

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



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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.

Title of Lesson: *The Grizzly Mother* Lesson Plan

Name: Maya Anderson

Bio: I am a certified teacher living and working in Alberta. I currently teach grade 5 math, language arts, social studies and visual art in a dual language track school in Cochrane.

Resources used and any possible concerns with resource	<ul style="list-style-type: none"> - <i>The Grizzly Mother</i> by Hetxw'ms Gyetxw (Brett D. Huson) Illustrated by Natasha Donovan
Author/creator and/or literature background (feel free to use the author's existing words and make sure you cite)	<ul style="list-style-type: none"> - From the publisher (Highwater Press, 2019): An engaging look at how the animals, people, and seasons within an ecosystem are intertwined. To the Gitxsan people of Northwestern British Columbia, the grizzly is an integral part of the natural landscape. Together, they share the land and forests that the Skeena River runs through, as well as the sockeye salmon within it. Follow mother bear as she teaches her cubs what they need in order to survive on their own. The Mothers of Xsan series uses striking illustration and lyrical language to bring the poetry of the Xsan ecosystem to life. - From the author (Brett Huson, n.d.): Hetxw'ms Gyetxw, also known as Brett D. Huson (he/him/his), is from the Gitxsan Nation of the Northwest Interior of British Columbia, Canada. Growing up in this strong matrilineal society, Brett developed a passion for his people's culture, land, and politics and a desire to share their knowledge and stories. Brett has worked in the film and television industry for over 16 years and is also a volunteer board member for such organizations as Ka Ni Kanichihk and sakihiwe Festival. The award-winning series Mothers of Xsan is Brett's first series of books and part of a larger vision he has in sharing the worlds of the Gitxsan Nation.
K-12 curricular connection	<ul style="list-style-type: none"> - Science Grade 5: <ul style="list-style-type: none"> - Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.
Materials Needs	<ul style="list-style-type: none"> - Chart paper - Markers - <i>The Grizzly Mother</i> - Computers

	<ul style="list-style-type: none"> - Poster paper - Paper - Visual journals (if you use these with your students)
Rationale	<p>Big idea: Ecosystems, such as the rainforests in BC, rely on the interconnections between the different living and nonliving parts of the ecosystem.</p> <p>Purpose: This is part of a larger unit on wetland and ecosystems. This is a multi-lesson project where students recap their knowledge of bears, listen to the story of <i>'The Grizzly Mother'</i>, and complete a project from a choice board based on the story. This could be an add on to the lesson on the Salmon Bears.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Introduce the project by having students think, pair, share about their knowledge of bears. If you have never done think, pair, share with your students, give students 2 minutes to jot down all the ideas or knowledge they have about bears. Then have students get up out of their seats, find a partner who they haven't worked with in awhile (you could have students find someone who is wearing the same colour as them to make it more random), and give partners 2 minutes each to share what they came up with. Once the time is up, have pairs share with the class their knowledge of bears. Write this on a chart with the heading "What We Know About Bears" 2. Once students have shared their ideas, gather students together and have them sit in a circle while you read the book <i>The Grizzly Mother</i>. Stop periodically to observe the illustrations and highlight important points. 3. After the story, have students share what parts they found most interesting. 4. Explain to students that they will be completing projects about grizzly bears and will have a choice as to what project they work on. Share the choice board (see below) with the students and go through the choices. 5. Give students time to make a choice and come up with a plan for how they will complete their projects. Have students make jot notes in their notebooks or visual journals depending on what you use with your students. This might take an entire class period depending on the speed of your students. Check in with students to review their plans. 6. Once students have finished making their plans, they

	<p>will spend time completing their projects. They will present their projects to the class at the end of the project time. Effectively they will become the teachers and teach other students about what they learned. Depending on your students, plan for 2-3 class periods to do this task.</p> <p>7. Once presentation preparations are complete, have each student present to the rest of the class. Peers will give feedback on presentations to the groups in the form of two stars and a wish (two things they thought went well, and one wondering or wish that they included or did differently). Students will also complete a short written reflection on their work indicating what went well, what they would do differently next time, and their thoughts on the contributions of their group members. This can be used as part of the summative assessment process.</p> <p>8. When all presentations are complete, go back to the initial chart of what we know about bears. Create a new section on the chart labeled “What We Now Know About Bears” and have students share one idea about what they now know.</p>
Total Time	This will be fluid depending on the speed and level of your specific students. This will likely take 6-7 class periods to complete.

Supporting Sources (APA):

Brett Huson. (n.d.). Retrieved July 15, 2022, from <https://www.bretthuson.ca/>

Choose one option from the choice board to complete. Make a plan of how you will complete your project and share this with your teacher before you begin. You will present your project to the class once you have completed it.

Pretend you are a grizzly bear. Write a journal about your life in the forests from waking up from hibernation throughout the different seasons. Include illustrations and descriptions of who you meet along the way.	Create an art piece that showcases the life of a grizzly bear in the forests. Be sure to include visual information about their life cycle, what they eat, and who they rely on for survival.	Make a vlog or nature style video that explains the life of a grizzly bear in the forests. Include information about where they live, what they eat, their lifecycle, and who they rely on for survival.
Research the habitat of grizzly bears and make a diorama of their habitat. Include a written description of your diorama that explains the things that you included in your diorama.	Using scratch or other game designing software, create a game that showcases grizzly bears, what they eat, and who they rely on for survival.	Make a board game about grizzly bears, their habitats, what they eat, their lifecycle, and who they rely on for survival. Be sure to include all the playing pieces, an instruction sheet on how to play, and the rules of the game.

Interested in learning more? Resources for additional reading:

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- 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.
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- Simpson, L.B. (2017). *As we have always done: Indigenous freedom through radical resistance* (pp. 191-210). University of Minnesota Press.
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- Proulx, S. & Srivastava, A. (2002). A moose in the corridor: Teaching English, Aboriginal pedagogies, and institutional resistance. In R. Eigenbrod & J.-A. Episkenew (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*.