

## Orca Chief

I am passionate about bringing Indigenous knowledge into our classrooms and making it accessible to our students. Teaching students about diverse perspectives will enrich their learning and teach critical thinking skills.

Resources used and possible concerns	<p>Orca Chief by Roy Henry Vickers and Robert Budd is a beautiful picture book which promotes respect for the environment and sustainability through storytelling. Visit <a href="https://memoriestomemoirs.ca/portfolio/orca-chief/">https://memoriestomemoirs.ca/portfolio/orca-chief/</a> for an audio recording of Roy Henry Vickers reading his book, a newspaper article and an interview with the two authors.</p>
Author/creator and/or literature background	<ul style="list-style-type: none"> <li>- Roy Henry Vickers is best known for his printmaking. His art reflects the natural beauty of the west coast of Canada. He is also a carver, design advisor of public spaces, keynote speaker, publisher and author. He is a leader in the First Nations Community and a spokesperson for recovery from addictions and abuse. He built his own art gallery in Tofino B.C. and lives in Hazelton, B.C. He has received many awards and honours which include hereditary chieftainship, several hereditary names from Northwest Coast First Nations as well as the Order of British Columbia. The artist's artwork is influenced by his heritage which includes three northwest coast First Nations' Tsimshian, Haida and Heiltsuk from his father's side, as well as British heritage from his mother's side.</li> <li>- Robert "Lucky" Budd lives in Victoria, B.C. and has a Master degree in history. He has restored and digitized one of the largest collections of oral history working with the CBC and the Royal British Columbia Museum. In addition to orca Chief, Budd has co-authored several books with artist Roy Vickers including Raven Brings the Light, Cloudwalker and Peace Dancer.</li> </ul>
UPE course connections (not exhaustive)	<p><b>530 Indigenous Education</b></p> <p>Orca Chief is a wonderful resource to introduce education students to Indigenous storytelling as a way of teaching. During the week with the topic <i>Indigenous epistemology and ontology Pedagogy and practice: Indigenous learning</i>. Student teachers could discuss the question:  <i>How do the orca teach and how do fishermen learn in the story?</i> The story models Indigenous ways of teaching which</p>

	<p>include showing rather than telling, learning from the land and respecting the environment.</p> <p><b>450 Diversity in Learning</b></p> <p>This resource can inspire future teachers to invite the voices of Indigenous authors into their classroom and to include perspectives that promote sustainable environmental stewardship. Week 3 <i>Whose Knowledge? Aboriginality</i> would provide a great opportunity to discuss this lesson plan, picture book and the author and artist.</p> <p><b>EDUC 460 Social Studies Specialization I</b></p> <p>Orca Chief is an excellent resource for teaching social studies in an elementary classroom. Education students could review and discuss this picture book and then create their own lesson plan which is based on Indigenous knowledge. This lesson plan could be used as part of the week titled <i>Indigenous Perspectives: How might we take up the TRC's calls to action in SS in meaningful and ethical ways?</i></p>
K-12 connection	<p><b>Grade 2 Social Studies:</b></p> <ol style="list-style-type: none"> <li>1. Value oral history and stories as ways to learn about the land</li> <li>2. Demonstrate care and concern for the environment</li> <li>3. What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)?</li> <li>4. Appreciate how stories of the past connect individuals and communities to the present</li> </ol> <p><b>Grade 2 Science</b></p> <ul style="list-style-type: none"> <li>- Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe</li> <li>- Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home.</li> <li>- Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.</li> <li>- Describe the relationships of these animals to other</li> </ul>

	<p>living and nonliving things in their habitat, and to people.</p> <ul style="list-style-type: none"> <li>- Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.</li> <li>- Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.</li> <li>- Identify ways in which animals are considered helpful or harmful to humans and to the environment.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Copy of the book Orca Chief</li> <li>- Cameras, note pads, sketch paper and pencils</li> <li>- Materials to make a picture book</li> <li>- Books and resources about local waterways, animals and their habitats for research</li> </ul>
Rationale	<p>Big idea: Our environment needs to be respected and treated with care. Indigenous knowledge can teach us how our oceans, waterways, plants and animals are connected and how they can be used sustainably to support our communities. Storytelling is a powerful way of learning about ways to protect our environment.</p> <p>Rationale: Students learn about the environment from an Indigenous perspective which fosters love and appreciation for their surroundings. The story models positive leadership. Instead of punishing the disrespectful fishermen, the orcas in the story show the fishermen how to be respectful and use traditional knowledge to provide for their communities.</p>
Lesson/activities	<ol style="list-style-type: none"> <li>1. Read the book the Orca Chief(Read aloud)</li> <li>2. Discuss the question: <i>What do the fishermen learn from the orcas?</i></li> </ol> <p>Below are examples from the book:</p> <ul style="list-style-type: none"> <li>- To be respectful of the environment, to take only what we need and to give thanks</li> <li>- Good leaders teach by showing rather than telling or punishing</li> <li>- To use knowledge about the tidal system when fishing or catching crabs</li> <li>- Oolichan or candle fish are rich in oil which is important for the diet of the local people and a resource that has</li> </ul>

	<p>been traded around the world.</p> <ul style="list-style-type: none"><li>- Learning from the environment by adopting techniques that are used by whales to use teamwork to catch fish</li></ul> <p>Students will explore the importance of local waterways or oceans for plants, animals and people that surround them in order to gather information. Suggested activities:</p> <ul style="list-style-type: none"><li>A. Inviting an Indigenous knowledge keeper to share local Indigenous knowledge with the class.</li><li>B. Going on nature walks and taking notes, pictures and drawing.</li><li>C. Reading print and online resources</li></ul> <p>3. Students use their notes to create a picture book using their drawings, photos and observations. For grade 2, students could collaborate and work in small groups to answer one of the following questions to create one page in the picture book per group:</p> <ul style="list-style-type: none"><li>A. <i>What are our responsibilities for preserving our waterways and how can we ensure our water is protected?</i></li><li>B. <i>What can we learn from Indigenous knowledge about our waterways and animals within them?</i></li><li>C. <i>Describe one of the animals that uses local waterways. How does the animal survive in its habitat?</i></li><li>4. <i>What is the role of your animal in the food chain.</i></li><li>5. <i>Describe the relationships of your animal to other living and nonliving things in their habitat, and to people.</i></li><li>6. <i>Identify and give examples of ways that your animal avoids predators, including camouflage, taking cover in burrows, use of keen senses or flight.</i></li><li>7. <i>Identify ways in which animals are considered helpful or harmful to humans and to the environment.</i></li></ul> <p>8. Students hold a book fair where students can view and discuss their pages in the book. This would be a great opportunity to invite Indigenous knowledge keepers back into the classroom to discuss and celebrate the book.</p>

Supporting Sources (APA):

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