

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.

Title: Where We Live

Created by: Marissa Corea and Laura Cruickshank, 2020 Werklund Graduates

Marissa: I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

Laura: I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none">● Picture Book: <i>Siksikawa Otaawahsinnowa: Where the Blackfoot People Live</i> <p>Possible concerns:</p> <ul style="list-style-type: none">● Pronunciation of Siksika words● Practice before reading, and use this guide http://www.native-languages.org/blackfoot_guide.htm
Author/creator and/or literature background	<p>Payne Many Guns</p> <ul style="list-style-type: none">● Traditional name Miikotsiminii (Red Wing)● Member of the Siksika Nation, comes from a long line of chiefs and signatories of Treaty 7● Founder of Niitsitapi Co. which is an Indigenous clothing brand
UPE course connections (not exhaustive)	<p>EDUC 460 and 535: Specialization I & II</p> <ul style="list-style-type: none">● This lesson suits the Social Studies specialization course. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social Studies enable students to become engaged, active, informed and responsible citizens and helps them develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society. This lesson asks students to view their community through an alternative lens and perspective to better

	<p>understand and respect the diverse nature of where they live</p> <p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> This lesson supports the diversity course as it provides an example of how different perspectives can be introduced to a curricular outcome. By using this book, this lesson demonstrates how Indigenous ways of knowing can be incorporated into the Alberta curriculum and can be used to provide students with a tangible and memorable learning experience. <p>EDUC 430 Pragmatics of Learning and Teaching</p> <ul style="list-style-type: none"> The Pragmatics in Learning and Teaching course strives to examine the nature of the teaching profession, both pragmatic and theoretical, and the concepts of teaching, learning, and school culture. It also addresses diversity, inclusive practices as well as planning and preparing for teaching and shaping learning environments. This lesson may be used to provide pre-service teachers with an example of how they can use a picture book in order to make curricular connections to Indigenous ways of knowing in their classrooms.
K-12 connection	<ul style="list-style-type: none"> Target age range: Kindergarten to Grade 1 Social Studies <ul style="list-style-type: none"> <u>Kindergarten</u> <ul style="list-style-type: none"> K.1 I Am Unique <ul style="list-style-type: none"> K.1.4 explore how we demonstrate respect for ourselves and others K.2 I Belong <ul style="list-style-type: none"> K.2.1 value how personal stories express what it means to belong K.2.3 appreciate how their participation in their communities affects their sense of belonging <u>Grade 1</u> <ul style="list-style-type: none"> 1.1 My World: Home, School, and Community <ul style="list-style-type: none"> 1.1.1 value self and others as unique individuals in relation to their world 1.1.2 value the groups and communities to which they belong

	<ul style="list-style-type: none"> • 1.1.3 examine how they belong and are connected to their world • 1.1.5 distinguish geographic features in their own community from other communities
Materials	<ul style="list-style-type: none"> • The Picture Book, <i>Siksikawa Otaawahsinnowa: Where the Blackfoot People Live</i> • Pencil, pencil crayons, crayons, construction paper • Print off reference photos of things from the book, bears, fish, mountains, etc., ahead of time, so students can use them while they draw
Rationale	<p>Big Idea:</p> <ul style="list-style-type: none"> • To examine the community of Alberta and the Indigenous peoples and traditional languages that envelope this area. Using this simple picture book allows students to understand who the Blackfoot people are and teaches them the Blackfoot words for important parts of our environment. This lesson highlights Blackfoot language as well as the importance of the place that we all live. <p>Purpose:</p> <ul style="list-style-type: none"> • The purpose of this lesson is to acknowledge the Indigenous land on which we live and that our community has many cultures residing within it. Focussing on Blackfoot language and culture, this lesson has young students use the Blackfoot word for a place or creature of their choosing. The ultimate goal of the lesson is to create a student-made mural celebrating Blackfoot culture and language and the land that we live, work and play on every day.
Lesson/activities	<ol style="list-style-type: none"> 1. Tell the students that we are going to read a story about the Siksika (Blackfoot) people, where they live and what their life and community is like 2. Read the book, <i>Siksikawa Otaawahsinnowa: Where the Blackfoot People Live</i> 3. Ask the students to name some of the places/animals/landscapes etc., that were in the story

	<ol style="list-style-type: none"> 4. Ask the students to list some places/animals/landscapes etc., that are near us in our community 5. Compare the things we have in our community (Calgary and Alberta) to the places that we listed in the Siksika (Blackfoot) community in the book. Ask the students which things are the same or different 6. Explain that here in Calgary, we are a part of the Siksika (Blackfoot) territory, that's why we have many similar things to what was mentioned in the book, we both live in the same community 7. Tell the students that we are going to make a mural of our community 8. Allow students to pick one thing that was mentioned in the book, (Bear, Bee, Bow River, Fish, Sweetgrass Hills, etc.), try and have them each pick something different 9. <u>For Kindergarten:</u> Students will draw a picture of the one thing they have chosen 10. When they are finished drawing, create mural of the community (on a bulletin board, or lay it out in the open space) and label their drawings with the corresponding Siksika word underneath 11. Students that finish early, can work on background pieces (for example: a large river, large trees, large mountains, sky etc.) 12. Have them come forward and share their drawing, say the Siksika word for them once they have finished and have them repeat it after you 13. <u>For grade one:</u> Students will draw a picture of the one thing they have chosen and write the corresponding Siksika word on a separate piece of paper to label (if they are struggling to spell, write it on a small piece of paper or mini whiteboard for them to copy from)
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14. Have them share their drawing and Siksika name, say it for them and have them repeat if they struggle with the pronunciation
15. After all the drawings are complete, create mural of the community (on a bulletin board, or lay it out in the open space) for everyone to explore and see what others have done
 - Example of an unrelated community mural to demonstrate what it could look like:



Supporting Sources (APA):

Alberta Education. (2015). *Social Studies Kindergarten to Grade 12: Program of Studies*. Retrieved from

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Interested in learning more? Resources for additional reading:

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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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- Truth and Reconciliation Commission of Canada. (2015). *Truth and reconciliation commission of Canada: Calls to action*.