

BOOKS TO BUILD ON

Teaching and Learning Ideas

Thank you for downloading this Books to Build On Teaching and Learning "Seed" for you to plant in the garden of your professional practice! We are excited for you to use it in a good way to further Indigenous Education and reconciliation for you and your students. Please take them as inspiration and adapt them to your needs. See below for some important information.



Books to Build On: Indigenous Literatures for Learning

Okí, Ába wathtech, Danit'ada, Taanishi, Hello, Welcome!

What is this website?

Call for new lesson plan donations

Are you interested in contributing to the lesson plan selection available on Books to Build On? Have you written a lesson plan that accompanies an existing resource, or a resource you think we should include? Or, are you interested in creating a lesson plan for one of the resources? If you answered yes to any of these questions, the Books to Build On team would love to hear from you! We

These teaching and learning ideas originate from the Books to Build On: Indigenous Literatures for Learning website. Please check out the website, as well as the Indigenous Education resources at the Werklund School of Education, for more information on working with Indigenous literatures! We would love to hear your feedback on our educational materials! Please find our contact information on the website.

<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>

Open Education Resource



Teaching and learning ideas have been gifted to Books to Build On and are free to use. In this spirit of giving, all of the lesson plans are Open Education Resources. They all have a Attribution-NonCommercial-ShareAlike 3.0 Unported (CC BY-NC-SA 3.0) License. For more information on what exactly this means, visit this website: <http://creativecommons.org/licenses/by-nc-sa/3.0/>. Under this license we welcome you to share the lessons with anyone you wish and adapt the lessons to your own unique needs for your own specific students and teaching situation. You may not, however, use these lessons in a commercial setting to earn money, and you must always credit Books to Build On when you share the lessons. Finally, remix, transform, or build upon the lesson; you must use the same Creative Commons licence as we picked.

How do we engage with Indigenous literatures in teaching and learning?

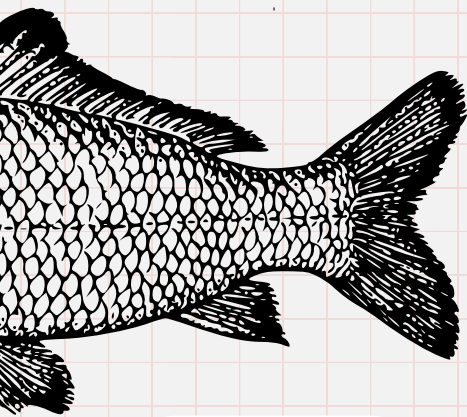
By Erin Spring & Aubrey Hanson

“Starting with Story” allows us to centre Indigenous voices, knowledges, people, and experiences in our teaching and learning

Why do we believe in teaching and learning with Indigenous literatures? During our years of engagement with Indigenous knowledge systems, communities, literatures, and scholarship, we have come to know that stories are at the heart of our work. Stories embody communities and their ways of knowing, being, and doing in an appealing form—reaching the heart, not only the head. Stories are inherently relational, in that a teller and listener are drawn into relationship with each other and with the story being told. And because relationships call for mutual responsibility, storytelling as a mode of sharing knowledge draws people into reciprocal webs of connection. Stories are not just for entertainment; they are there to guide how we live our lives. Thomas King’s oft-repeated line at the end of each chapter in the Truth about Stories lecture series is an illustration of this principle. King (2003) tells the reader that the story is “yours. Do with it what you will . . . But don’t say in the years to come that you would have lived your life differently if only you had heard this story. You’ve heard it now” (p. 29). When deciding how to engage others in the work of Indigenous education, then, we believe in starting with story. We appreciate storytelling for how it respects Indigenous knowledge systems, ensures that knowledge remains rooted in context, and emphasizes the value of personal voice and collective listening. Stories are a key way into relational work in education.

Social responsibility is at the heart of our work, we are working for better futures

Teaching and learning with Indigenous literatures is part of the broader work of Indigenous Education. We believe that work in education must be socially responsible and committed to communities. Significant social impact is being created by the process of reconciliation and with Indigenous-focused teaching and learning happening across the country. We see our task as working to nourish Indigenous communities and knowledge systems, while challenging racism and colonialism. This work is also about fostering open and reciprocal relationships between Indigenous and non-Indigenous peoples. This call for social responsibility informs our collaborations in the Books to Build On project.



Grade ONE

Unit Plan for **Jigging for Halibut with Tsinii**

by Sara Florence Davidson & Robert Davidson

Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

Page 1 of 6

Resources used
& possible
concerns

Book: Jigging for Halibut with Tsinii
Publisher: HighWater Press
Author : Sara Florence Davidson & Robert Davidson
Illustrator: Janine Gibbons

Possible Concerns:

- Access to the physical book - the solution could be borrowing a copy of the book through your local public library.

Author : Sarah Florence Davidson & Robert Davidson

Illustrator: Janine Gibbons

Author Background:

"**Sara Florence Davidson** (she/her) is a Haida/Settler Assistant Professor in Indigenous Education in the Faculty of Education at Simon Fraser University. Previously, she was an educator working with adolescents in the K-12 system in British Columbia and Yukon Territory. Sara is the co-author of *Potlatch as Pedagogy: Learning through Ceremony*, which she wrote with her father, and *Magical Beings of Haida Gwaii*, which she wrote with her stepmother, Terri-Lynn Williams-Davidson."
(Portage & Main Press, 2022.)

"**Robert Davidson** is one of the most respected and important contemporary artists in Canada. A Northwest Coast native of Haida descent, he is a master carver of totem poles and masks and works in a variety of other media as a printmaker, painter, and jeweller. A leading figure in the renaissance of Haida art and culture, Robert is best known as an impeccable craftsman whose creative and personal interpretation of traditional Haida form is unparalleled. He has also been recognized with many awards, including being named an Officer to the Order of Canada."
(Portage & Main Press, 2022.)

Illustrator Background:

Janine Gibbons, a Haida Raven of the Double-Fin Killer Whale Clan, Brown Bear House, is a multi-disciplinary artist and award-winning illustrator. Janine's works are inspired by the waters and lands of the Pacific Northwest, and their myriad colours, energies, and languages. Janine graduated from the Art Institute of Seattle and Fort Lewis College in Durango, Colorado. Janine has illustrated four books in the Sealaska Heritage's Baby Raven Reads series, including *Raven Makes the Aleutians*, an AIYLA Honor Book, and most recently *Nang Jáadaa Sgáana 'Láanaa aa Isdáayaan* (The Woman Carried Away by Killer Whales), which is entirely in the Haida language Xaad Kil.
(Portage & Main Press, 2022.)

Literature Background:

"Based on Haida artist Robert Davidson's own experiences with Tsinii (his grandfather), this tender story highlights intergenerational knowledge and authentic learning experiences. Off the northern tip of Haida Gwaii, a boy goes fishing with Tsinii, his grandfather. As they watch the weather, jig for halibut, and row with the tides, the boy realizes there's more to learn from Tsinii than how to catch a fish. Written by the creators of *Potlatch as Pedagogy*, this book brings the Sk'ad'a Principles to life through the art of Janine Gibbons."
(Portage & Main Press, 2022.)

Author/creator
& literature
background

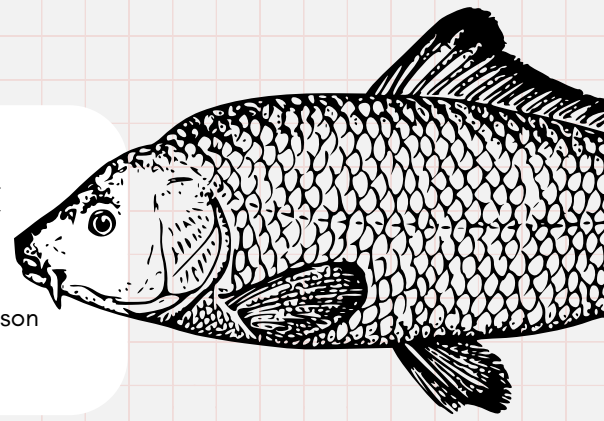
Grade 1
Curricular
Connections

(also suitable for diverse
multi-age disabilities
classrooms)

Unit Plan for
**Jigging for Halibut
with Tsinii**

by Sara Florence Davidson & Robert Davidson

Page 2 of 6



Unit Contents:

- Fish VS. Human Science/English Language Arts Lesson
- Home for a Halibut Science/English Language Arts Lesson

Targeted Grade 1 Skills include:

Science:

Topic E: Needs of Animals and Plants

1-11 Describe some common living things, and identify needs of those living things.

Students will:

- Observe, describe and compare living things.
- Contrast living and nonliving things.
- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
- Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.
- Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

(Alberta Education, p.9, 1996.)

English Language Arts:

"3.2 Select and Process"

- Use a variety of sources:
 - find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips
- Access information:
 - use text features, such as illustrations, titles and opening shots in video programs, to access information
 - use questions to find specific information in oral, print and other media texts

3.3 Organize, Record and Evaluate

- Organize information:
 - identify or categorize information according to sequence, or similarities and differences
 - list related ideas and information on a topic, and make statements to accompany pictures
- Record information:
 - represent and explain key facts and ideas in own words"

(Alberta Education, pp.52-56, 2000.)

Other: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Graphic organizing skills. Exploring language representation.

(Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M., pp.142-143, 1999.)

All lessons have a primary focus of early numeracy and exposure and engagement with Indigenous language and culture, through written, visual, and oral storytelling.

Unit Plan for
**Jigging for Halibut
with Tsinii**

by Sara Florence Davidson & Robert Davidson

Page 3 of 6

Materials

Jigging for Halibut with Tsinii Resource Guide includes:

- Fish VS. Human Science/English Language Arts Lesson Resource
- Home for a Halibut Science/English Language Arts Lesson Resource

Other Materials:

- Writing tools (paper/whiteboard, chalk, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Access to the internet (via tablet, computer, or SMARTboard)
- Glue
- Markers
- Scissors (adapted, board-scissors, mounted-loop-scissors, etc.)
- Physical book

Rationale

Big Idea: This unit plan facilitates pre-academic skill development in early education, and connects students with Indigenous culture and family traditions. This unit plan is best suited for a typically developing grade one classroom, as well as diverse, multi-age, disability-focused learning environments.

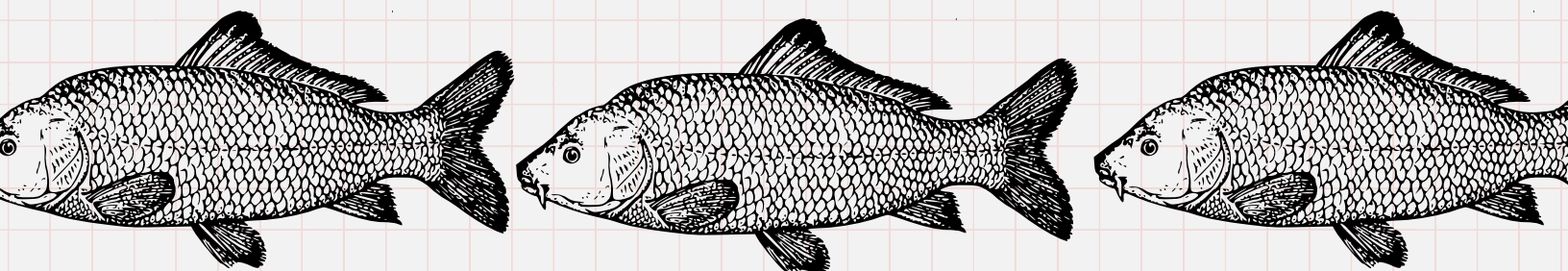
Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with fine arts and mathematical skills, in individualized ways. The goal is to create meaningful and authentic literacy and science interactions with the text, and facilitate exposure to, and understanding about, Indigenous culture. The intention is to connect students and educators with positive and authentic representations of Indigenous experiences through stories and imagery, and encourage students' personal creative expression.

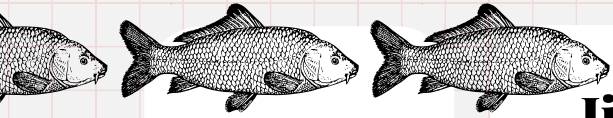
Unit Contents

Contents:

- 2 Multidisciplinary Lessons (with a focus in science and literacy.)
- Jigging for Halibut with Tsinii Resource Guide (attached as Appendix, following Unit Plan)

****Lessons may be interchanged, based on the preference of the educator.*





Lesson 1:
Fish VS. Human

Unit Plan for
**Jigging for Halibut
with Tsinii**
by Sara Florence Davidson & Robert Davidson

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity

Page 4 of 6

Science:

Topic E: Needs of Animals and Plants 1-11 Describe some common living things, and identify needs of those living things.

Students will:

- Observe, describe and compare living things.
- Contrast living and nonliving things.
- Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.
- Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

(Alberta Education, p.9, 1996.)

English Language Arts:

"3.2 Select and Process

- Use a variety of sources:
 - find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips

3.3 Organize, Record and Evaluate

- Organize information:
 - identify or categorize information according to sequence, or similarities and differences
 - list related ideas and information on a topic, and make statements to accompany pictures
- Record information:
 - represent and explain key facts and ideas in own words"

(Alberta Education, pp.52-56, 2000.)

Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with Indigenous languages and cultures, through written, visual, and oral storytelling.

(Cunningham et al., pp.142-143, 1999.)

Preparation: Have a copy of the book available. Print out the resource for the lesson, and cut out the adjectives (blue) and the nouns (green.) Place all cards in a bag. Prepare a poster and a marker, drawing a T chart (or do this on your SMARTboard.)

Activity:

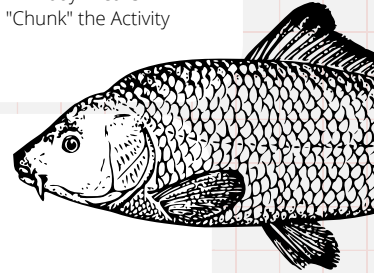
1. Invite students to do a picture walk through the book with you. Pause on different pages, describing the characters together: the boy, his tsinii, the halibut. Explain that words that describe a person, place or thing, are called adjectives. Give another example from the book: for example, the fish is SCALY, SLIPPERY, and WET.
2. Ask students to think about how people are similar or different from fish. Pass out the different words to students, from the resource guide.
3. Invite students to read their given words, and as a class, determine, who has a noun or an adjective - is it a character or a description? Invite the two nouns to bring their words forward, and place them at the top of the T chart, on opposite sides.
4. Invite the rest of your students to come up one at a time, and describe either the halibut or the human using the chart.
5. Review the chart. Ask, how are they alike? How are they different from each other? Where do they live? What do they eat? What do they each need to survive?
6. Clean up materials and practice using descriptive language throughout the day.

Lesson 2:
Home for a Halibut

Unit Plan for
**Jigging for Halibut
with Tsinii**
by Sara Florence Davidson & Robert Davidson

Accommodations include:
Communication Devices
& Systems,
Slant boards,
Adapted writing tools
Body Breaks
"Chunk" the Activity

Page 5 of 6



Science:

Topic E: Needs of Animals and Plants

1-11 Describe some common living things, and identify needs of those living things.

Students will:

- Observe, describe and compare living things.
- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
- Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.
- Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

(Alberta Education, p.9, 1996.)

English Language Arts:

"3.2 Select and Process"

- Use a variety of sources:
 - find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips
- Access information:
 - use text features, such as illustrations, titles and opening shots in video programs, to access information
 - use questions to find specific information in oral, print and other media texts

3.3 Organize, Record and Evaluate

- Organize information:
 - identify or categorize information according to sequence, or similarities and differences
 - list related ideas and information on a topic, and make statements to accompany pictures
- Record information:
 - represent and explain key facts and ideas in own words"

(Alberta Education, pp.52-56, 2000.)

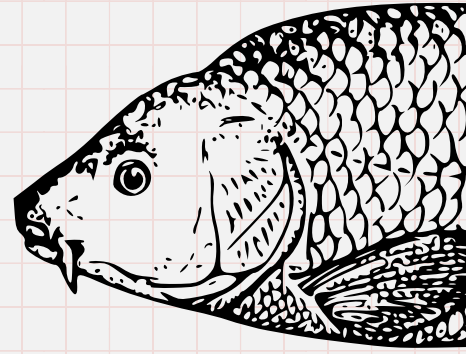
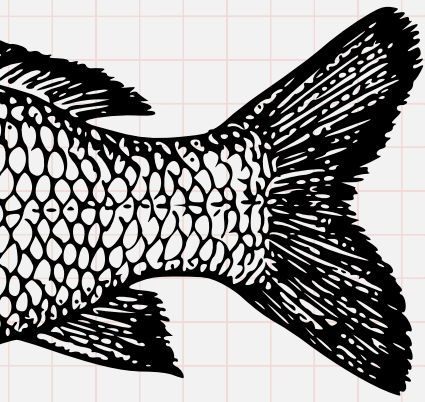
Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with Indigenous languages and cultures, through written, visual, and oral storytelling.

(Cunningham et al., pp.142-143, 1999.)

Preparation: Have a copy of the book available, and prepare a devices with this link: <https://www.alberta.ca/alberta-game-fish-species.aspx> Print out the resource for all students, and prepare writing materials.

Activity:

1. Introduce the activity: explain how you will be learning about the fish you may find in Albertan bodies of water.
2. Show students their research pages, and ask them to write their names.
3. Ask students what fish they would like to choose, showing them the different choices on the given website.
4. Next, ask student to select a category to research from the research page. One topic at a time, read and learn about the chosen fish, documents key words, phrases, and information into the boxes.
5. Ask students, are there any other questions you would like to explore?
6. Option to extend, and do an image search on the chosen fish, and practice describing the fish with simple phrases such as "I See ____" or "Halibuts have ____." Alternatively, students may wish to learn about a different fish, repeating the research project and comparing the results.
7. Review the information, and share with a peer or a teacher.



Grade ONE

Unit Plan for
**Jigging for Halibut
with Tsinii**

by Sara Florence Davidson & Robert Davidson

Page 6 of 6

Supporting
Sources,
APA references:

Alberta Education. (2000.) *English language arts program of study, elementary*. Alberta, Canada. Web. <https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>

Alberta Education. (1996.) *Science program of study, elementary*. Alberta, Canada. Web. <https://education.alberta.ca/media/159711/elemsci.pdf>

Cunningham, Patrica M., Hall, Dorothy P., & Sigmon, Cheryl M. (1999.) *The teacher's guide to the four Blocks: A multimethod, multilevel framework for grades 1-3*. Carson-Dellosa Publishing Company.

Government of Alberta. (2022.) *Alberta game fish species*. Web. <https://www.alberta.ca/alberta-game-fish-species.aspx>

Portage & Main Press. (2022.) *Jigging for halibut with Tsinii*. Web. <https://www.portageandmainpress.com/Books/J/Jigging-for-Halibut-With-Tsinii>

Portage & Main Press. (2022.) *Janine Gibbons*. Web. <https://www.portageandmainpress.com/Contributors/G/Gibbons-Janine>

Portage & Main Press. (2022.) *Robert Davidson*. Web. <https://www.portageandmainpress.com/Contributors/D/Davidson-Robert>

Portage & Main Press. (2022.) *Sara Florence Davidson*. Web. <https://www.portageandmainpress.com/Contributors/D/Davidson-Sara-Florence>

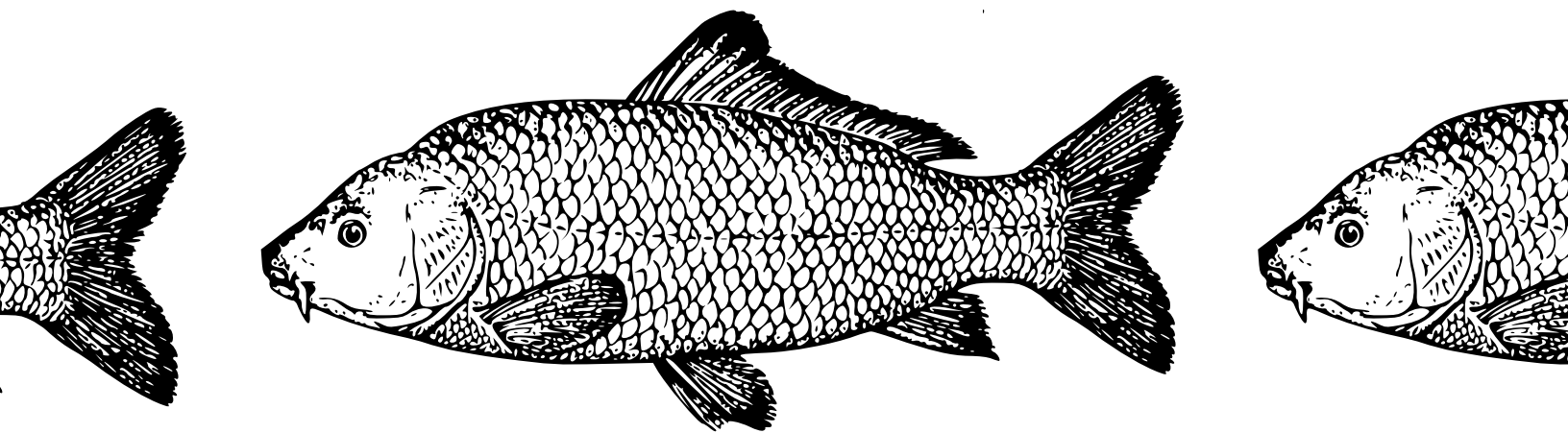
About the
Teacher-
Author:

Emily Rozitis has a Bachelors of Arts in French, and a Bachelors of Education in Inclusive Education from the University of Calgary. She is a practicing elementary school teacher who works in a severe disabilities classroom with non-verbal students (ages 6-12.) Emily uses a variety of communication supports in her classroom to promote a differentiated and inclusive literacy-rich environment. Her multimodal communication approach to learning includes the use of digital and paper-based communication devices, American Sign Language, assistive technology, and both verbal and visual methods of communication.

Emily believes that literacy, and learning, are for everyone. This resource is designed to be used in a multiple-disabilities classroom to support pre-literacy skills for every student, at every developmental level. Lessons are easily adapted to the typical Pre-K, Kindergarten, and Grade 1 classroom.

Jigging for Halibut with Tsinii

by Sara Florence Davidson & Robert Davidson



This Resource Guide includes:

- Fish VS. Human Science/English Language Arts Lesson Resource (2 pages)
- Home for a Halibut Science/English Language Arts Lesson Resource (1 page)

Fish VS. Human

Cut out the words below and use them alongside Lesson 1, Fish VS. Human.

scaly

slippery

wet

tall

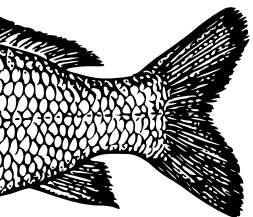
patient

clever

halibut

the
narrator
(the boy)

his tsinii
(his
grandfather)



Fish VS. Human

Cut out the words below and use them alongside Lesson 1, Fish VS. Human.

quiet

fast

strong

human

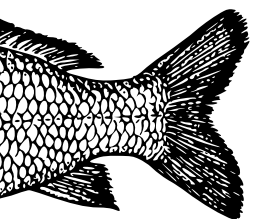
animal

respectful

old

young

calm



Home for a Halibut

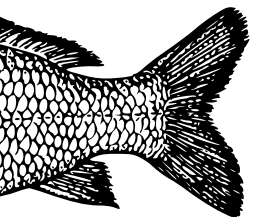
Research a fish that you might find in Albertan bodies of water, using this link:
<https://www.alberta.ca/alberta-game-fish-species.aspx>

What species is it?:

Where does it live?:

What do they eat?:

How does it look?:



Interested in learning more? Resources for additional reading:

- Archibald, J.-a. (2008). *Storywork: Educating the heart, mind, body, and spirit*. UBC Press.
- Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich.
- Donald, D. (2016). From what does ethical relationality flow? An Indian Act in three artifacts. In J. Seidel & D.W. Jardine (Eds.) *The Ecological heart of Teaching: Radical Tales of Refuge and Renewal for Classrooms and Communities*. Peter Lang (pp.10-16).
- Garneau, D. (2012). Imaginary spaces of conciliation and reconciliation: Art, curation, and healing. *West Coast Line*, 46(2), 28-38.
- Hanson, A. (2017). Reading for reconciliation? Indigenous literatures in a post-TRC Canada. *English Studies in Canada*, 43(2-3), 69-90.
- Hanson, A. (2018). Relational encounters with Indigenous literatures. *McGill Journal of Education* 53(2), 312-330.
- Hanson, A. (2020). *Literatures, communities, and learning: Conversations with Indigenous writers*. Wilfrid Laurier University Press.
- Hanson, A., King, A.-L., Phipps, H., & Spring, E. (2020). Gathering stories, gathering pedagogies: Animating Indigenous knowledges through story. *Studies in American Indian Literatures*, 32(3-4), 63-87.
- Justice, D.H. (2018). *Why Indigenous literatures matter*. Wilfrid Laurier University Press.
- King, T. (2003). *The Truth About Stories: a Native Narrative*. House of Anansi Press.
- MacDonald, J., & Spring, E. (2021). Learning with the river: Honouring place as white women teaching Indigenous education. In J. Macdonald & J. Markides (Eds.), *Brave Work in Indigenous Education*. In press.
- Martin, K. (2016). On the hunting and harvesting of Inuit literature. In D. Reder & L. Morra (Eds.), *Learn, teach, challenge: Approaching Indigenous literatures* (pp. 445-458). Wilfrid Laurier University Press.
- Simpson, L.B. (2017). *As we have always done: Indigenous freedom through radical resistance* (pp. 191-210). University of Minnesota Press.
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.
- Proulx, S. & Srivastava, A. (2002). A moose in the corridor: Teaching English, Aboriginal pedagogies, and institutional resistance. In R. Eigenbrod & J.-A. Episkeneu (Eds.), *Creating community: A roundtable on Canadian Aboriginal literature* (pp 187-208). Penticton, Canada: Theytus Books.
- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*.