

I am a mother of two young children, and find so much joy in watching them explore, experiment, and learn about the world around them. The greatest gift is seeing the world through a child's eyes.

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| Resources used and possible concerns        | Picture book <i>The Moccasins</i> written by Earl Einarson and illustrated by Julie Flett.  |
| Author/creator and/or literature background | <p><a href="#">Earl Einarson (Einarson, n.d.)</a></p> <ul style="list-style-type: none"><li>- <a href="#">Member of the Ktunaxa First Nation in British Columbia</a></li><li>- <a href="#">The Moccasins (2004) is his first children's book</a></li><li>- <a href="#">Indigenous Adult Educator specializing in digital skills development (LinkedIn)</a></li></ul> <p><a href="#">Julie Flett (Flett, n.d.)</a></p> <ul style="list-style-type: none"><li>- Information below taken directly from her personal website</li><li>- Is Cree and Métis</li><li>- Author, illustrator, artist</li><li>- Awards:<ul style="list-style-type: none"><li>- 2017 Governor General's Award for Children's Literature for her work on <i>When We Were Alone</i> by David Robertson (High Water Press)</li><li>- 2016 American Indian Library Association Award for Best Picture Book for <i>Little You</i> by Richard Van Camp (Orca Books)</li><li>- Three-time recipient of the Christie Harris Illustrated Children's Literature Award for <i>Owls See Clearly at Night; A Michif Alphabet</i>, by Julie Flett, <i>Dolphin SOS</i>, by Roy Miki and Slavia Miki (Tradewind Books), and <i>My Heart Fills with Happiness</i>, by Monique Gray Smith (Orca Books).</li><li>- Featured in <i>The New York Times</i> and included among <i>Kirkus's</i> Best Children's Books of 2013: <i>Wild Berries</i> (Simply Read Books).</li><li>- Chosen as Canada's First Nation Communities Read title selection for 2014–2015: <i>Wild Berries</i> (Simply Read Books).</li><li>- Finalist for the 2019 Governor General's Literary Award (<i>Birdsong</i>)</li><li>- Honourable mention from the 2019 Bologna Ragazzi Awards (<i>We Sang You Home</i>)</li><li>- 2017 Governor General Books winner and TD Canadian Children's Literature Award finalist (<i>When We Were Alone</i>)</li></ul></li></ul> |

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| <p>UPE course connections (not exhaustive)</p> | <p>EDUC 435 (Literacy, Language, and Culture)</p> <ul style="list-style-type: none"> <li>- One of the main takeaways from EDUC 435 is the incorporation of diverse texts as a means of creating an inclusive environment. It is crucial that students see themselves as represented in the resources that are used within the classroom.</li> <li>- This book is not only written and illustrated by people of Indigenous heritage, but also pictorially shows Indigenous characters, and discusses aspects of Indigenous culture.</li> <li>- The book also represents a family which includes an adopted child. It is crucial to demonstrate that families exist in various forms, both biologically and culturally.</li> <li>- Further, this book demonstrates the importance of honoring a person's heritage and culture.</li> <li>- Depending on where the teacher wishes to take this, you could bring in the history of the <a href="#">Sixties Scoop</a>, age appropriately. <ul style="list-style-type: none"> <li>- "thousands of First Nations, Métis and Inuit children were adopted out to non-Aboriginal families, even families in other countries" (Alberta Education, n.d.)</li> </ul> </li> </ul> <p>EDUC 450 (Diversity in Learning)</p> <ul style="list-style-type: none"> <li>- Cultural diversity in the classroom remains a critical component in the engagement and also the development of students. Diversity should be represented in gender, sexuality, culture, religion, economic status, etc.</li> <li>- The incorporation of diverse representation of people challenges students to find similarities and differences to their own lives, as well as contributions to our global population.</li> <li>- This book encourages the acceptance of diversity, namely cultural and family structure.</li> <li>- Students will understand through discussion, that family structures vary, and this book brings in the idea of a foster family. Other family structures could include single parents, same sex parents, adoptive families, multigenerational families, etc.</li> <li>- As seen in the book, a family can also be made up of different cultures. Discussions should centre around how special the little boy felt, when he was made to believe that knowing his culture mattered and was embraced.</li> </ul> <p>EDUC 460 (Specialization I) and EDUC 535 (Specialization II)</p> <ul style="list-style-type: none"> <li>- This book would be primarily used to support the Social Studies curriculum, with the inclusion of English Language Arts (ELA), mathematics, and fine arts. <ul style="list-style-type: none"> <li>- Social Studies: <ul style="list-style-type: none"> <li>- Cultural diversity, and that who you are as a person includes your history, your culture, and your family</li> </ul> </li> </ul> </li> </ul> |
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|  | <p>structure.</p> <ul style="list-style-type: none"> <li>- English Language Arts:       <ul style="list-style-type: none"> <li>- Making meaning from the texts, demonstrating comprehension through drawing pictures and sharing ideas with other students</li> <li>- Sharing ideas and answering questions in a discussion format, about the book and their own lives</li> </ul> </li> <li>- Fine Arts       <ul style="list-style-type: none"> <li>- Further appreciating the Indigenous culture through beadwork video</li> <li>- Making a picture using beads</li> </ul> </li> <li>- Mathematics       <ul style="list-style-type: none"> <li>- Counting numbers of beads, and writing (representing) the numbers</li> </ul> </li> </ul> <p>EDUC 520 (Interdisciplinary)</p> <ul style="list-style-type: none"> <li>- The ability of an educator to successfully interweave interdisciplinarity into their classroom requires significant thought and effort. This is more easily accomplished in the younger grades, where there is predominantly one educator for the duration of the school year.</li> <li>- This book lends itself as a simple and easy way to interweave outcomes from the Social Studies curriculum, the ELA curriculum, as well as general community understanding.</li> <li>- The lesson plan further interweaves mathematics and fine arts.</li> </ul> <p>EDUC 530 (Indigenous)</p> <ul style="list-style-type: none"> <li>- The new Teacher Quality Standards states that educators must consistently incorporate Indigenous ways of knowing into their classroom. The use of text and images, is a fabulous starting point for authentic and meaningful discussion, which can easily advance age appropriate discussions and points of inquiry.</li> <li>- This book provides the students with the inclusion of cultural diversity, and highlights the importance of culture to a person's identity.</li> <li>- This is a great opportunity to introduce the <a href="#">Sixties Scoop</a>, and to not shy away from "hard discussions".</li> </ul> |
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| K-12 connection | <p>This lesson plan focuses primarily on supporting the Alberta Kindergarten Social Studies outcomes</p> <p><b><u>Kindergarten Programs of Study</u></b></p> <p><i>Social Studies</i><br/> <b>I Am Unique</b><br/> Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.</p> <p><i>English Language Arts</i><br/> <b>General Outcome 1</b><br/> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.<br/> <b>General Outcome 2</b><br/> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p><i>Mathematics</i><br/> <b>Strand</b><br/> Number</p> |
| Materials       | <ul style="list-style-type: none"> <li>- <i>The Moccasins</i> book</li> <li>- Journals</li> <li>- Technology to watch video of beading</li> <li>- Art supplies (beads, glue, crayons)</li> </ul>  |
| Rational        | <p><b>Big idea:</b> Welcoming diverse family structures and cultures helps students gain a better understanding of their global community.</p> <p><b>Purpose:</b> It is critical that students feel represented in all aspects of their lives, including family structure and the importance of embracing cultural diversity. The students will take away the importance of culture, and come to understand and value various family structures. This lesson can be completed at the beginning of the year, as the teacher is beginning to get to know their students.</p>  |

\* Care should be taken to ensure that this is not a trigger for students that may come from traumatic backgrounds, or who are currently faced with a changing (or recently changed) family structure.

\* Although the outline is presented as a numbered sequence, body breaks should be incorporated based on classroom needs.

\* Additional differentiation strategies should be considered based on individual classroom/student needs.

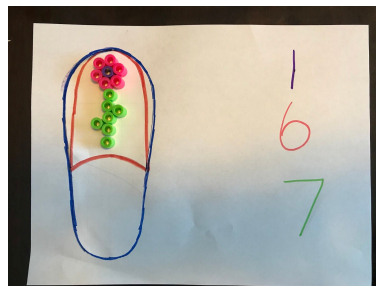
\* "I Can" Statements should be incorporated, to clearly outline learning intentions

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| Lesson/activities | <ol style="list-style-type: none"> <li>1. Introduce the book to the class. Highlight accomplishments of the author and the illustrator.</li> <li>2. Read the book out loud       <ol style="list-style-type: none"> <li>a. Break frequently to ask students questions, to assess student comprehension           <ol style="list-style-type: none"> <li>i. What do the pictures show?</li> <li>ii. What do they think is happening?</li> </ol> </li> <li>b. <u>Page 1</u>: What does the word "foster" mean, when talking about families? What can other families look like?</li> <li>c. <u>Page 2</u>: The little boy's foster mother honoured his heritage and made sure that he grew up to be proud of his culture – through the gift of the moccasins). Does anyone know what cultures you celebrate in your own families?</li> <li>d. <u>Page 3</u>: Do you think the little boy was proud of his culture? What makes you think that?</li> <li>e. <u>Page 6</u>: Is there anything from when you were a baby that you still have that is very special to you?</li> <li>f. <u>Page 7</u>: Are there any traditions that you have as a family that make you feel proud and happy?</li> </ol> </li> <li>3. Classroom discussion       <ol style="list-style-type: none"> <li>a. I would typically ask that students participate in a classroom discussion of this nature in the form of a circle (Talking Circle), but not necessarily pass sequentially from one student to the next.</li> <li>b. To promote discussion:           <ol style="list-style-type: none"> <li>i. What do you think makes your family unique and special?</li> </ol> </li> </ol> </li> <li>4. Students go back to their seating areas and draw a picture of their family in their journals.</li> </ol> |
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\* Note: I drew this picture as it represents MY family and their colour preferences. You can also take care to ensure that “gender norm” colours and attire are not used (e.g. pink dress for girls). Perhaps provide multiple pictures of what a family could look like.

5. Students to go into small groups and share:
  - a. The drawing of their family
    - i. Who is who in the picture?
  - b. Tell their group something that you all do as a family that is special to them (e.g. board games, movie nights, camping, etc)
6. Watch a video of the beading for moccasins, like the little boy wore in the book.
  - a. [Traditional Native Crafts](#) (Grant, 2011)
    - i. What beaded shapes did we see?
7. In table groups, students create an image of a flower (as was common on the moccasins) using the beads. The students will glue the beads to a [template of a moccasin vamp](#).
  - a. For this lesson, I used the free template. I cut the vamp template and the sole template out, glued them together, and made a copy which you see below.
8. The students then count the number of beads of each colour that they have used, and write the number down using the same colour of crayon as the bead.



\* Limits on colours/beads should be made... kindergarten kids don't need to count very high! Also, number knowledge may vary depending on the time of the year.

**Supporting Sources:**

Alberta Education. (n.d.). *Promotional Messages: Healing Historical Trauma 1 – Talking Together*. Talking Together – A Discussion Guide for “Walking Together”.

[https://www.learnalberta.ca/content/aswt/talkingtogether/promotional\\_healing1.html](https://www.learnalberta.ca/content/aswt/talkingtogether/promotional_healing1.html)

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<https://www.linkedin.com/in/earl-einarson-957b00104/?originalSubdomain=ca>

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Grant, Joy. (2011, July 23). *Traditional Native Crafts* [Video]. YouTube.

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Kavanagh, Judy. (2005). *How to Make Moccasins*. Judy Kavanagh’s Moccasins and Mukluks.

<https://jumaka.com/moccasins/MakingMoccasins/MoccasinInstructions.htm>