

Title Grades 1 - 3 Lesson Plan on Storybook How the Fox Got His Crossed Legs

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| Resources used and possible concerns        | How the Fox Got His Crossed Legs Storybook  |
| Author/creator and/or literature background | <p>Author: Virginia Football<br/>Virginia Football collects and translates stories of her people, How the Fox Got Crossed Legs and How Fox Saved the People were both told in Dogrib by her father Sam Football. Virginia currently lives in Edmonton, Alberta.</p> <p>Illustrator: James Wedzin<br/>Dogrib artist James Wedzin was born and raised in the community of Fort Rae on the shores of Great Slave Lake in the Northwest Territories. James is one of the better known aboriginal artists in Canada for his Northern landscapes, animal imagery and Northern lights.</p>   |
| UPE course connections (not exhaustive)     | <p>Education 435<br/>The lesson plan engages students in developing their literacy skills through the focus on having meaningful discussions about Indigenous cultures and traditions, learning new vocabulary and writing ideas down.</p> <p>Education 450<br/>Students will be exposed to learning through multiple forms, including oral storytelling, reading, interpreting illustrations, having discussions, as well as being actively contributing to the creation of a large scale Medicine Wheel.</p> <p>Education 530<br/>Students will be introduced to the Dogrib Nation and language and learn about the Indigenous tradition of the Medicine Wheel.</p> |
| K-12 connection                             | <p>Grade 3 General Outcomes &amp; Themes</p> <ul style="list-style-type: none"><li>● Provides opportunities to explore the defining and diverse nature of communities around the world.</li><li>● Examine the social, cultural and linguistic characteristics that affect quality of life in communities.</li><li>● Appreciate similarities and differences among people and communities.</li><li>● Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and</li></ul>   |

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|                   | communities other than their own.   |
| Materials         | <ul style="list-style-type: none"> <li>- How the Fox Got His Crossed Legs Storybook</li> <li>- Poster with the Medicine Wheel diagram drawn onto it such as image (3).</li> </ul>   |
| Rationale         | <p>Big idea: Importance of community and friendship and supporting one another are all lessons that can be drawn from the storybook.</p> <p>Every student has a skill set; gifts, talents and knowledge that no one else has quite like them. The Medicine Wheel activity aims to help students become more aware of their attributes as they get to know themselves better and start developing an appreciation for their gifts. Students develop self confidence and self esteem.</p>   |
| Lesson/activities | <ol style="list-style-type: none"> <li>1. Introduce Dogrib culture/ language - image (1)<br/>The Dogrib people are an Indigenous people in Canada. They name themselves "Doné" meaning "the People". They live in the Northwest Territories. They hunt deer in the forest during winter as well as moose, hare, waterfowl and fish as food resources.</li> <li>2. Introduce authors of storybook<br/>The author, Virginia Football collected traditional stories her father told her as a child. She translated them from Dogrib to English. The illustrator, James Wedzin is a member of the Dogrib people. James started painting at the age of 4. He is known for his art depicting the Northern landscape and animals.</li> <li>3. Read storybook How the Fox Got His Crossed Legs</li> <li>4. Introduce Dogrib language and vocabulary in the book, <b>Explain that an Indigenous tradition is that stories are told orally, but writing them down helps preserve them for future generations.</b> This would be a great opportunity to invite a member of the Dogrib community to come in and read the story in Dogrib and introduce the vocabulary and pronunciation to students at the back of the book. If not possible, the storybook comes with an audio recording of the story being told in it's traditional oral form in Dogrib. Have the students</li> </ol> |

attempt to pronounce the words to interact with and become familiar with the Dogrib language.

#### 5. Activity: The Medicine Wheel

Introduce image of the Medicine Wheel (image 2). Explain that it has been used by generations of various Native American tribes for health and healing. Medicine Wheels represent the alignment and continuous interaction of the physical, emotional, mental, and spiritual realities. The circle shape represents the interconnectivity of all aspects of one's being, including the connection with the natural world. Medicine wheels are frequently believed to be the circle of awareness of the individual self; the circle of knowledge that provides the power we each have over our own lives. We move in a clockwise or a "sun-wise" direction. This aligns with the forces of nature such as gravity and the rising and setting of the sun. Different tribes interpret the Medicine Wheel differently. Each of the Four Directions (East, South, West, and North) is typically represented by a distinctive color, such as black, red, yellow, and white.

**Explain that the one shown here in (image 2) is a compilation of some of the many attributes or powers that can be included in the medicine wheel that have been collected from multiple traditions. The colors and attributes differ between Indigenous cultures.**

Steps:

The day before the lesson, ask students to bring in 5 - 8 items from home that represent them. Items that will tell the class what is important to them.

On the day of the activity, ask students to think about themselves. What is your strength, and what is your challenge?

Place the Medicine Wheel poster on the ground and ask students to sit around it in a circle.

Have students share and try to decide what part of their lives these things represent or fulfill. Ask students to place their

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|  | <p>items on the appropriate field on the post.</p> <p>Ask prompting questions such as:<br/>Is this something that helps us physically? Is this something that makes us feel happy? Is this something that makes us focus and learn new things? Is this something that fills us up and makes us live balanced lives?</p> <p>Discuss why everyone chose to put the items in the places they did. Students learn about who they are and what is important to them.</p> <p>Ask students to look at where they placed their personal items. What quadrants did we have little to no representation in? Did the way they place their items reflect what we felt were our strengths and weaknesses?</p> <p>Journal Entry</p> <p>Invite students to complete a journal entry section of this lesson. The writing process involves generating ideas, developing and organizing those ideas, and revising and editing them. Students are asked to reflect and try to answer the following questions: Where do you come from? What is your purpose in life? Where are you going?</p> |
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Supporting Sources (APA):

James Wedzin Artist Bio. (2018). Retrieved from:  
<https://www.nwtarts.com/artist-profile/james-wedzin>

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Helm, J., Andrews, T. (2020). Tlicho Dogrib. Retrieved from:  
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What is an Indigenous Medicine Wheel?. (May, 2020). Retrieved from:

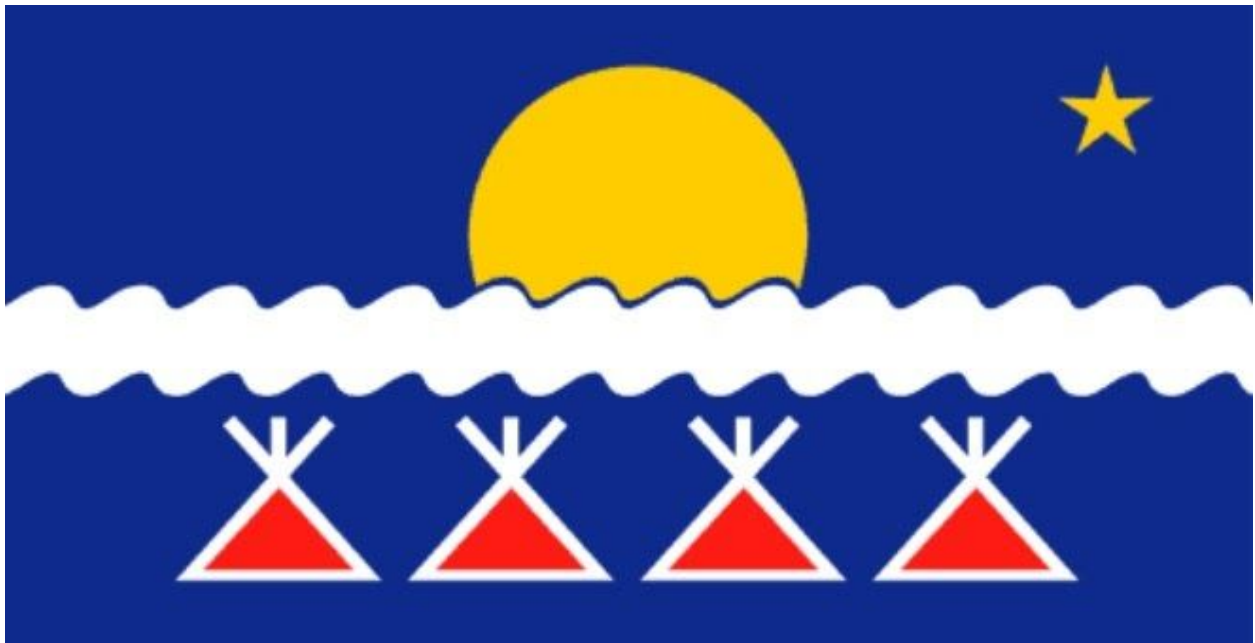
<https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>

The Medicine Wheel: Learning about Ourselves and Each Other. (n.d.) Retrieved from:

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Images:

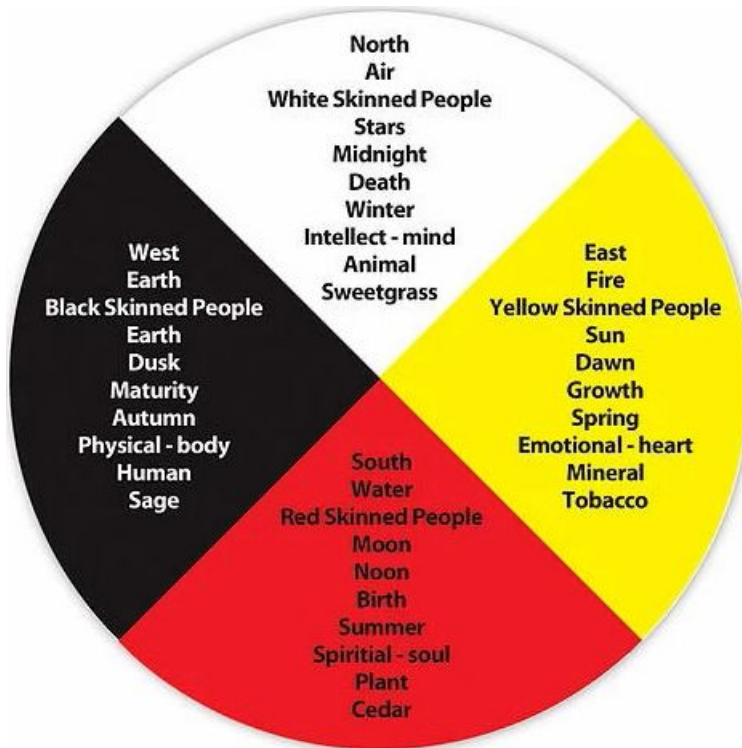
(1)



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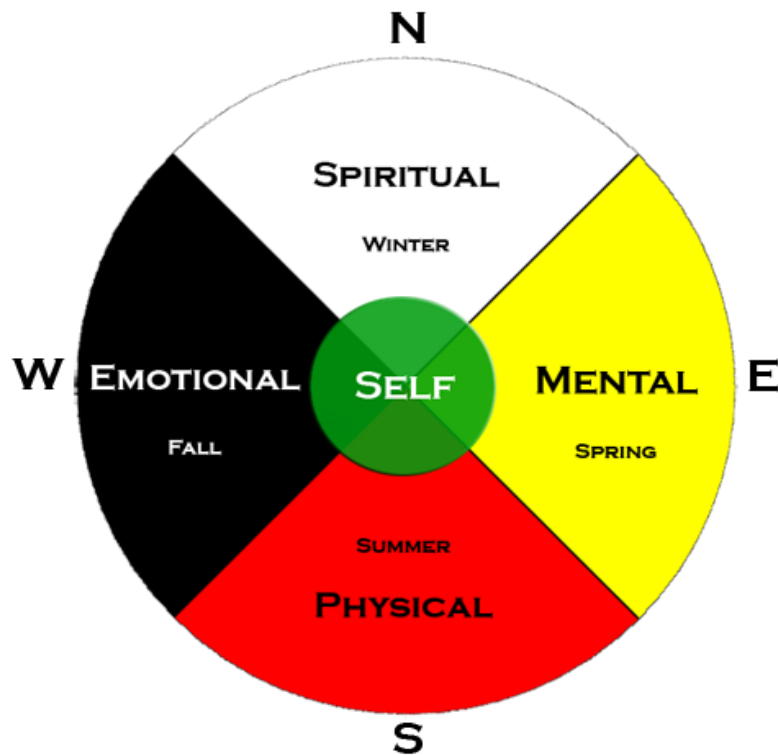
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