

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!

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



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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.

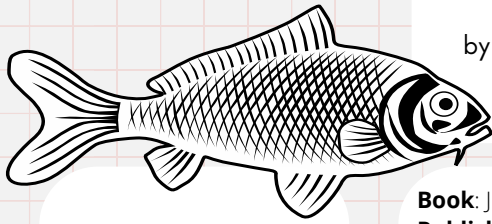
Unit Plan for

Jigging for Halibut with Tsinii

by Sara Florence Davidson & Robert Davidson

Resource Guide
& Unit Plan
Teacher-Author:
Emily Rozitis

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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.
- Access to sources of internet - solution can be doing lessons collaboratively as a whole class.

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:

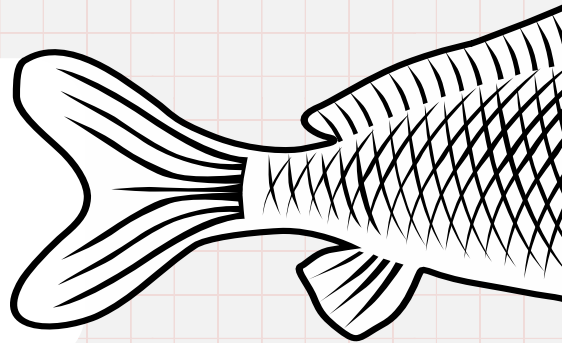
"Based on Haida artist Robert Davidson's own experiences with Tsinii (his grandfather), this tender story highlights intergenerational knowledge and authentic learning experiences. Off the northern tip of Haida Gwaii, a boy goes fishing with Tsinii, his grandfather. As they watch the weather, jig for 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

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

by Sara Florence Davidson & Robert Davidson

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Unit Contents:

- Assessing Threats to Canadian Fish Social Studies/English Language Arts Lesson
- Mapping The Story Social Studies/English Language Arts Lesson

Targeted Grade 6 Skills include:

Social Studies:

"6.S.3 develop skills of geographic thinking:

- construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- use geographic tools, including software, that assist in preparing graphs and maps
- use cardinal and intermediate directions to locate places on maps and globes
- use scales to determine the distance between places on maps and globes
- identify geographic problems and issues and pose geographic questions

6.S.8 demonstrate skills of oral, written and visual literacy:

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- respond appropriately to comments and questions, using language respectful of human diversity"

(Alberta Education, p. 6 2007.)

English Language Arts:

"2.2 Respond to Texts:

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts
- discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose

3.2 Select and Process:

Use a variety of sources

- locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet

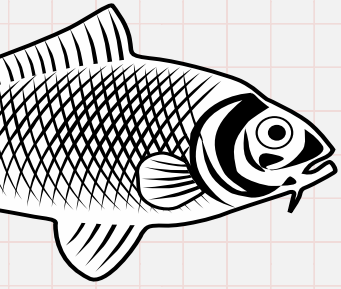
Access information

- use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information
- skim, scan and read closely to gather information"

(Alberta Education, pp.32 &54, 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 and mapping 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

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Materials

Jigging for Halibut with Tsinii Resource Guide includes:

- Assessing Threats to Canadian Fish Social Studies/English Language Arts Lesson Resource
- Mapping The Story Social Studies/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)
- Physical book

Rationale

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

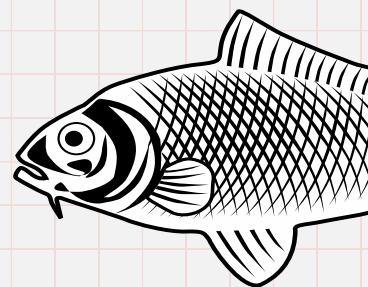
Purpose: This unit plan supports classrooms with diverse skill levels, promoting engagement with literacy and Social Studies skills, in individualized ways. The goal is to create meaningful and authentic interactions with the text, and facilitate exposure to, and understanding about, Indigenous culture. 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 English and Social Studies.)
- Jigging for Halibut with Tsinii Resource Guide - Grade Six (attached as Appendix, following Unit Plan)

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



Lesson 1:
Assessing Threats to
Canadian Fish

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

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Social Studies:

6.S.8 demonstrate skills of oral, written and visual literacy:

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
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(Alberta Education, p. 6 2007.)

English Language Arts:

"2.2 Respond to Texts:

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts

3.2 Select and Process:

Use a variety of sources

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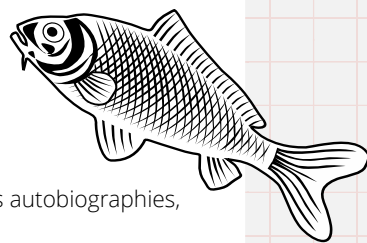
Other Skills: Social Skills- small or large group engagement, turn-taking, visual attention, listening skills (strategies may include personalized seating, whole-body listening, or Give me 5 supports.) Exposure and engagement with Indigenous languages and cultures, through written, visual, and oral storytelling.

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

Preparation: Have a copy of the book available. Have markers or pens available. Print out the resource for the lesson, and ensure students have access to the internet. Option to set up this website on student computers, to facilitate time management: <https://www.alberta.ca/native-trout-recovery-program.aspx>

Activity:

1. Invite students to open the Native Trout Recovery Program webpage. Pass out the research page to all students and ensure they have writing tools. Introduce the task: students will be exploring a species at risk in our province, and write about ways to protect it.
2. Ask students to watch the video on the webpage, and read the article, to complete their research page.
3. Allow students to work in partners or small groups, to encourage enthusiastic participation with the activity, and to allow students to learn collaboratively, while using technology in problem-solving. Students may choose to type their answers.
4. Provide students with 15-20 minutes to complete the task - make rounds and check in with each group to provide support.
5. Give a warning for a short time left, and then allow students to share their findings with another group for 5-7 minutes.
6. Review the material together for a few minutes. Ask students, what surprised you?
7. Next, read Jigging for Halibut with Tsinii, and ask students, how might sustainable fishing, as illustrated in the story, can function in protecting species. Ask students to discuss their opinion on the topic with a new partner, for the remainder of the class (5-10 minutes.) Highlight how sustainable fishing and commercial fishing are different, and allow students to discuss.
8. Ask students to share any final opinions with the class, and clean up materials.



Unit Plan for

Jigging for Halibut with Tsinii

by Sara Florence Davidson & Robert Davidson

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Lesson 2:

Mapping The Story

Accommodations include:

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

Social Studies:

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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.)

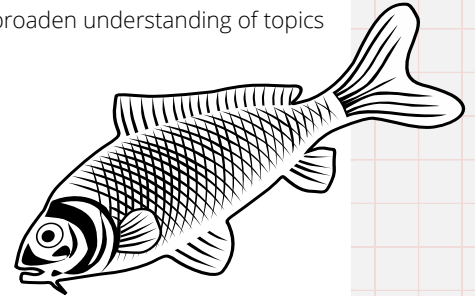
Preparation: Have a copy of the book available, and prepare a devices with this link:

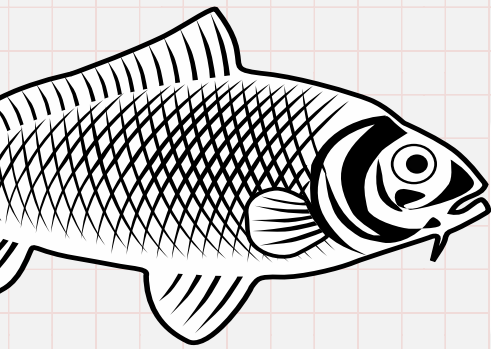
<https://www.google.com/maps/place/Haida+Gwaii/@53.0467212,-134.3562957,7z/data=!3m1!4b1!4m5!3m4!1s0x546c6f6256063303:0xec928b07eef2bdeb!8m2!3d53.1013888!4d-132.0406057>

Print out the resource for all students, and prepare writing materials.

Activity:

1. Introduce the activity: explain how you will be learning about the place where the story takes place. Show students the map in the back of the book and ask students, 'where is Haida Gwaii?' Ask if they know what continent and country it is in.
2. Show students their research pages, and ask them to write their names. Explain how they will be locating and documenting facts about Haida Gwaii.
3. Ask students to work in pairs, to answer the questions on their research pages. Demonstrate the use of Google Maps to explore the map, and change views (for example, street view.) Show students how to navigate North, East, West, and South, and how to zoom in and out.
4. Facilitate the completion of this task by circulating and providing small group support, as needed.
5. After 15 minutes, give students 10 minutes to explore: <https://www.hellobc.com/places-to-go/haida-gwaii/>
6. Ask students:
 - a. What did you learn?
 - b. How can Google Maps help us learn about new places?
 - c. Would you like to travel to Haida Gwaii? (take a poll)
7. Conclude the activity and clean up materials, ensuring students are exiting browsers and closing computers/tablets.





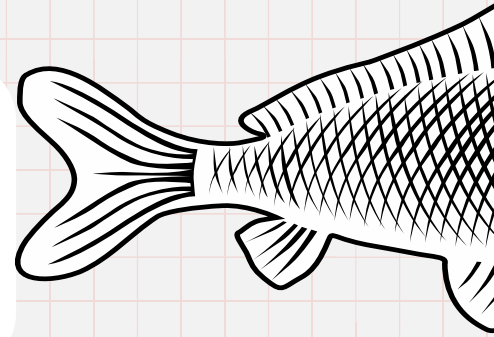
Grade SIX

Unit Plan for

Jigging for Halibut with Tsinii

by Sara Florence Davidson & Robert Davidson

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APA references:

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

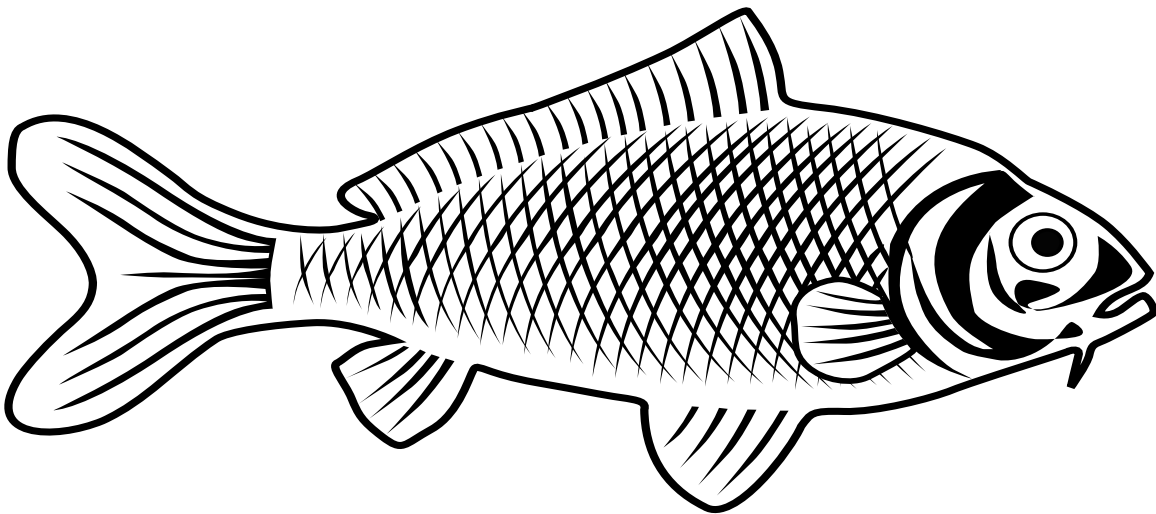
About the
Teacher-
Author:

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:

- Assessing Threats to Canadian Fish Social Studies/English Language Arts Lesson Resource (1 page)
- Mapping The Story Social Studies/English Language Arts Lesson Resource (1 page)

Assessing Threats to Canadian Fish

Answer the questions below with the help of the Government of Alberta's Native

Trout Recovery Program webpage:

<https://www.alberta.ca/native-trout-recovery-program.aspx#jumplinks-3>

1. What is Alberta's Native Trout Recovery Program?

2. Name one threat to Alberta's native trout:

3. What are two management actions used to target this issue:

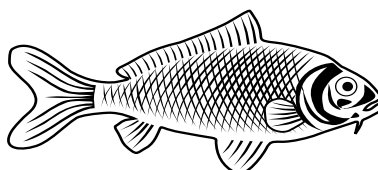
1.

2.

4. What does sustainable mean, in your own words ?

5. Name one current program partner with the Native Trout Recovery Program:

6. What can we do to protect the habitat of fish in Alberta?



Mapping the Story

Answer the questions below with the help of Google Maps: Haida Gwaii.

1. Where is Haida Gwaii? (country, province.)

2. Name three cities that you can find, using GoogleMaps:

3. What ocean borders Haida Gwaii (*or oceans) ?

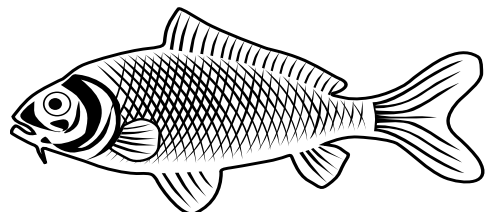
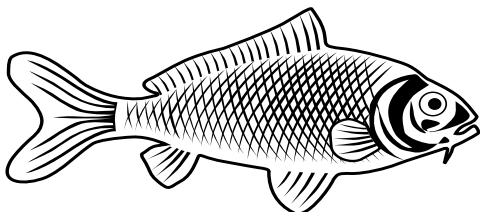
4. Name a provincial or national park:

5. Describe Old Massett:

a. Where is it, geographically-speaking?

b. What did you learn from the GoogleMaps description/from exploring the Old Masset map: _____

c. Where could you eat dinner in Old Masset, according to the map? What type of food do they serve?



Interested in learning more? Resources for additional reading:

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