

# Walking in Two Worlds

**Kinew, W.**

Indigenous teenager Bugz walks between two worlds the real world where she is self-conscious and worries about her appearance, and the online world where she is a superstar in the Floravese video game universe as she battles against Clan: LESS, a team of misogynistic boys. When one of her gaming rivals leaves China and moves to Bugz reservation to live with his aunt, as her romantic feelings for him grow her dominance in the Floravese begins to wane. This engaging, timely Canadian novel can be used as a read-aloud novel, literature circle selection, or for independent reading, and can launch discussion of both Indigenous and online culture.

**Collections:** Indigenous

**Subjects:** English Language Arts

Grades 7-10

**Evaluation Date:** Sep 2022



Social Considerations



Indigenous Content

# Resource Evaluation

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## CURRICULUM FIT

### Does the resource support BC curriculum?



Extensively

This novel explores the following Big Ideas in the English Language Arts curriculum: "Exploring stories and other texts helps us understand ourselves and make connections to others and to the world" and "Texts are socially, culturally, and historically constructed." Furthermore, this novel can be used to develop these Curricular Competencies, in particular: "Recognize how language constructs personal, social, and cultural identity" and "Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts."

### This resource supports the Core Competencies of the BC curriculum:

- Communication
- Creative Thinking
- Critical & Reflective Thinking
- Positive Personal and Cultural Identity
- Personal Awareness and Responsibility
- Social Awareness and Responsibility

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## SUGGESTED CLASSROOM USAGE

Walking in Two Worlds could be used as a read-aloud novel, a literature circle selection, or an independent reading novel. Due to its plot and content, it could be used to facilitate discussion around Indigenous and online culture.

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## SOCIAL CONSIDERATIONS

### Age

The novel portrays conflict between the protagonist and the older generation, including her parents, due to their adherence to traditional customs over modern sentiments.

### Gender Roles, Identity & Sexual Orientation

This novel examines how online communities can be sexist toward females. It focuses on a team of gamers that is frequently misogynistic and driven by toxic masculinity. Furthermore, the protagonist's mother is an elected chief, while her father assumes a more supportive role in the household.

### Multiculturalism

A central character moved to Canada from China and belongs to the Uighur community, an oppressed ethnic minority. That same character faces some racist comments from school peers.

### Violence

The novel features mostly virtual violence, including guns and military vehicles. It also depicts a virtual decapitation.

### Ethical and Legal

A group of men trespasses on traditional Indigenous territory and destroys an ancient rock formation that was created by the protagonist's ancestors.

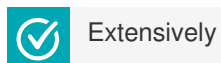
### Safety

There are a couple instances of characters vaping. Also, online safety concerns are explored, such as doxing, deepfakes, and alt-right ideology. Furthermore, the novel references cutting, as a form of self-harm. In one particular instance, the protagonist cuts herself. Later on, she contemplates suicide via hanging.

### Language

There is one use of the word "hell".

### **Do the social considerations support, rather than detract from, student learning?**



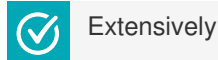
This novel's social considerations extensively support student learning. Teachers could organize classroom discussion around several considerations, especially its subject matter involving Indigenous Peoples and online culture. Overall, the novel's considerations make it a thematically relevant and engaging read for its intended audience.

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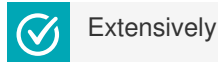
## GENERAL CONTENT

### Content

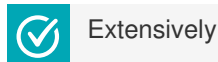
**Is the resource engaging?**



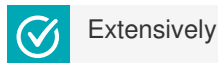
**Is the content current for the intended curriculum and grade?**



**Is the content accurate for the intended curriculum and grade?**



**Is the content relevant and important for student broad understandings?**

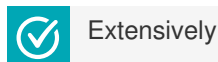


**Is the resource an Authentic First Peoples Text?**

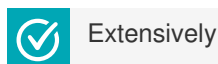
- Yes

### Audience

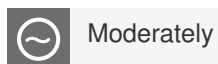
**Is the content appropriate to the emotional maturity and cognitive level of students?**



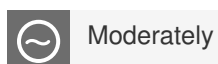
**Does the resource provide opportunities for creative and critical thinking?**



**Is the level of detail appropriate?**



**Is the language use appropriate to the emotional maturity and cognitive level of students?**




Due to its depiction of both online and Indigenous culture, this novel can engage its intended audience. That same subject matter contributes to the novel being a relevant

intended audience. That same subject matter contributes to the novel being a relevant read that can both promote students' critical thinking and develop their broader understanding of Canadian society and beyond.


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## TECHNICAL DESIGN


**Does the resource make effective use of the medium?**

 Extensively

**Is the resource easy to use?**


 Extensively

**Is the use of font, text size and presentation suitable?**


 Extensively

This novel has consistent font and text size. The font size is large.


**Does the text show insight into the complexity of the human condition?**

 Moderately

**Does the text broaden students' experiences and understanding?**

 Extensively

**To what degree is this text stylistically rich?**

 Moderately

**Plot description**

Bugz, a seemingly ordinary teenager, attempts to balance life in two worlds: the first as a self-conscious student in a small Indigenous community and the second as a superstar in a popular virtual video game, the "Floraverse". Eventually, Bugz's two worlds collide when a new kid arrives in town, who just happens to be a member of a rival gamer team, Clan: LESS. As her romantic feelings for the new kid grow, her dominance in the Floraverse becomes far less certain.

**Related Comments**

Walking in Two Worlds features complex conflicts, rich characterization, and well-developed themes. The protagonist grapples with internal conflicts related to both her body image and her brother's fight with cancer. Meanwhile, the novel's external conflict emphasizes the potential toxic nature of online culture. The characterization of the protagonist is especially memorable due to the duality of her real and virtual lives. Walking in Two World's strong themes, especially those involving its Indigenous subject matter, make it a timely and important read for students and teachers alike.

**Genre**

- Fantasy

**Literary Highlights**

- Complex conflict(s)
- Rich characterization
- Well-developed themes

**Type**

- Novel

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**ADDITIONAL COMMENTS**

**Reading Level**

- At intended grade level(s)

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**GRADES AND SUBJECTS**

**Subjects**

- English Language Arts: 7-10

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**ADDITIONAL INFO**

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