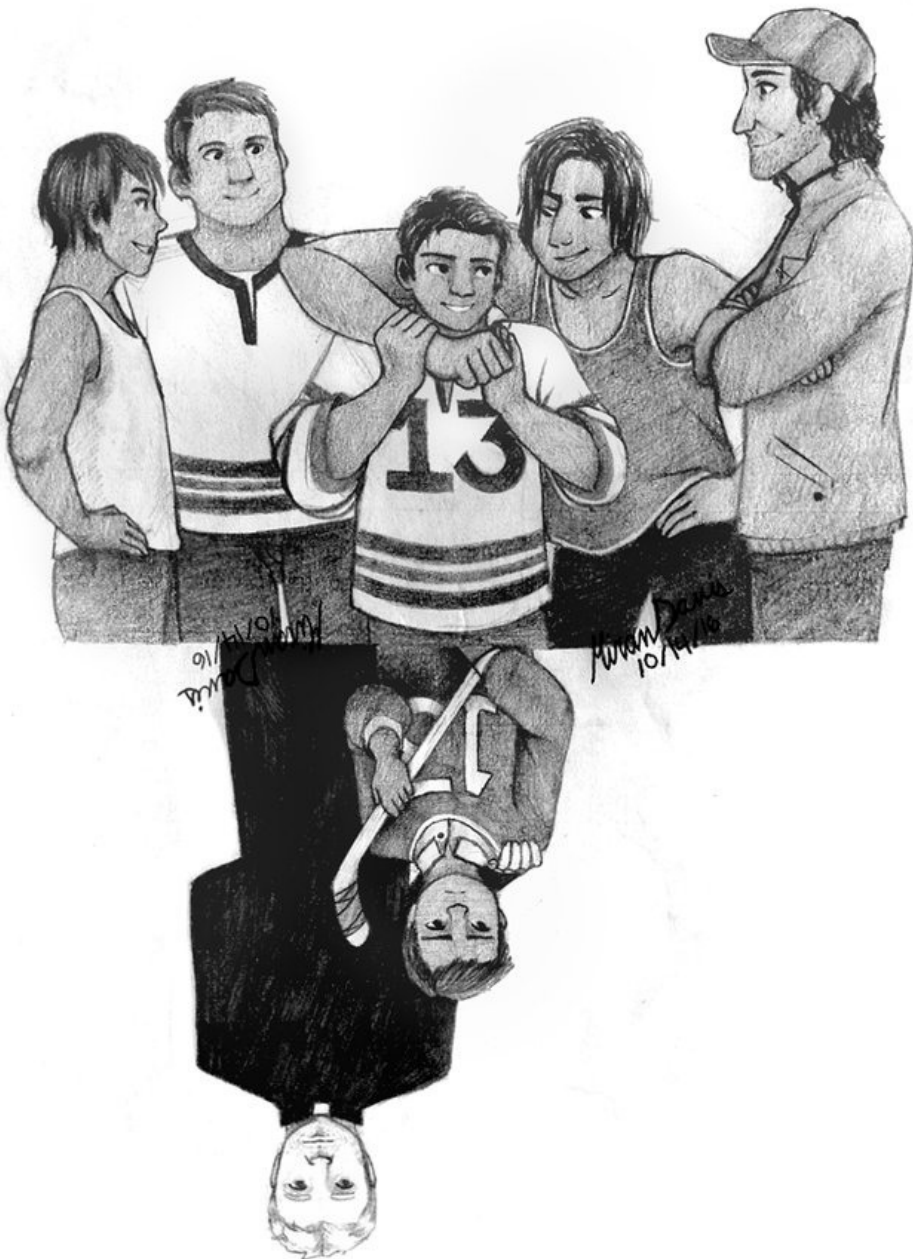


Indian Horse

By Richard Wagamese

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Imagery



“They took me to St. Jerome’s Indian Residential School. I read once that there are holes in the universe that swallow all light, all bodies. St. Jerome’s took all the light from my world. Everything I knew vanished behind me with an audible swish, like the sound a moose makes disappearing into spruce.

The author explains how Saul felt when he was taken to St. Jerome’s Indian Residential School and he uses simile and other descriptive words to describe how Saul was feeling during that time. I can feel Saul by this imagery because just by reading this text, I could listen to the sound of a moose and feel the whole scene as if I am actually there myself.



“The with glory of the rink. The sun was shining and the sky was pale blue. There wasn’t a hint of wind. The air hung cold and crystalline as the boys pushed themselves around that oval to warm up, the huffing of the breath wreathing their heads.”

The author explains about the outdoor ice in St. Jerome and players who plays hockey on the outdoor ice. It was the first time that Saul saw what hockey was. This imagery makes me think of what the outdoor ice actually feels like.

Characterization



Name: Saul Indian Horse

Direct characterization: “We were all a year older by the time winter came. I was almost thirteen” Pg. 87. “I was smaller than the players I faced.” Pg. 89. He is young and small.

Indirect characterization: “I spun on my skates and slid backwards into the boards behind the net ... stare at me in amazement ... you thought yourself? ... yes, from books and the games on television.” Pg. 70. He is hardworking and passionate because he practices all by himself to be better.



Name: Father Leboutilier

Direct characterization: “He was a young priest with a sense of humour that angered his fellow priests and the nuns, and a kindness and sense of adventure that drew the boys to him.” Pg. 56. He is humorous, young, kind, and adventurous.

Indirect characterization: “It didn’t surprise me when he began to show up at my early morning solo practices. He’d wait until I had scraped the ice clear and done my warm-ups, then lace up his own skates and join me.” Pg. 83. He is passionate and helpful. However, it was to make Saul quiet about what he did. He sexually harassed Saul.

Inquiry Question Answered

How has hockey treated the First Nations people?

1. White people did not want to play together; even though, they were good enough to play with. For examples, in page. 90-92 and 94, “But the world of hockey in the early 1960s was a closed one, as it turned out ... they think it’s their game,” “anyway, we love hockey. Trouble is, the mill town teams don’t want anything to do with us. They won’t play us even though we’re good enough.” In the past, white people wanted to keep all sports only to themselves, including ice hockey which goes against the sportsmanship as well as against human rights.
2. They also discriminated and disrespected the First Nations people when they played against each others. For example, in page. 137, “I started to see a line in every arena we played in. It showed itself as a stretch of empty seats that separated the Indian fans from the white ones. Police were stationed at the separate entrance they shunted our people through. I saw a lot of players on the opposing teams would not remove their hockey gloves to shake our hands after a game. Some of them didn’t even leave the bench.” This scene shows that not only the players but the whole First Nations in the society were being discriminated in this time period.

FIRST NATIONS PEE WEE ICE HOCKEY TEAM FROM CALGARY, ALBERTA

