

## 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!

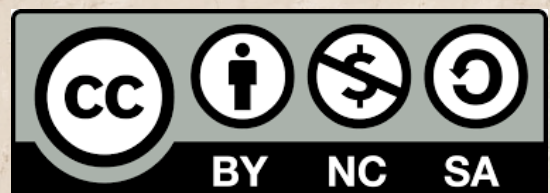
#### Call for new lesson plan donations

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

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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Resource Guide  
& Unit Plan  
Teacher-Author:  
Emily Rozitis

Resources used  
& possible  
concerns

**Book:** The Walrus Who Escaped

**Author:** Rachel & Sean Qitsualik-Tinsley

\*This book is not available as a Read Aloud.

**Publisher:** Inhabit Media

**Illustrator:** Anthony Bernnan

## Possible Concerns:

- Access to the physical book

\*Solutions include borrowing a copy of the book through your local public library.

Author/creator  
& literature  
background

**Author:** Rachel & Sean Qitsualik-Tinsley

**Illustrator:** Anthony Bernnan

"**Rachel Qitsualik-Tinsley** was born at the northernmost edge of Baffin Island, in Canada's Arctic. She grew up learning traditional survival lore from her father. **Sean Qitsualik-Tinsley** was born at the southernmost edge of Ontario. He grew up learning traditional woodcraft. They were brought together by a love of nature and each other. Together, they write Arctic fantasy." (Inhabit Media, 2020)

\*This is a direct quote from <https://inhabitmedia.com/2015/02/27/rachel-and-sean-qitsualik-tinsley/>

"**Anthony Brennan** is a Sheridan College-educated illustrator and web designer who lives near Toronto, Ontario. He has produced several books, including Tales from the Tundra by Ibi Kaslik." (49th Shelf, 2020)

\*This is a direct quote from <https://49thshelf.com/Contributors/B/Bernnan-Anthony>

## Literature Background:

"In the past, Arctic animals did not look as they do today, but they could communicate just as well as humans can! In The Walrus Who Escaped, young readers learn that walrus once had spiraled, curly tusks, not the long, straight tusks we recognize. When Raven came across Walrus expertly diving for clams, he quickly became jealous of Walrus's great clam-hunting skills. So, as Walrus was about to surface with a tasty mouthful of clams, Raven cast a spell on the ocean, freezing Walrus in place! Walrus's curly, twisting tusks became frozen in the enchanted ice. But Raven soon discovered that his magic was no match for Walrus's great physical strength. Walrus managed to escape, but his tusks would never be the same!" (Inhabit Media, 2014)

\*This is a direct quote from <https://inhabitbooks.com/products/in9781772270341>

Unit Plan for

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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Literacy, Math  
&  
Other Targeted  
Skills for  
preschool -  
Grade 6  
(Disabilities  
Classrooms)

## Unit Contents:

**Lesson 1:** Picture Walk, Predictions & Shared Reading

**Lesson 2:** Making the Writing Block Multi-Level: Descriptive Language

**Lesson 3:** Working with Words: Compare & Contrast

**Lesson 4:** Surveys, Understanding of Mathematical Concepts and Language

## Other Targeted Skills include:

**Literacy:** Literary Predictions & Shared Reading. Oral and written communication skills. Working with words, early literacy skills. Compare and contrast skills. CORE word practice (similar, different.) Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers." Using descriptive language.

**Math:** Mathematization of everyday knowledge, graphic organizing skills. Surveys, Understanding of Mathematical Concepts and Language.

**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.) Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**All lessons** have a primary focus of early numeracy and exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling. Additional focus of all lessons in this unit is connecting with the outdoors for learning.

Unit Plan for

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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## Materials

### The Walrus Who Escaped Resource Guide

- "Describe the Raven/Walrus" Literacy/Fine Motor Activity (2 pages)
- "Compare and Contrast" Literacy/Math/Fine Motor Activity (1 page)
- "A Survey: Who Do You Like Best?" Math/Fine Motor Activity (1 page)

### Other Materials:

- Writing tools (paper/whiteboard, chalk, pencil, crayon, wide-grip bingo-dabbers, marker, etc.)
- Scissors (adapted, board-scissors, mounted-loop-scissors, etc.)
- Glue or tape
- \*Option for physical book or digital copy of the book
- \*Option for Computer/SMARTboard use

## Rationale

**Big Idea:** This unit plan facilitates pre-academic skill development (literacy and math dominant) in early education and disability-focused learning environments.

**Purpose:** This unit plan supports classrooms with diverse skill levels, promoting engagement with text, reading, writing, and working with words, in individualized ways. The goal is to create meaningful and authentic interactions with Qitsualik-Tinsley's text, and facilitate connections and understanding about the Cree language and culture in students' lives. Furthermore, the intention is to connect students and educators with positive and authentic representations of First Nations, Métis, and Inuit experiences through stories and imagery. Special focus on Arctic imagery and experiences.

## Unit Contents

4 Multidisciplinary Lessons (as described on page 1)

The Walrus Who Escaped Resource Guide (attached as Appendix, following Unit Plan)

*\*\*\*Lesson 1 should be completed as the initial lesson. The following 3 lessons may be interchanged, based on the preference of the educator.*



Unit Plan for

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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## Lesson 1: Picture Walk, Predictions & Shared Reading



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

**Literacy Connections and Strategies:** Picture Walk, Literary Predictions & Shared Reading, from "Shared Reading for Emerging Readers"

(Cunningham, et. al., pp 49-67, 1999.)

**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 FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book ready to go. Ask your group of students to sit together, at a table or on the floor. Ensure you have access to any necessary supports, including communication devices or physical equipment to support each student's needs.

### Activity (option for one OR two part lesson) :

\*\*\*If weather permits, try doing this lesson outdoors, in small groups! You can bring a whiteboard or paper along, or use sidewalk chalk on the ground to write and draw your ideas.

1. Introduce the Activity: Explain how you will read a book together, and you will need help finding out what it is about!
2. Explain how you will take a Picture Walk, flipping through the pages and pointing to what you can SEE in the illustrations.
3. Make a prediction together: Ask students, What will this book be about? Write your ideas down for students to see, on the ground, a whiteboard or a SMARTboard. Write I PREDICT... in the middle of your page. \*\*\**Some classrooms may choose to end here, and complete the remaining steps at another time, based on attention levels in your given class.*
4. Read the book, bringing attention to the text.
5. Ask students- What did you notice?
6. Conclude the Activity: Ask students, Who is the HERO in this book?

\*This can be done with raised hands, or other physical, verbal, or visual communication.

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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## Lesson 2:

Making the  
Writing Block  
Multi-Level:  
Descriptive  
Language



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

**Literacy Connections and Strategies:** Making the Writing Block Multi-Level, from "Shared Reading for Emerging Readers." Using descriptive language.

(Cunningham, et. al., pp 113-114, 1999)

**Math Connections and Strategies:** Mathematization of everyday knowledge, using graphic organizers.

(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, p 5, 2011)

**Other Skills:** Attention to task, communication, turn-taking, choice-making, fine motor skills. Exposure and engagement with FNMI language and culture, through written, visual, and oral storytelling. Option for assistive technology.

**Preparation:** Have a copy of the book ready to go. Print out 1 copy of "Describe the Raven/Walrus" Literacy/Fine Motor Activity (2 pages) for all students. Alternatively, laminate 1-2 copies for shared use. Prepare materials for writing (clipboard, bingo dabbers, markers, etc.) and gather students, either 1:1 or in small groups for literacy practice, at a large whiteboard, or at a table with extra paper. Option for doing this activity on a tablet or SMARTboard.

## Activity:

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: show students the table, and read the instructions together.
2. Demonstrate how to use the chart by showing students a descriptive word for each animal. Encourage students to select an animal, and work independently.
3. Ask students to express at least 2 ideas. Encourage students to express their personal opinions. (This may be a time to explain what an opinion is, and how it is beneficial for us to have different ideas and opinions.)
4. Encourage students to explore their ideas- aloud, through written and drawing forms. Students may use the book as a helpful support.
5. Ask students to share their ideas with one peer or teacher.
6. Conclude the Activity: Encourage students to assist in clean-up of materials and learning space, and put away their charts in student folders or backpacks. Option to display charts in the classroom.



# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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## Lesson 3:

Working with  
Words:  
Compare &  
Contrast



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

**Literacy Connections and Strategies:** Oral and written communication skills. Working with words, early literacy skills. Compare and contrast skills. CORE word practice (similar, different.)

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

**Other Skills:** Attention to task, communication, fine motor skills. Exposure and engagement with FNMI languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book ready to go. Print out a copy of "Compare and Contrast" Literacy/Math/Fine Motor Activity (1 page) and prepare, by attaching to a clipboard or laminating, and sticking to a whiteboard. Gather 1-2 students together for a literacy activity.

### Activity:

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Explain how you will compare and contrast the different birds on the "Compare and Contrast" Literacy/Math/Fine Motor Activity (1 page): that means, we will look at the different characters and talk about how they are the SAME, and how they are DIFFERENT.
2. Assist only as needed- facilitate your student's independence. Encourage pre-writing skills, such as drawing, scribbling and use of stamps or bingo dabbers. Ask students questions to prompt - is the Raven big? What does the Walrus like to eat?
3. Ask students to express their answers using speech, ASL, or a communication device, or gestures. Ask students to share their ideas with a peer or another teacher.
4. Conclude the Activity: Ask your students to assist in cleaning up materials , for example putting away their writing tools.

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan

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## Lesson 4:

Surveys,  
Understanding of  
Mathematical  
Concepts and  
Language



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

**Math Skills:** Surveys, Understanding of Mathematical Concepts and Language.  
(The Literacy and Numeracy Secretariat of the Ontario Ministry of Education, pp 2-4, 2011)

**Other Skills:** Oral and written communication skills. Graphic organizing skills. Attention to task, communication, fine motor skills. Exposure and engagement with First Nations, Métis and Inuit languages and cultures, through written, visual, and oral storytelling.

**Preparation:** Have a copy of the book, or the read-aloud via Youtube, ready to go. Print out a copy of "A Survey: Who Do You Like Best?" Math/Fine Motor Activity (1 page) and prepare on a clipboard, or laminate. Gather a writing tool, your survey, and your students together.

### Activity:

\*Optional: if completing this activity on a different day than Lesson 1, you may wish to read the story again with your students. Point to the text, as you read together.

1. Introduce the Activity: Show students the survey and explain how a survey works: we will ask others what character they like best, and record the answers in the chart.
2. \*\*\*You may choose to ask another classroom, or school staff to complete the survey. In this case, cast a vote with your students on who you want to ask. They will be your PARTICIPANTS.
3. Encourage your students to ask their survey question to participants independently. You may choose to have small groups work together, taking turns with the survey. Alternatively, you may choose to complete this as a whole class, video calling your participants together on the SMARTboard.
4. Repeat, until survey is complete (two or three survey rounds.)
5. Encourage students to gather to view results. Count the answers together in a group, and write your answers numerically and in written form to provide many representations of the numbers, on a poster. Ask students: were you surprised by the results?
6. Conclude the Activity: Encourage students to assist in clean-up of materials (for example, wiping off the whiteboard, hanging up your answers-poster on the wall) or to put their chart in their folder/backpacks.



Unit Plan for

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Brennan

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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.

**Appendix** for:  
"The Walrus Who Escaped"  
Unit Plan

Resource Guide for:

# The Walrus Who Escaped

by Rachel Qitsualik-Tinsley, Sean Qitsualik-Tinsley & Anthony Bernnan



This Resource Guide includes:

- "Describe the Raven/Walrus" Literacy/Fine Motor Activity (2 pages)
- "Compare and Contrast" Literacy/Math/Fine Motor Activity (1 page)
- "A Survey: Who Do You Like Best?" Math/Fine Motor Activity (1 page)



# Describe the Raven!

Use descriptive words to write and draw  
about the character, the Raven.



# Describe the Walrus!

Use descriptive words to write and draw  
about the character, the Raven.



A large rectangular area defined by a dotted line, intended for drawing or writing. The dotted line forms a rectangle with rounded corners. A green arrow points to the top-left corner of this area.



# Compare and Contrast

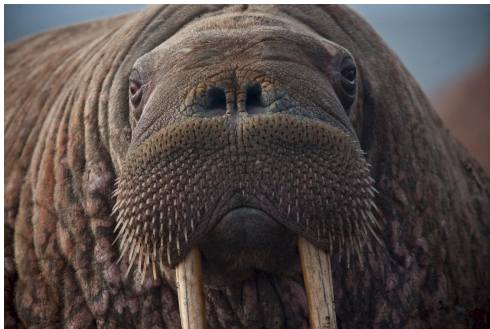
## The **Raven** and the **Walrus**

How are the RAVEN and the WALRUS similar?

How are the RAVEN and the WALRUS different?

# A Survey:

## Who Do You Like Best?



**The  
Walrus**



**The  
Raven**



## Interested in learning more? Resources for additional reading:

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