

An Exploration of Indigenous Heroes

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Resources used and possible concerns	Go Show the World, written by Wab Kinew, illustrated by Joe Morse
Author/creator and/or literature background	<ul style="list-style-type: none">- Wabanakwut Kinew, known commonly as Wab Kinew, is an MLA and the Leader of the NDP in Manitoba. He previously held the position of VP of Indigenous Affairs at the University of Winnipeg. He has also worked in television and is still an active musician. Kinew “is a member of the Midewin and is an honorary witness for the Truth and Reconciliation Commission of Canada” (Kinew, 2018). To learn more about Wab Kinew’s back story and share with students what an incredible human he is, view this article: https://quillandquire.com/authors/wab-kinew-speaks-his-mind/- Joe Morse is an award-winning, Toronto artist who is well known for his work commissioned by world class companies, such as Nike, The New York Times, and Rolling Stone. To learn more about Joe Morse or arrange him to speak to the class about his work in the picture book, you can visit his website at: http://joemorse.com/about- The text of Go Show the World is the lyrics of a rap song that was written by Kinew. In this text, Kinew celebrates the accomplishments of Indigenous people from North America by sharing their stories. “Each has a unique story and background, but they all have something in common: a belief in themselves and a tie to the land” (Kinew, 2018). This picture book, published by Tundra, can be used for multiple age levels to celebrate and teach about a diverse group of Indigenous cultures, heroism, active citizenship, and the importance of voice.
UPE course connections (not exhaustive)	<ul style="list-style-type: none">- EDUC 420: This unit could be connected to the current realities of society and how teaching Indigenous ways of knowing inline with the TQS is not simply about exploring the negative side of history. It is also about sharing the astonishing accomplishments of Indigenous people and

	<p>ensuring that future teachers understand the intricacies of Indigenous education.</p> <ul style="list-style-type: none"> - EDUC 430: In pragmatics, the topic of school culture is very prevalent. This unit can be linked to how we, as teachers, engage in the school culture in a positive way. We must ensure that all students are celebrated equitably. - EDUC 435: By practicing culturally responsive pedagogy, you are greater able to learn and celebrate the diverse background of students, including their linguistic diversity. - 535.12 Specialization II Secondary English Language Arts: and 535.19 Specialization II Secondary Social Studies: For both English and Social Studies Spec, it would be helpful to view unit plans that are interdisciplinary and offer arts immersion focused activities. I have heard feedback from colleagues about how they felt they were lacking in the ability to integrate Indigenous knowledges in a way that is less history focused and more hands on. - 535.13 Specialization II Secondary Fine Arts Specialization: I think it would be extremely beneficial for visual arts majors to understand how to use their arts backgrounds to teach a broader range of subjects, like Social Studies and English. As it is common for most art majors to end up teaching a variety of subjects when they are in the field.
K-12 connection	<ul style="list-style-type: none"> - This unit is designed for Grades 7-9. - These are some examples from the POS that fit this unit, but it is not all encompassing <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> - Program of Studies General Outcomes Grades 7-9 <ul style="list-style-type: none"> - <u>Grade 7</u> provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada” (Alberta Education, 2005, p.12). - <u>Grade 8</u> expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world” (Alberta Education, 2005, p.12). - <u>Grade 9</u> focuses on citizenship, identity and quality of life and how they are impacted by political and

	<p>legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined” (Alberta Education, 2005, p.12).</p> <p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> - Program of Studies - Grade 7: <ul style="list-style-type: none"> - 1.1 reflect on own observations and experiences to understand and develop oral, print and other media texts - 3.3 organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose - Grade 8: <ul style="list-style-type: none"> - 1.1 seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences - 3.3 evaluate the relevance and importance of gathered information; address information gaps - Grade 9: <ul style="list-style-type: none"> - 1.1 explore and explain how interactions with others and with oral, print and other media texts affect personal understandings - 3.3 use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources <p>ART</p> <ul style="list-style-type: none"> - General Outcomes Grades 7-9 <ul style="list-style-type: none"> - Drawings 2. Students will develop the ability to investigate visual relationships in their recorded images and in the environment. - Compositions 3. Students will express meaning through control of visual relationships - Encounters 2. Students will understand that the role and form of art differs through time and across cultures.
Materials	<ul style="list-style-type: none"> - A copy of the picture book - A digital or printed copy of the Tundra Discussion Guide if choosing to use it - White board/chalk board/flip chart - Markers for class discussions - Access to technology for research purposes - Students should have writing utensils and a notebook to record their findings - Various art supplies

<p>Rationale</p>	<p>Big idea: To create awareness of colonial bias towards the histories of Indigenous Peoples in Canada, while encouraging a shift in thinking towards reconciliation through celebration of First Nations, Métis, and Inuit cultures.</p> <p>Purpose: Students use their previous learning and knowledge about Indigenous people to rethink how they have been exposed to the bias of colonial Canada. They will use their research skills to learn about and celebrate Indigenous people for their accomplishments beyond the ties to colonialism. Students will be engaged in an interdisciplinary unit that encourages connection to Indigenous ways of knowing.</p>
<p>Lesson/activities</p>	<p>* This unit was designed for a class of students who are primarily white or non-Indigenous and who may not have much exposure to Indigenous cultures beyond what is learned in the classroom.</p> <p>Before beginning this unit, students should have a working knowledge of Indigenous histories and the challenges, both historical and contemporary, that Indigenous people face in Canada. If it has been a while since you have addressed Indigenous history, it would be beneficial to spend some time discussing the laws that were put in place by the government of Canada to assimilate Indigenous people into a Euro-centric society. Pre discussion points → the Doctrine of Discovery, Royal Proclamation of 1763, The Constitution Act of 1867, The Indian Act, residential schools, and the Truth and Reconciliation Commission.</p> <p>It will be pertinent to understand your students' comfort level with difficult discussions.</p> <ol style="list-style-type: none"> 1. Who is a hero? <ol style="list-style-type: none"> a. (20-30 minutes) Invite whole group discussion about the word "hero". Ask students to share who their heroes are and other examples of heroes they are aware of. <ul style="list-style-type: none"> - As a group, put the heroes into categories based on fictional or not, career, race, gender. Based on your group's comfort level and prior knowledge, this can be expanded to include further categories, such as: country of origin, religion, sexuality. - Have students analyze the findings. <p><i>This activity will vary depending on the diversity of students in your classroom.</i></p> b. (10 minutes) In small break out groups, have students analyze the official definitions of hero. Students should choose one or two heroes that were listed in the previous activity and see how they

align with the definitions. “Can you think of any other heroes to be added to our list now that you’ve explored a definition?”

<https://www.merriam-webster.com/dictionary/hero>

- c. Debrief with the whole group. Each small group can share for 30 seconds to a minute about their findings
 - d. (20 minutes) Introduce *Go Show the World by Wab Kinew*. Read the Author’s note to students before proceeding to read the book. Reading the book at the end will help students think about their preconceived perceptions about heroes and engage them in positive acknowledgment of their unconscious biases towards heroes and Indigenous people.
2. Compare and Contrast: why are Indigenous people not viewed as heroes as often as white and non-Indigenous people? This lesson is very content heavy and could easily be separated into two or more parts. Exploring the ideas of bias and propaganda as it relates to Indigenous Peoples in Canada would be a useful extension for grades 8 and 9. *This lesson may be uncomfortable for some students based on their possible personal experiences with prejudice. It is important to have strong connections with your students and be aware of their comfort level and social cues.
- a. Spend the first few minutes of class discussing what was talked about last class. Who were our class’ heroes? What did we learn about our perceptions of heroes?
 - b. (10 minutes) Introduce the term “prejudice”. What does it mean? Have students come up with their own definition or examples of it as they have experienced in their own lives. Using examples from the previous lesson may help students to grasp this concept in relation to the book a bit better.
 - c. (30+ minutes) Explore “prejudice” as related to Indigenous people in Canada. Specific examples from everyday life. Analyze in full class discussions, viewing examples, small group discussions. Use examples from the internet that show the way Indigenous people are treated in the media. Some options to be used here are news articles from the Wet’suwet’en Crisis and Missing and Murdered Indigenous Women and Girls. Looking at examples of KC Adam’s photo series *Perception* would be highly useful in this section.
This photo series is available in print or online here:

<http://www.kcadams.net/art/photography/PERCEPTION.html>

- d. Debrief Journaling - Today's lesson dealt with some heavy topics and may have left some students feeling anxious, sad, or overwhelmed. It is important to discuss these feelings with students and ensure they know it is normal to feel this way. Have them spend 10 minutes or so writing these feelings down in their journal. Get them to ask "why" they feel this way. And if they have ideas on how to address these feelings they can write a list of those options.
3. Indigenous Hero Research
 - a. Reread the book, but this time, read the Biographies in the back of the book first. Then go back to read the story. This will help students understand and analyze the words used in the text
 - b. (Optional) Use the Tundra discussion guide to have more detailed, meaningful conversations about the book, choosing areas that are specific to the points you want to pull out of the book most.
https://tundrabooks.files.wordpress.com/2018/09/go-show-the-world_discussion-guide.pdf
 - c. Students break out into small groups to research Indigenous heroes, in the book or others found online.
 - d. This task is to help raise awareness of who's histories are most accessible on the internet/in books. While also celebrating the Indigenous heroes that Kinew has introduced us to.
4. Research continues for one or two more lessons, dependent on the class's needs
 - a. Students may continue to research in partners or individually. However, if they research in partners, they must still create their own artwork and hand in an individual reflection, in the final portion of the unit.
Student research should go beyond the life of the hero they chose, expanding into knowledge and history of the culture from which their hero is connected. Including, but not limited to, the language spoken, traditional territories, government suppression, ceremonies and celebrations, etc.
 - b. The information that students acquire should be recorded in their notebooks as evidence and to reference during the next portion of the unit.
5. Celebration Creation
Students begin creation on an art piece, in the medium of their choosing. Depending on your timeline and age group,

you can give students complete freedom of expression, or limit their options. Below are some suggestions.

- Create a new picture book that is only about the hero they chose
- Write a poem or song
- Create a poster for the celebration of their hero (this could be an event or awareness poster)
- Create a comic that tells the story of the life of their hero
- Write a short story
- Create a propaganda poster
- Write a screenplay for a documentary about the chosen hero

6. Gallery Walk and Talking Circle

- a. Once students have completed their artwork, engage students in multiple ways of viewing and sharing, by beginning with a silent gallery walk. Students should place their piece on display and silently, all students move around the room to view each other's work. By doing this silently, students are able to take more time to digest the information they are seeing and reflect on it before sharing
- b. Gather students into a circle. If their artwork is easily moveable, they may bring it with them to the circle. Each student then shares a little bit about what their research findings were and their choice of artwork. It is important to acknowledge the traditional and current importance of talking circles in many Indigenous cultures across Canada and beyond. Even if this is not your first circle with students, reaffirming that and reminding students of the guidelines for best practices is key to this experience.
- c. Provide students with guiding questions for a reflection on the unit, to be completed and handed in along with their artwork for summative assessment. Examples of guiding questions:
 - i. Who did you choose as your Indigenous hero to research?
 - ii. What are three key findings that you learned about your hero during your research?
 - iii. What is something(s) that you were surprised about when conducting your research?
 - iv. Describe your art piece and why you chose this form of expression.
 - v. What is the most significant thing you learned through this unit?

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