

Emily is a recent graduate from Werklund School of Education, at the University of Calgary. Her Specialization is Elementary Social Studies and is interested in Indigenous ways of knowing and Land- Based Pedagogy. She loves to read and be outdoors.

Title: Embers: One Ojibway’s meditations: Poetry Lesson

Resources used and possible concerns	Embers: One Ojibway’s Meditations by Richard Wagamese <ul style="list-style-type: none"> - Some expletives in the meditations - Meditations might be viewed as Spiritual practice
Author/creator and/or literature background	Richard Wagamese <ul style="list-style-type: none"> - Ojibway from the Wabaseemoong First Nations
UPE course connections (not exhaustive)	<ul style="list-style-type: none"> - Educ 435- Literacy, literature culture This lesson includes students reading, writing, and responding to the main themes that the author addresses in the book. - Educ 450- Diversity in Learning In the Diversity in Learning course it is important to consider the diverse ways of knowing and consider other perspectives. This lesson is an example for teachers to include Indigenous culture and values into the classroom. - Educ 460 & 535- English Language Arts Specialization This lesson involves read, writing, viewing, listening, representing, and listening, which are key components for literacy and comprehension.
K-12 connection	<p>Target grade : Grade 6 (however can be used for higher grade for poetry units)</p> <p>Language Arts</p> <ul style="list-style-type: none"> - General outcome 1: express ideas and develop understanding and consider the ideas of others (Communicate to share personal responses and develop own interpretation), expand personal understanding - General outcome 2: use prior knowledge, appreciate the artistry of text, elaborate on the expression of ideas, make connections from own life to text - General outcome 5: Group work - Other connections: author's intentions and purpose - Aspects of human nature and relate them to those encountered in the community
Materials	<ul style="list-style-type: none"> - Embers book

	<ul style="list-style-type: none"> - Writing tool - Personal writing journal - Project meditations on the board or print out copy for students to have while reading - Large paper to share during discussions
<p>Rationale</p>	<p>Part 1: Big idea: Build on comprehension, writing, and representing skills Purpose: Students engage with authors writing and create connections to the authors themes.</p> <p>This lesson is intended to explore the author’s main themes and create connections from their own lives to the main themes.</p> <p>Part 2 Big idea: Build on comprehension skills and appreciate the author’s purpose and intentions. Purpose: Students engage with the author’s writing and create connections to the authors themes.</p> <p>This lesson is intended to explore the author’s main themes and create connections from their own lives to the main themes.</p>
<p>Lesson/activities</p>	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Students will need to understand the elements of poetry before this lesson. Also review what theme is and examples of themes from previous work. 2. Start off with the theme Stillness from Embers, for example on page 25, have the meditation projected or print a copy for students to follow along and can write on. (before lessons, teacher pre-reads and finds a Meditation/poem that is appropriate for the class and for each theme) 3. Have students break up into groups of 3 to 5 students and have them read the meditation in the group. Once they finish the meditation, have students respond and brainstorm ideas to these questions on a large poster board: <ul style="list-style-type: none"> ● How does this meditation describe Stillness? ● What does stillness mean to you? ● What descriptive words represent stillness?

	<ul style="list-style-type: none">● Write down any words that you might not know the definition of.● As a class have a group discussion about the theme Stillness (and other themes). Consider as a classroom what stillness is in a technology/media driven society. <p>4. Similarly invite students in their groups to explore how the seven grandfather teachings are similar to the authors themes in the book. (watch YouTube video about the 7 Grandfather teachings: https://www.youtube.com/watch?v=oFPuRfqm9RY) Also this website helps to define the seven sacred teachings: https://www.nhbpi.org/seven-grandfather-teachings/#:~:text=He%20was%20taught%20the%20lessons.Honesty%2C%20Humility%2C%20and%20Truth.</p> <ul style="list-style-type: none">- How does the Stillness (or other themes) meditation/poem relate to one of the 7 grandfather teachings?- Ex. Stillness – Love (1 of the Grandfather teachings) “to live [in] peace” or the authors theme of Harmony is similar to the grandfather teaching of Respect. quoted from https://www.nhbpi.org/seven-grandfather-teachings/#:~:text=He%20was%20taught%20the%20lessons.Honesty%2C%20Humility%2C%20and%20Truth. <p>5. Independently have students write in their personal journals a meditation or poem that has the theme of Stillness.</p> <p>6. Continue this lesson with the other themes from Embers, and once students have finished their poems from each theme students can create a good copy book with their poems and pictures of each theme. Once the lesson is complete continue with part two of this lesson.</p> <p>7. Poetry Lesson Part two</p> <p>8. Discuss as a class what is human nature?</p> <p>9. Project or print out copies of the conversation pieces from the Book Embers</p> <ul style="list-style-type: none">● Pg 19● Pg 29● Pg 41● Pg 53● Pg 59
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- Pg 61
- Pg 64
- Pg 66
- Pg 70
- Pg 75
- Pg 81
- Pg 82
- Pg 91
- Pg 93
- Pg 108
- Pg 110
- Pg 113
- Pg 114
- Pg 116
- Pg 118
- Pg 120
- Pg 122
- Pg 126
- Pg 128-129
- Pg 131
- Pg 134
- Pg 139
- Pg 158

10. With each meditation, encourage student to consider the following questions

- What may be the author's intention or purpose with these conversation type meditations?
- How do these specific meditations relate to human nature?
- How do these meditations give us an insight into indigenous ways of knowing and being?

11. Next, invite students to pick (one) meditation from the above list of meditations and find a resource (newspaper, video, article, picture, book) that is an example in their community or that helps to interpret the mediation.

Example:

The meditation on pg. 93, the author asks the old women about drumming and singing and why they are important. The old woman responds that singing and drumming can be the connection between a person and the earth. The author then writes, "you're saying that drumming and singing, anything that leads me inward and then outward, are like praying and meditating" (pg.

	<p>93). In Indigenous ways of knowing, drumming and singing bring connection and community, as people come together. It can also be a healing journey like praying and meditating. The resource that is an example in our community is First Nations women sharing their Jiggle Dance. See video for resource(https://www.youtube.com/watch?v=q8A_fhx085s) and. This young dancer at the beginning of this video shares that she would like to do a dance for the people that are sick from the Covid-19 and by sharing this video on social media she is bringing connection and community by inviting the public to watch. Similarly, in this video they suggest that it is a healing Dress/Dance and that they dance for those who cannot. (watch up to 8:00- https://www.youtube.com/watch?v=gk7Cha5BVUc).</p> <p>12. Create a slideshow of the meditation/poem and the resource that you found.</p>
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Supporting Sources (APA):

APTN News. (2020, March 20). *More Jingle Dress Dancers Join in to Share Healing and Joy* [Video]. Youtube. https://www.youtube.com/watch?v=q8A_fhx085s

Bouchard, D. (2019, September 2). *The Seven Scared Teachings* [Video]. YouTube. <https://www.youtube.com/watch?v=oFPuRfqm9RY>

Mille Lacs Band of Ojibwe. (2018, October 18). *The Jingle Dress Tradition* [Video]. Youtube. <https://www.youtube.com/watch?v=gk7Cha5BVUc>

Nottawaseppi Huron Band of the Potawatomi. (2020). *Seven Grandfather teachings*. <https://www.nhbpi.org/seven-grandfather-teachings/#:~:text=He%20was%20taught%20the%20lessons,Honesty%2C%20Humility%2C%20and%20Truth.>

Wagamese, R. (2016). *Embers: One Ojibway's Meditations*. Douglas & McIntyre