

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.

Resources used & possible concerns	Turtle's Race with Beaver: A Traditional Seneca Story. Picture book written by Joseph Bruchac and James Bruchac. Illustrated by José Aruego and Ariane Dewey.
Author/creator and/or literature background	<p>Joseph Bruchac (Joseph Bruchac, n.d.)</p> <ul style="list-style-type: none">- Is a Nulhegan Abenaki citizen, and a respected elder.- A celebrated and award winning writer and storyteller, who holds a Ph.D .in literature.- Has authored more than 120 books for children and adults, which integrate science and folklore.- “professional teller of the traditional tales of the Adirondacks and the Native peoples of the Northeastern Woodlands”- “work(s) extensively in projects involving the preservation of Abenaki culture, language and traditional Native skills, including performing traditional and contemporary Abenaki music”- Has been honored with many awards, including:<ul style="list-style-type: none">o Rockefeller Humanities fellowshipo National Endowment for the Arts Writing Fellowship for Poetryo Cherokee Nation Prose Awardo Knickerbocker Awardo Hope S. Dean Award for Notable Achievement in Children's Literatureo 1998 Writer of the Year Award from the Wordcraft Circle of Native Writers and Storytellerso 1998 Storyteller of the Year Award from the Wordcraft Circle of Native Writers and Storytellerso Lifetime Achievement Award from the Native Writers Circle of the Americas (1999) <p>James Bruchac (James Bruchack, n.d.)</p> <ul style="list-style-type: none">- Award winning author, storyteller, cultural educator, wilderness educator (animal tracker, wilderness survival expert).- Is a Nulhegan Abenaki citizen.- Has authored and co-authored numerous books, for readers of all ages.- A storyteller of Indigenous culture and the natural world.- The tracking and wilderness programs which he runs include

	<p>appreciation of the natural world, Indigenous uses of natural resources, as well as numerous other learning experiences.</p> <p>José Aruego (José Aruego, 2020; José Aruego, n.d.)</p> <ul style="list-style-type: none"> - Lawyer, author and illustrator. - He is known for illustrating “amusing characters” and “comic animals” (José Aruego, 2020). - Has written and illustrated more than 80 children’s books - When signing autographs in books, he insisted in also sketching a character <p>Ariane Dewey (Ariane Dewey, 2020)</p> <ul style="list-style-type: none"> - Has illustrated over 60 children’s books, alongside José Aruego - When illustrating books, she was the person who added the colour. Meaning that José Aruego would sketch the drawings, and she would add the colour. However, Ariane Dewey didn’t receive any recognition for the first books that she helped to illustrate (Ariane Dewey, 2018). - “Art was the most enjoyable part of school. I liked to squish gobs of finger paint on wet paper, or to write, illustrate, and bind stories into books, or, best of all, to paint stage sets for the school plays.” (Ariane Dewey, 2020) - “Whatever the subject, I want my readers to stretch their imaginations, to see with their minds’ eyes what happens between one picture and the next. I want to make them explore and smile.” (Ariane Dewey, 2020) <p>Turtle’s Race with Beaver (Bruchac and Bruchac, 2003)</p> <ul style="list-style-type: none"> - A traditional story, from the Seneca people (Seneca People, n.d.) - This book is considered to be a teaching tale, which continues to be recounted in traditional storytelling fashion.
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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"> - 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. - The use of this book is more significant to the aspect of cultural inclusivity, rather than literacy or language. It is the honoring that this is merely a print representation of an oral storytelling tradition. - The oral tradition of storytelling was used to pass along information, knowledge, and culture. - This book is a written version of one storyteller’s version of the story.
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	<ul style="list-style-type: none"> - "Every storyteller brings something of himself or herself to the stories that become part of their repertoire." (Bruchac and Bruchac, 2003) <p>EDUC 450 (Diversity in Learning)</p> <ul style="list-style-type: none"> - 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. - 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. - It is my thought that the use of a written transcript of an oral story is in itself representation of the different ways that people learn. - Perhaps, rather than reading this book in particular you could: <ul style="list-style-type: none"> - Request your school's Indigenous liaison to see if a local indigenous storyteller could recount this story, or a similar teaching story. - Show the illustrations only, and ask the students to make meaning from the pictures. <p>EDUC 460 (Specialization I) and EDUC 535 (Specialization II)</p> <ul style="list-style-type: none"> - Grade 1: English Language Arts <ul style="list-style-type: none"> - There is a lot of classroom discussion, prompting students to think critically and to share their ideas with their peers. - Students will gain experience with voice expression, and how it contributes to comprehension. - Students will be reading ability appropriate materials as small groups, and as well as a class. - A writing component is included (with guiding sentences and sentence structure) for the children to express their thoughts. <p>EDUC 520 (Interdisciplinary)</p> <ul style="list-style-type: none"> - 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. - The primary focus of this lesson plan is English Language Arts. - This lesson plan is able to interweave Health and Life Skills, and Fine Art, and Science. <p>EDUC 530 (Indigenous)</p> <ul style="list-style-type: none"> - 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. - I feel strongly that the most impactful use of this book would be to invite and have an Indigenous storyteller recount this story to the class.
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	<ul style="list-style-type: none"> - It is nearly certain that the Indigenous storyteller from each individual and unique Indigenous culture will have their own version of the “classic tale of wisdom versus physical strength” (Bruchac and Bruchac, 2003) - It would be very interesting to use this book as a supporting tool to the Indigenous story that is told in class. <ul style="list-style-type: none"> - Are the lessons that are learned the same? How do they differ?
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<p>K-12 connection</p>	<p><u>Grade 1 Programs of Study</u></p> <p><i>English Language Arts</i> General Outcome 2 2.1 Use Strategies and Cues 2.2 Respond to Texts General Outcome 3 3.1 Plan and Focus General Outcome 4 4.1 Enhance and Improve 4.2 Attend to Conventions 4.3 Present and Share General Outcome 5 5.2 Work within a Group</p> <p><i>Health and Life Skills</i> Relationship Choices: Understanding and Expressing Feelings R-1.1 recognize and demonstrate various ways to express feelings R-1.3 identify positive and negative feelings associated with stress/change R-1.5 identify the characteristics of being a good friend R-1.7 demonstrate simple ways to resolve conflict, with limited adult assistance</p> <p><i>Science</i> Topic A: Creating Colour</p> <p><i>Fine Arts</i> Expression Component 10</p>
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<p>Materials</p>	<ul style="list-style-type: none"> - <i>Turtle’s Race with Beaver</i> - Indigenous storyteller (if possible)* <ul style="list-style-type: none"> - It is imperative to note that it is quite difficult to have an Indigenous community Elder or storyteller come into your class for <i>your</i> request. These community members are very busy, and so we must accommodate their schedules. Also note, that an Indigenous Elder may not be the best person
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	<p>for this learning experience.</p> <ul style="list-style-type: none"> - Contact your school’s Indigenous liaison to determine appropriate requests. This must be done with lots of time, as often an appropriate member may not be available for several months. - It is crucial to understand that this service to us is not free and that there are protocols that must be followed. We must educate ourselves what these protocols are, to ensure that we are respectful. After all, they will be our invited guests. <ul style="list-style-type: none"> - White board or other such classroom discussion tool (easel) - Pencils - Writing journal - Wax crayons - Water colour paints - Water colour paper (thicker, cardstock type)
<p>Rational</p>	<p>Big idea: Learning occurs through a variety of teaching methods, including oral storytelling and life experiences.</p> <p>Purpose: The purpose of this lesson plan is to rely on a traditional Indigenous story to teach students about friendship, compromise, and conflict resolution.</p>

<ul style="list-style-type: none"> ● This lesson will take more than one class. It will take multiple lessons and should be planned for such timelines. ● 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. 	
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Classroom discussion: <ol style="list-style-type: none"> a. What are the different ways that information can be shared? b. What are the different ways that people learn? <ol style="list-style-type: none"> i. Which way do you learn mathematics best? ii. Which way do you understand a story best? <ol style="list-style-type: none"> 1. What helps you to understand the story? 2. Classroom discussion around the art of traditional Indigenous storytelling. <ol style="list-style-type: none"> a. Storytelling (Storytelling, n.d.) <ol style="list-style-type: none"> i. “Storytelling is a traditional method used to teach about cultural beliefs, values, customs, rituals, history, practices, relationships, and ways of life.” b. Oral Tradition (Canadian Geographic, 2018) <ol style="list-style-type: none"> i. “... pass their histories, legends and family remembrances down through the Oral Tradition.” ii. “The Métis Oral Tradition is rooted in spirituality.” iii. “Some narratives in the Oral Tradition are considered

	<p>sacred and are told only at certain times, and only to specific people.”</p> <ul style="list-style-type: none"> iv. “... it outlined the trapping, fishing, hunting and plant harvesting grounds for medicine ...” v. “...Oral Tradition has been vitally important in ensuring the survival of families.” <p>3. <i>Introduce the Indigenous guest to the class (if you are fortunate enough to have this opportunity)</i></p> <ul style="list-style-type: none"> a. <i>This bullet point will not be expanded upon, as you will have to work with your Indigenous school liaison to learn proper protocols.</i> b. <i>Protocols should be told to the students, so they have the opportunity to learn respectful behaviour to this member of the community.</i> c. SIGNIFICANT PLANNING IS REQUIRED <p>4. Introduce the book to the class.</p> <ul style="list-style-type: none"> a. Indigenous stories that have been written down have had to undergo significant scrutiny to ensure that the story that is written down is accurate. This is because storytellers will often add in their own personal elements to their artform. <ul style="list-style-type: none"> i. This particular story was written by Indigenous people that lived, at one time, on the land that students would recognize as south of Lake Ontario. This is where the Seneca people traditionally lived. (Seneca People, n.d.) b. Most Indigenous stories share lessons to be learned. <p>5. Read the story aloud to the students, multiple times.</p> <ul style="list-style-type: none"> a. The first time the story is “read”, simply read the story without emotion. Do not show the pictures. b. The first time the story is “read”, read the story without emotion. Show the pictures. c. The third time the story is “read”, read with emotion and show the pictures. d. The fourth time the story is “read”, read with emotion, show the pictures, and add gestures and facial expressions. <p>6. Classroom Discussion</p> <ul style="list-style-type: none"> a. Which was the most interesting way for you to listen to this story being told? Why? <p>7. Classroom Discussion</p> <ul style="list-style-type: none"> a. What happens in the story? b. What is the problem? c. What is the solution? d. How did each of the animals feel at different parts of the story? e. What is the lesson of the story? f. Could there have been another solution? What?
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	<ul style="list-style-type: none">8. Writing Task<ul style="list-style-type: none">a. Have the students complete the statement:<ul style="list-style-type: none">i. I think that the turtle and the beaver found the best solution because _____. ORii. I think that a better solution for the turtle and the beaver would have been _____.b. Encourage the students to write more, if they are capable.9. Art project<ul style="list-style-type: none">a. The students will create an illustration of the favorite part of the book.<ul style="list-style-type: none">i. The students will first sketch their drawing with a pencil. Encourage the students to draw lightly with their pencils. (fine motor skills)ii. The students will then go over their final sketch lines with wax crayons.iii. Finally, the students will paint their illustration using water colours. The students are encouraged to mix colours and to experiment with darker and lighter shades. (Science)10. Practicing oral storytelling<ul style="list-style-type: none">a. Students work in groups with their friends (approx. 3).b. Have the students select a short picture book that is at their appropriate level of reading and comprehension.<ul style="list-style-type: none">i. Additional Indigenous folklore tales would be perfect!c. The students will divide the book up (by pages???), where each student will read one of the pages, until the book has been read in its entirety.<ul style="list-style-type: none">i. The students will practice reading out loud, using oral expression, facial expression, and hand gestures.<ul style="list-style-type: none">1. The students first to practice in their small group.2. The students should also practice giving constructive feedback to their team members, designed to improve their oral delivery.11. The students will then read their story out loud to the class.<ul style="list-style-type: none">a. Classroom Discussion<ul style="list-style-type: none">i. What happens in the story?ii. What is the lesson of the story?
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Supporting Sources:

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