

Title: Pragmatics and Indigenous Resources

Created by: Marissa Corea and Laura Cruickshank, 2020 Werklund Graduates

**Marissa:** I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

**Laura:** I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

<p>Resources used and possible concerns</p>	<p>Resource:</p> <ul style="list-style-type: none"> <li><i>The Moccasins, Niitsippooktsistaanitsi: My Braids, Great Women from our First Nations, The Coyote Columbus Story, The Red Sash, Tilly: A Story of Hope and Resilience, Aba Wathtech Ina Makoche: It is a Good Day, Mother Earth, Burning in This Midnight Dream, Seven Sacred Teachings: Niizhwaaswi gagiikwewin, Shin-chi's Canoe</i></li> </ul> <p>Possible concerns:</p> <ul style="list-style-type: none"> <li>Pronunciation may be difficult in several of the books, preparation needs to be done in order to ensure success.</li> </ul>
<p>Author/creator and/or literature background</p>	<p><b>The Moccasins</b> Earl Einarson:</p> <ul style="list-style-type: none"> <li>Member of the Ktunaxa First Nation in British Columbia. He lives in Vancouver.</li> <li>The Moccasins is his first children's book; he is working on his second book</li> </ul> <p>Julie Flett:</p> <ul style="list-style-type: none"> <li>Cree-Métis, from Toronto, Ontario</li> <li>Has written and illustrated many children's books</li> <li>Won the 2017 Governor General's Literary Award for her work on "When We Were Alone"</li> </ul> <p><b>Great Women from our First Nations</b> Kelly Fournel:</p>

- Writer and editor living in Prince Albert, Saskatchewan. Her father's family is Manitoba Métis (Cree and French Canadian-their Cree surname is Star) and her great-grandfather was a middleman for the Hudson's Bay Company

**Niitsippooktsistaanitsi: My Braids**

Latasha Calf Robe (Matoomiikamoosaaki):

- Was among one of the 12 Treaty Seven authors, writing in their Blackfoot language, whose children's books were launched at the Calgary Central Library on Dec. 14 in recognition of 2019 as the United Nations International Year of Indigenous Languages
- Wrote this book about her son and hopes the Library project encourages other writers in the Indigenous community to share their own experiences

**The Coyote Columbus Story**

Thomas King:

- King was the first Aboriginal person to deliver the prestigious Massey Lectures
- Bestselling, award-winning author of six novels, two collections of short stories and two nonfiction books.
- He won the 2014 Governor General's Award for Literature for his most recent novel, *The Back of the Turtle*

William Kent Monkman:

- Interdisciplinary Cree visual artist. A member of Fisher River Cree Nation in Treaty 5 Territory (Manitoba)
- Monkman is the recipient of the Ontario Premier's Award for Excellence in the Arts (2017), an honorary doctorate degree from OCAD University (2017), the Indspire Award (2014), and the Hnatyshyn Foundation Visual Arts Award (2014)

**The Red Sash**

Jean Pendziwol

- Published several highly acclaimed picture books, including *Me and You and the Red Canoe*, illustrated by Phil; and *Once Upon a Northern Night*, illustrated by Isabelle Arsenault, finalist for the Governor General's Literary Award and the TD Canadian Children's Literature Award

Nicholas Debon

- Born in Northern France and later moved to Nancy where he studied art at l'Ecole nationale des Beaux-Arts before moving to Toronto for ten years.
- His picture book *The Strongest Man in the World* won the Boston Globe/Horn Book Award.

**Tilly: A Story of Hope and Resilience**

Monique Gray Smith

- Of Cree, Lakota, and Scottish descent
- Her first published novel, *Tilly: A Story of Hope and Resilience*, won the 2014 Burt Award for First Nation, Métis, and Inuit Literature. Her other titles include *My Heart Fills with Happiness*, winner of the 2017 Christie Harris BC Book Award for Children's Literature, *Speaking our Truth: A Journey of Reconciliation*, and *You Hold Me Up*

**Aba Wathtech Ina Makoche: It is a Good Day, Mother Earth**

Sheri Shotclose

- From Morley, Alberta
- Was among one of the 12 Treaty Seven authors, writing in their Stoney Nakoda language, whose children's books were launched at the Calgary Central Library on Dec. 14 in recognition of 2019 as the United Nations International Year of Indigenous Languages

**Burning in This Midnight Dream**

Louise Bernice Halfe

- Raised on Saddle Lake Reserve and attended Blue Quills Residential School
- Her books, *Bear Bones and Feathers*, *Blue Marrow*, *The Crooked Good*, and *Burning In This Midnight Dream* published by Coteau Publishers have all received numerous accolades and awards

**Seven Sacred Teachings: Niizhwaaswi gagiikwewin**

David Bouchard

- Former teacher and school principal has written more than 50 books in English and in French.
- Many of them combine poetry, prose and visual arts, and explore topics such as the environment, history and the traditions and cultures of Canada's Aboriginal communities.

Dr Joseph Martin

	<ul style="list-style-type: none"> <li>• Has spent his life coming to understand the Sacred Teachings</li> </ul> <p>Kristy Cameron</p> <ul style="list-style-type: none"> <li>• Teacher and artist who was raised in Atikokan, Ontario.</li> <li>• As a Métis artist, she incorporates the Métis sash and other cultural aspects and meanings into her paintings to represent herself and explore who she is</li> </ul> <p><b>Shin-Chi's Canoe</b></p> <p>Nicola I. Campbell</p> <ul style="list-style-type: none"> <li>• Interior Salish on her mother's side and Métis from Saskatchewan on her father's side, from Nicola Valley</li> <li>• 2009 TD Canadian Children's Literature Award winner for <i>Shin-chi's Canoe</i> as well as co-winner of the 2006 Anskohk Aboriginal Children's Book of the Year Award.</li> </ul> <p>Kim Lafave</p> <ul style="list-style-type: none"> <li>• Won the Governor General's Award, the Ruth Schwartz Children's Book Award and the Amelia Frances Howard-Gibbon Award for his illustrations in <i>Amos's Sweater</i> by Janet Lunn.</li> <li>• Illustrated <i>Shin-chi's</i>, which was a finalist for the Governor General's Award.</li> </ul>
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 430 Pragmatics of Learning and Teaching</p> <ul style="list-style-type: none"> <li>• The Pragmatics in Learning and Teaching course strives to examine the nature of the teaching profession, both pragmatic and theoretical, and the concepts of teaching, learning, and school culture. It also addresses diversity, inclusive practices as well as planning and preparing for teaching and shaping learning environments. The focus of this lesson is to introduce pre-service teachers to diverse teaching resources and give them practical examples to take into their field/careers for inclusive practice. By providing them with Indigenous resources and simple ways to incorporate them into the Alberta curriculum, we are aiming to set pre-service teachers up for success in meeting the TQS.</li> </ul> <p>EDUC 450: Diversity in Learning</p>

	<ul style="list-style-type: none"> <li>The Diversity course discusses education through multiple perspectives and requires pre-service teachers to connect to education through different lenses. It endeavours to consider historical and contemporary perspectives, which are very relevant to incorporating Indigenous ways of knowing into the Alberta curriculum. This lesson is relevant to the Diversity course as it provides examples of how to incorporate Indigenous ways of knowing into the curriculum and provides students with a diverse list of resources and ways by which they may utilize them in the future.</li> </ul>
K-12 connection	<ul style="list-style-type: none"> <li>Target age range: K-12. This lesson can tie into many curricular outcomes within the K-12 curriculum depending on the activities created and resources chosen</li> <li>Related curriculum: Social Studies, English Language Arts, Fine Arts</li> </ul>
Materials	<ul style="list-style-type: none"> <li>8-10 Indigenous resources: <i>The Moccasins</i>, <i>Niitsippooktsistaanitsi: My Braids</i>, <i>Great Women from our First Nations</i>, <i>The Coyote Columbus Story</i>, <i>The Red Sash</i>, <i>Tilly: A Story of Hope and Resilience</i>, <i>Aba Wathtech Ina Makoche: It is a Good Day</i>, <i>Mother Earth</i>, <i>Burning in This Midnight Dream</i>, <i>Seven Sacred Teachings: Niizhwaaswi gagiikwewin</i>, <i>Shin-chi's Canoe</i> (4 elementary focus and 4 secondary focus if possible)</li> <li>Chart paper, markers</li> </ul>
Rationale	<p>Big Idea:</p> <ul style="list-style-type: none"> <li>This lesson is created for the Pragmatics of Teaching and Learning course. This activity was created to give pre-service teachers an opportunity to access Indigenous resources and consider possible connections to Alberta Curriculum. This is a low-stakes learning opportunity where pre-service teachers are able to start thinking about incorporating these resources before they enter practicums and move towards developing their own teaching practice. In small groups, students will examine</li> </ul>

	<p>different Indigenous resources and consider how they could be used in their future classrooms. They will rotate through a collection of Indigenous storybooks and share ideas with other pre-service teachers about each resource.</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• The purpose of this lesson is to introduce an element of practical application to the theoretical coursework in the Werklund School of Education. Pre-service teachers will be able to engage with Indigenous resources earlier on in the program and given a low stakes opportunity to plan activities for future classroom use. By introducing them to these resources and working with them to weave an Indigenous resource into the Alberta curriculum, pre-service teachers should feel more comfortable with meeting the TQS requirements and incorporating Indigenous resources into their everyday teaching.</li> </ul>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Tell the pre-service that today we are going to engage with the concepts of diversity within the school community as well as inclusive teaching practices.</li> <li>2. Explain that today you are going to be looking at Indigenous resources and incorporating them into our teaching practices.</li> <li>3. Divide the class into small groups (2–4)</li> <li>4. Each group starts with one of the selected Indigenous resources and chart paper.</li> <li>5. They will go through the resource and write down how they could incorporate it into the classroom (secondary and elementary), and what lessons it could teach. Remind pre-service teachers where to access the Program of Studies online in case they are not yet familiar with accessing the curriculum</li> <li>6. Students will then take turns rotating through all of the selected resources, adding new ideas or responding to the ideas provided by the previous groups.</li> </ol>

	<ol style="list-style-type: none"> <li>7. When groups get back to their original chart paper, they will take turns sharing all the ideas that have been written down for that particular resource to the class as a whole and will summarize their favourite ideas for everyone.</li> <li>8. Take photos of the chart paper and put them on D2L for future access.</li> </ol>

Supporting Sources (APA):

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