

Bringing Stories to Life with Raven and the Loon

<p>Resources used and possible concerns</p>	<p>Qitsualik-Tinsley, R., Qitsualik-Tinsley, S., & Smith, K. (2015). <i>Raven and the Loon</i>. Iqaluit, Nunavut: Inhabit Media.</p>
<p>Author/creator and/or literature background</p>	<ul style="list-style-type: none"> - Rachel Qitsualik-Tinsley (author) is an Inuit writer. In 2015, her and her husband/co-author, Sean Qitsualik-Tinsley, won the Burt Award for First Nations, Metis, and Inuit Literature (Roberts, 2015). Rachel was also awarded the Queen Elizabeth II's Diamond Jubilee Medal in 2012 for her writing (Governor General of Canada, 2012). - Sean Qitsualik-Tinsley (author) is a writer of Scottish-Mohawk descent (Strong Nations, 2020). With his wife Rachel Qitsualik-Tinsley, he has written several books of Inuit lore. - Kim Smith (illustrator) is an artist from Calgary, Alberta.
<p>UPE course connections (not exhaustive)</p>	<ul style="list-style-type: none"> - EDUC 435: Literacy, Language and Culture: This text is a good example of multimodal storytelling as students can examine the words and illustrations as they work to tell the story, as well as how they can be read independently (visual and text literacy). This text is also a good way to discuss character education found within classroom texts, and how to use texts to talk about behaviour, ethics, and morals. The activities that can be done with this text (below) are also very related to literacy and involve reading and writing in different forms and mediums. - EDUC 427: Science, Technology, Engineering and Mathematics: This text demonstrates how science can be connected to storytelling, culture, and literacy. Even at a grade one level, you can see how texts can be used as an entry point into STEM subjects such as science and how this may support students who may otherwise have trouble understanding or connecting to these subjects. Humanizing STEM subjects also helps students understand the place of STEM within our society and the social elements and responsibility inherent to these fields. - EDUC 520: Interdisciplinary Learning: This text can be used to demonstrate how subjects can be connected using relevant resources. This book can be used to teach multimodal literacy, but also be an entry point into STEM subjects, so educators can see the tangible ways in which subjects are related and can be connected in a classroom

	<p>using a common text. The text can be used to humanize and connect to the sciences, as well as teach science through storytelling- an important connection for educators to be able to identify in resources.</p> <ul style="list-style-type: none"> - EDUC 535: Elementary Specialization II: This book could be useful in many of the specialization courses, such as Social Studies, ELA, Fine Arts, and Science. Because of the interdisciplinary potential of this text, it could be useful text to introduce to pre-service teachers across a variety of subjects. This text could be used as a prompt- have students explore different lessons and activities that could come from a text like this. While this is a short text, the lessons that it fosters could be a long-term project for part of the school year- being able to identify how resources can aid in long-term unit and lesson planning is a valuable skill for pre-service teachers.
<p>K-12 connection</p>	<p>Grade 1 Social Studies: 1.1.3 - examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ● What different types of communities or groups do you belong to? ● What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? ● In what ways do we belong to more than one group or community at the same time? ● In what ways do we benefit from belonging to groups and communities? ● What are our responsibilities and rights at home, at school, in groups and in communities? <p>- 1.1.4 - determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> ● In what ways do people cooperate in order to live together peacefully? ● How do groups make decisions? ● In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? ● How do our actions and decisions contribute to the well-being of groups and communities? ● How does caring for the natural environment contribute to the well being of our community? <p>-1.1.5 - distinguish geographic features in their own community</p>

	<p>from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none">• What are some familiar landmarks and places in my community?• Why are these landmarks and places significant features of the community?• What are some differences between rural and urban communities?• Where is my community on a map or on a globe? <p>- 1.2.1 - appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none">• recognize how their families and communities might have been different in the past than they are today• appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging• recognize how their ancestors contribute to their sense of identity within their family and communities• appreciate people who have contributed to their communities over time• recognize how diverse Aboriginal and Francophone communities are integral to Canada's character• acknowledge and respect symbols of heritage and traditions in their family and communities <p>-1.S.6 - develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:</p> <ul style="list-style-type: none">• behaviour in accordance with classroom, school and community expectations <p>-1.S.8 - demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none">• interact with others in a socially appropriate manner• respond appropriately, verbally and in written forms, using language respectful of human diversity• listen to others in order to understand their point of view• create visual images using paint and draw programs <p>Grade 1 ELA:</p> <p>-1.1 Express ideas and develop understanding</p> <ul style="list-style-type: none">• share personal experiences that are clearly related to oral, print and other media texts• talk with others about something recently learned• make observations about activities, experiences with oral, print and other media texts• experiment with different ways of exploring and developing stories, ideas and experiences
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	<p>-2.1 Use prior knowledge</p> <ul style="list-style-type: none">● use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning● use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts● use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning● use knowledge of print, pictures, book covers and title pages to construct and confirm meaning● use language prediction skills to identify unknown words within the context of a sentence● use a variety of strategies, such as making predictions, rereading and reading on● talk about print or other media texts previously read or viewed● identify the main idea or topic of simple narrative and expository texts● identify by sight some familiar words from favourite print texts● identify high frequency words by sight● read aloud with some fluency and accuracy, after rehearsal● self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge <p>-2.2 Respond to Texts-Construct meaning from texts</p> <ul style="list-style-type: none">● relate aspects of stories and characters to personal feelings and experiences● retell interesting or important aspects of oral, print and other media texts● tell or represent the beginning, middle and end of stories● tell, represent or write about experiences similar or related to those in oral, print and other media texts <p>-2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none">● know that stories have beginnings, middles and endings● tell what characters do or what happens to them in a variety of oral, print and other media texts <p>-2.4 Create Original Text- Generate ideas</p> <ul style="list-style-type: none">● generate and contribute ideas for individual or group oral, print and other media texts
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	<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> ● change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts <p>Structure texts</p> <ul style="list-style-type: none"> ● write, represent and tell brief narratives about own ideas and experiences ● recall and retell or represent favourite stories <p>Grade 1 Science</p> <p>-1-2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.</p> <p>-1-7 Construct objects and models of objects, using a variety of different materials.</p> <ul style="list-style-type: none"> ● Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: ● construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools ● construct model objects; e.g., furniture, equipment, boats, vehicles ● construct toys; e.g., pop-ups, figures ● create wind- and water-related artifacts; e.g., dams, water wheels, boats. ● Identify component parts of personally constructed objects, and describe the purpose of each part. ● Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts. ● Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed. <p>-1-11 Describe some common living things, and identify needs of those living things.</p>
<p>Materials</p>	<ul style="list-style-type: none"> - Smartboard/document reader, chart paper, construction paper, feathers, markers, various building materials (cardboard/other recyclables etc.), fasteners (tape, glue, paperclips)
<p>Rationale</p>	<p>Big idea: This lesson seeks to bring stories to life for children and connect the stories we read to our own stories, family, and community. Through this connection, students can start to foster a lifelong appreciation of literature and the power of storytelling in our lives. By presenting stories from a diverse variety of authors,</p>

	<p>and encouraging students to write stories about their own lives, we validate the experiences and creative work of all people. The various lessons that this story teaches us can demonstrate to students the power of stories to teach us about the world and about ourselves. Furthermore, reading and writing stories about nature may help students to feel more connected to nature. Responsible nature and resource stewardship is an important part of our society and will be of increasing importance in our future, and fostering eco-consciousness in students ensures they appreciate all nature has to offer us and in turn show the responsibility and care this demands.</p> <p>Purpose: The purpose of this plan is to demonstrate the variety of lessons that can come from one text, and how texts can be used to connect seemingly disparate subject matter. Using this text, educators can teach many lessons across subjects such as social studies, ELA, and science, while introducing their students to brilliant Indigenous authors and encouraging them to connect with the story to their own lived experiences. A range of lesson ideas are offered in this plan, which may spark further exploration in individual classrooms and become a very organic and holistic learning experience. The ideas presented can be modified and changed to meet the needs of diverse classrooms and students.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. To begin, start with a discussion about the art of Indigenous storytelling and the place of storytelling within different Indigenous cultures, as well as within the lives of the students (what stories are told in your family?). Put the book up on the Smartboard/document reader with the text block off and “read” it using just the pictures with the class. Make sure to focus on reading the characters emotions through their facial expressions (which are very expressive in this book). If your students are required to wear masks this year, this could be good exercise for them by covering up the bottom of the characters’ faces and practicing “reading” what emotion they are communicating. Have students follow along by making the same faces as the characters. After discussing their thoughts and predictions on what the story is about without the text, read it as a class. 2. Afterwards, discuss what lessons the story is trying to teach us, and what the kids took away from it. At this stage, show the students real pictures of ravens and

loons, as well as where they are usually found (on a map or Google Earth). Ask if students have seen either animal before, and what kind of birds/animals they find in their own neighbourhood. Record a list on the Smartboard/chart paper of local animals your students are familiar with.

3. Have students (individually or in pairs) select an animal from the board. Students will be writing their own short story (this can be modified to the level each student is at) about how that animal got a defining characteristic (ex: how did squirrels get their curly tails? How did skunks get their stripe?). An illustration should accompany their story. See template below.
4. As an extension, students or their partners could act out their stories (trying to use appropriate vocal cues and facial expression to communicate meaning). To further extend, this could also be done on a whole-class level by collectively coming up with a “play” of sorts, that tells different stories similar to the one in the book. The “play” could be done as a series of short vignettes, rather than a long-form production. Students could also build set props which could tie into the Building Things science unit:
 - a. This could be an entry point by discussing Igloos (Qitsualik-Tinsley, R., Qitsualik-Tinsley, S., & Smith, K, page 4) and different types of Indigenous architecture: use of materials, function, cultural relevance etc. This could be an opportunity for outdoor learning as well, as you could do a nature walk and observe how different materials could be used to build things and sustainable use of materials. This would be the intro into the larger Building Things unit.
 - b. Students could build props such as small houses, nests, cars, or costumes such as wings (ring of construction paper with feather’s taped on and worn as a bracelet) and animal masks (a good time to reiterate the different ways different emotions look).

For students who are struggling with memorization or reading (lines), their section of the “play” could be more dance or movement based, rather than reciting lines. Parents could also be invited to view the play towards parent teacher conference time.

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Supporting Sources (APA):

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Qitsualik-Tinsley, R., Qitsualik-Tinsley, S., & Smith, K. (2015). *Raven and the Loon*. Iqaluit, Nunavut: Inhabit Media.

Name:

My animal is a:


