

Telling Stories About the Earth and the Creatures That Call It Home

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Length: 3-4 class periods (about 60 min each)	
Resources Used	<p><i>The Sockeye Mother</i> Hetxw'ms Gyetxw (Brett David Huson) & Donovan, Natasha</p> <p><i>The Elders are Watching</i> Bouchard, David & Vickers, Roy Henry</p>
<p>Teacher Knowledge</p> <p>Background information to review prior to the lesson</p>	<p><i>The Sockeye Mother</i></p> <ul style="list-style-type: none"> • Describes the life cycle of the salmon and the many relationships it has with the land, animals and the culture and livelihood of the Gitksan people of Northwestern British Columbia. • The book provides definitions of various complex words and a video can be found on YouTube that provides the pronunciations of the Gitksan words that appear in the book (See Materials). • A map of the Gitksan territory is included in the back of the book. • The author, Hetxw'ms Gyetxw (Brett David Huson), is from the Gitksan Nation, an Indigenous people from an unceded territory in the Northwest Interior of British Columbia, Canada. • The illustrator, Natasha Donovan, is a member of the Métis Nation of British Columbia. <p><i>The Elders are Watching</i></p> <ul style="list-style-type: none"> • This picture book poetically shares the wisdom and warnings of the Elders regarding the ways humans are treating the land and plead for change in our habits towards the environment. • The author, David Bouchard, is Metis and identifies with the Ojibway Nation. He currently lives in Victoria, B.C. (Bouchard, 2017) • The illustrator, Roy Henry Vickers, is First Nations' Tsimshian, Haida and Heiltsuk and resides in British Columbia. (Vickers, 2020) <p>The Gitksan Nation – background from the authors website (Huson, n.d)</p> <ul style="list-style-type: none"> • The lineage of the Nation is matrilineal; meaning that stories, names, rights and privileges come from the mothers. • Four clans within the Nation: Lax Seel (Frog), Lax Gibuu (Wolf), Lax Skiik (Eagle), Gisghaast (Fireweed)

	<ul style="list-style-type: none"> • The clans are divided by the Wilp system – groups of one or more families; lead by a head chief and wing chiefs who are guided by Elders and members of the Wilp. • More detailed information can be found at the official Gitxsan Nation website http://gitxsan.com
UPE course connections	<p><u>EDUC 435</u> – This lesson emphasizes English language literacy as well as scientific literacy. Students read and analyze the environmental and scientific messages within the poetic storytelling in order to draw meaning from them and interpret the messages into their own storytelling.</p> <p><u>EDUC 445</u> – Through suggested alterations, this lesson provides examples and opportunities for individualized learning. Some examples of utilized differentiation are: class time to do work, the option to do the project in pairs or alone, breaking the project up into manageable parts, flexibility of mode of presentation, and scaffolding the use of organizational tools by doing examples with the students before trying it themselves.</p> <p><u>EDUC 520</u> – This lesson integrates the two disciplines of Science and English within the grade 7 curriculum. Through the use of storytelling and reading to express scientific concepts, the lesson provides students with a more complex and meaningful way of learning and understanding.</p> <p><u>EDUC 530</u> – Emphasis on one particular Indigenous group, the Gitxsan Nation, draws particular attention to the diversity of the First Nations, Metis and Inuit peoples of Canada and helps to begin and/or continue the awareness of the uniqueness and presence of different groups.</p> <p><u>EDUC 460 & EDUC 535</u> – The lesson provides a tangible example of how pedagogy and pedagogical content knowledge (PCK) can be enacted in a science and/or ELA classroom, while adhering to the program of studies as well as the Teacher Quality Standards (TQS). The openness and flexibility of the lesson allows room for further deepening of student knowledge.</p>
K-12 connections (PoS)	<p>GENERAL THEMES: environmentalism, animal life cycles, sustainability, relationships, storytelling</p> <p>SUGGESTED TARGETED OUTCOMES:</p> <p>Science 7 – Unit A: Interactions and Ecosystems</p> <ul style="list-style-type: none"> • STS & Knowledge - Investigate and describe relationships between humans and the environment – human impacts on ecosystems, relationships between and among species, biotic and abiotic factors and relationships • Skills – research and use information from various sources, communication/collaboration

	<p>ELA 7</p> <ul style="list-style-type: none"> 1.1, 1.2, 2.1, 2.2 – extend understanding by exploring and utilizing various modes of communication, use comprehension strategies, experience media texts from variety of cultures
Materials	<p>YouTube Video: The Sockeye Mother (Pronunciation guide) – https://www.youtube.com/watch?v=p_LvJDbsmkE Picture Book: The Sockeye Mother by Hetxw'ms Gyetxw (Brett David Huson) & Natasha Donovan Picture Book: The Elders are Watching by David Bouchard & Roy Henry Vickers Possible material for project: pens/markers, paper, magazines, laptops, poster paper, glue, etc.</p>
Rationale	<p>Big Ideas: Develop an awareness, understanding and appreciation for the relationships and connections within ecosystems and between the land and humans. Develop writing and communication skills through storytelling and visual representation.</p> <p>This lesson integrates themes from Science 7 and ELA 7 through an interdisciplinary approach. It is intended that this lesson begin in a science class and, if possible, continue into a humanities or ELA class. The themes of ecosystems, relationships, and respecting the land found in <i>The Sockeye Mother</i> and <i>The Elders are Watching</i> tie heavily into the first unit of the Science 7 curriculum. The connections to storytelling, illustration and expression from ELA is designed to help the students draw more meaning and develop deeper understandings of the scientific components. Additionally, the distinction of and emphasis on the Gitxsan people of B.C. has the purpose of showing the students that there are many unique Indigenous groups in Canada, therefore, it is essential that we must not generalize and group Indigenous Peoples into one broad category. If possible, future lessons may focus on other Indigenous groups to continue to deepen this understanding.</p>
<p style="text-align: center;">Lesson/Activities</p> <p><u>Day/Class 1</u></p> <ol style="list-style-type: none"> 1. Introduce <i>The Sockeye Mother</i> and provide a mini lesson about the Gitxsan Nation prior to reading it (see Teacher Knowledge above). 2. Read <i>The Sockeye Mother</i> to the students*. Afterwards, use a concept map or flowchart to guide the students through analyzing the text to identify the life cycle of the salmon and its connection to other creatures and abiotic factors (ex. Food source, customs/traditions of Gitxsan people, migration patterns, etc.). 3. Introduce and begin working on the following project: 	<p style="text-align: center;">Teacher Knowledge Notes/Suggestions</p> <p>*Prior to the beginning of the lesson, it is encouraged that the teacher(s) listen to <i>The Sockeye Mother</i> pronunciation video and practice reading the book out loud before reading it to the students.</p> <p>**Possible ways students could make their story: handwritten, digital, poster, narrative</p>

<p>1) In pairs or individually, pick an animal or plant native to Canada and do research on the life cycle, habits, food web/chain, and biotic/abiotic relationships</p> <p>2) Write a story (prose or poem) about the organism that includes the research and include illustrations **. Students should use flow charts or concept maps to organize their story (like a storyboard) ***</p> <p><u>Day/Class 2</u></p> <ol style="list-style-type: none"> 4. Read <i>The Elders are Watching</i> and then guide the students in a Think, Pair, Share exercise where they discuss the following prompts: How did that story make you feel? Why do you think humans do these things to the land? Could humans still survive if we stopped doing this? 5. Create a list with the students (which they should also write down) that outlines the types of human impacts that are mentioned in the book. 6. Add the project requirement that students must include potential/current human impacts on their animal or plant to their story****. Encourage students to use the list from <i>The Elders are Watching</i> to brainstorm. <p><u>Day/Class 3 & 4</u></p> <ol style="list-style-type: none"> 7. Provide class time for the students to work through their research and stories, making sure to give formative feedback and support where necessary. 8. Once the projects are completed, provide the option for students to share their story to the class, or potentially, set up an exhibition in the library so other classes may experience the storytelling. 	<p>PowerPoint, iMovie, personal photos, photos from the Internet, cut outs from magazines.</p> <p>***Teachers may wish to collect any organizational tools students utilized as a formative assessment tool or to assist in assigning final marks.</p> <p>**** Introducing this requirement at a later time scaffolds for students who may benefit from the chunking of work and breaking up their thinking. Teachers may wish to do this reading prior to introducing the project, in which case, all criteria can be included at once.</p>
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See attached page for a basic example of a life cycle and potential organizational tool for research.

Literature Cited (APA)

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Example

Life Cycle of the Brown Bear

