

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

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

What is this website?

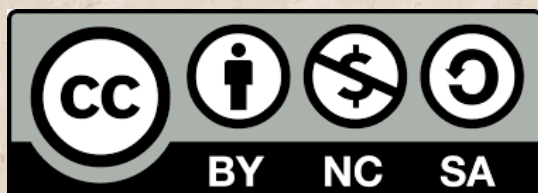
Call for new lesson plan donations

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.

Elementary Music Lesson- We Sang You Home (K's and 1's)
 Developed by Andra Slavik, 2019 Werklund Graduate.

Resources Used	We Sang You Home- picture book in both English and Cree. Written by Richard Van Camp Illustrated by Julie Flett
Author	<p>Richard Van Camp:</p> <ul style="list-style-type: none"> • Dogrib Tłıchǫ writer of the Dene nation from Fort Smith, Northwest Territories. • This book can be sung or read, in a gentle rhythmic lull. • It outlines the wonder of new parents as they welcome a new baby into the world. • Awarded 2015 R. Ross Arnett award for Children's Literature for <i>Little You</i>. • Awarded 2013 Georges Bugnet award for <i>Godless by Loyal to Heaven</i> <p>Illustrations by Julie Flett</p> <ul style="list-style-type: none"> • Cree- Metis Canadian author and illustrator. • Received 2017 Governor general Award for Children's Literature for her work on <i>We Are Not Alone</i> by David Robertson.
UPE Connections	<p>EDUC 450: In EDUC 450, we learn how to create safe and inclusive spaces through educating pre-service teachers on how to be an ally and advocate for students in their classroom. This lesson, where a book written in Plains Cree through the lens of an Indigenous author, is important to making all students feel included and seen. Sharing books from different cultures and worldviews is crucial to this course and the classrooms that teachers who come out of this class create.</p> <p>EDUC 530: In EDUC 530, pre-service teachers learn about the importance of decolonizing classrooms and teaching through an Indigenized lens. This lesson creates space for students to learn about Indigenous ways of knowing through wholeness and totality of creation which is important to this course. It also allows for students to learn about the importance of nature to Indigenous communities through an Indigenized lens which is also central to this course. Additionally, amplifying Indigenous voices, authors and artists is central to this course as this lesson does.</p> <p>EDUC 535 (Elementary English specialization): This course focused on the importance of representation and connection to text in classrooms, but also in students' understanding of the world around them. This lesson introduces a meaningful and diverse text that</p>

	<p>students can connect to personally, and also opens up discussion about different cultures, ideas and worldviews.</p> <p>EDUC 520: This lesson focuses on identity, critical understanding of text and also elements of music. This lesson brings 3 elements together in order to effectively teach students elements of Plains Cree, introducing a new worldview and along with elements of music. Through this, students are able to connect personally with the words in the song and the love that is shown through family in the story. This is an interdisciplinary lesson that authentically teaches many skill sets which is central to effective task design.</p>
K-12 Connections	<p>This lesson is directed to a Kindergarten or Grade One classroom. It includes elements of critical response to text, pictures, and song.</p> <p>Kindergarten Program of Studies <i>The child listens, speaks, reads, writes and represents to comprehend and respond personally and critically to oral, print and other media texts.</i></p> <p>English Language Learners Programming Information <i>Access a wide range of language skills and knowledge that can be applied to their developing English Language skills.</i></p> <p>Creative and Cultural Expression <i>Explores self- expression through creative thought and through language, art, movement, music and drama</i></p> <p><i>Becomes aware of various forms of expression</i></p> <p>Citizenship and Identity: being together <i>I am Unique- demonstrates understanding and appreciation of multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.</i></p> <p><i>I Belong- Demonstrates understanding and appreciation of the characteristics and interests that unite members of communities and groups.</i></p> <p><i>Grade 1 Music: Listening- Follow a story told by music</i></p>

Materials	<ul style="list-style-type: none"> ● We Sang You Home ● Teacher to Sing ● Markers on the floor for students to dance on ● Paper and drawing materials of your choice
Rationale	<p>Big Idea: Building awareness of Indigenous identity through language, symbols, and family in order to unite students' lived experiences with their parents or guardians to those of the family in the book. To understand love and community as universal, even if that story is told in another language. To open a dialogue to what languages student's speak at home, and how they communicate to their parents/grandparents/ guardians. This lesson is inspired by Leroy Little Bear as he outlines in Jagged Worldviews "Understanding the differences in worldviews, in turn, gives us a starting point for understanding the paradoxes that colonialism poses for social control" (Little Bear, para. 2).</p> <p>Purpose: connect with the Cree community and language through song, symbols, language and student's lived experience through love and community. Students will see how the experience of being loved is universal and community building.</p> <p>This book is also written in Plains Cree which has been addressed in the below lesson plan. If a teacher wants to learn Cree pronunciation this resource will make that possible http://www.native-languages.org/cree_guide.htm. Another option is finding an individual in the Cree or school community to read/sing this to students and have them listen to the words in Cree and English.</p>

Lesson/ Activity	<ol style="list-style-type: none"> 1. Sing <i>We Sang You Home</i> while showcasing the illustrations. Pausing as you sing to point out the moon, the birds, and other symbols. Ask- What is that? Who is doing the singing in the story? Who are they singing about? 2. After singing the book ask “What do you think this book was about” take some answers. This book is about love, and how a Cree family loves their baby. Did you see the writing on the bottom of the story? That is a language called Plains Cree. Cree is a language spoken across Canada, Plains Cree is spoken in Alberta, Saskatchewan and Manitoba. Explain where Cree areas are in Alberta. Then, introduce the Cree word Kisakihitin (gin- SAH- gih- tin) this word is the Cree word for I love you. Explain that the exact translation is you are loved by me, because Cree works differently than English does. Ask students to repeat it. Ask students when they feel love the most. Explain that when the people in the book tell their baby they love them, this is the word that they would use. Ask, are there any other ways that you say I love you at home? 3. Next, sing through the book in Cree. Move students around the room into their own space. As the teacher sings, ask students to dance to the song, anyway that it makes you feel. Remind them, I want you to show me love and happiness with your bodies. Sing the book again. Then come back together, and comment on the moves that you saw, ask “What did this song make you feel when you were dancing?” Did this sound different this time? It sounded different, but did it make you feel different? 4. Come back into a group, and make a web on a piece of chart paper. Ask “When do you feel loved” and jot down some ideas from the pictures. ie. Do you feel love from someone at home? What makes you feel happy? 5. Give out pieces of paper and ask them to draw a scene when they feel most loved. Ask them to draw something that makes them feel happy, loved and cared for, just like the child in the book.
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Interested in learning more? Resources for additional reading:

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