

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Storytelling Part 1, Fox and Hare **Lesson #** 2 **Date:** November 16, 2020
Free the Chinook Wind **Language**
Name: Jennifer Edwards T00013881 **Subject:** Arts/Socials **Grade(s):** 1-3
Arts/ Fine

Rationale:

Storytelling is an effective means of teaching and learning in Indigenous communities, knowledge is shared and transferred through oral traditional storytelling. Storytelling helps build communication skills through oral transmission of stories, where the students learn histories, lessons, and other knowledge to maintain a historical record, and sustain identities and cultures. There are many forms of oral recordkeeping, from storytelling, legends and myths to performance-based narratives such as visual arts, drumming and dancing. Most oral societies still depend on oral traditions and place great value on the oral transmission of knowledge as a key element of their cultures and societies.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Communication Students will be focusing on Intention and purpose and Students will also communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences.</p> <p>Collaborating <i>Supporting Group Interactions</i> Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying</p>	<p>Critical and Reflective thinking Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes.</p> <p>Thinking The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits</p>	<p>Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students understand that their relationships and cultural contexts help to shape who they are.</p> <p>Personal and Social Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to</p>

constructive strategies to navigate through misunderstandings, struggles, and conflict.	of mind, and metacognitive awareness.	find and achieve their purposes in the world.
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Big Ideas (Understand)

Stories and other texts help us learn about ourselves and our families. People create art to express who they are as individuals and community. Creative expression develops our unique identity and voice. The arts connect our experiences to the experiences of others. Our rights, roles, and responsibilities are important for building strong communities. Individuals have rights and responsibilities as global citizens. Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies <i>(Language Arts)</i>	Learning Standards – Content <i>(Language Arts)</i>
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<p>Grade 1 Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the importance of story in personal, family, and community identity <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Create stories and other texts to deepen awareness of self, family, and community <p>Grade 2 Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Demonstrate awareness of the role that story plays in personal, family, and community identity <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Create stories and other texts to deepen awareness of self, family, and community • Explore oral storytelling processes <p>Grade 3 Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Create stories and other texts to deepen awareness of self, family, and community • Explore and appreciate aspects of First Peoples oral traditions 	<p>Grade 1 Story/text</p> <ul style="list-style-type: none"> • Elements of story <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • letter formation • sentence structure <p>Grade 2 Story/text</p> <ul style="list-style-type: none"> • Elements of story <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • letter formation • sentence structure <p>Grade 3 Story/text</p> <ul style="list-style-type: none"> • Elements of story <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • letter formation • sentence structure
<p>Learning Standards - Curricular Competencies (<i>Fine Arts</i>)</p>	<p>Learning Standards – Content (<i>Fine Arts</i>)</p>
<p>Grade 1 Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences 	<p>Grade 1, 2 and 3 Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • a variety of local works of art and artistic traditions from diverse cultures and communities • traditional and contemporary Aboriginal arts and arts-making processes • personal and collective responsibility associated with creating,

<p>Communicating and documenting</p> <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts <p>Grade 2</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts <p>Grade 3</p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore identity, place, culture, and belonging through arts experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art <p>Communicating and documenting</p> <ul style="list-style-type: none"> Apply learned skills, understandings, and processes in new contexts Express feelings, ideas, stories, observations, and experiences through the arts 	<p>experiencing, or sharing in a safe learning environment</p>
<p>Learning Standards - Curricular Competencies (<i>Socials</i>)</p>	<p>Learning Standards – Content (<i>Socials</i>)</p>
<p>Grade 1</p> <ul style="list-style-type: none"> Explain the significance of personal or local events, objects, people, or places (significance) Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment) <p>Grade 2</p> <ul style="list-style-type: none"> Explain why people’s beliefs, values, worldviews, experiences, and roles give 	<p>Grade 1, 2 and 3</p> <ul style="list-style-type: none"> diverse cultures, backgrounds, and perspectives within the local and other communities <ul style="list-style-type: none"> different languages, customs, art, music, traditions, holidays, food, clothing, and dress

<p>them different perspectives on people, places, issues, or events (perspective)</p> <ul style="list-style-type: none"> • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) <p>Grade 3</p> <ul style="list-style-type: none"> • Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 	
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<p>TSWBT learn why the family is important to First Nations societies, to explore the role the family plays in shaping First Nations members' identity as individuals, to examine students' own roles as family members. Communicate ideas about their own personal diverse backgrounds and develop a story, and illustrations to present about their backgrounds.</p>	<p>What: Formative assessment through the development of their own personal background stories and illustrations.</p> <p>How: assessing how much the students understand about oral storytelling through the creation process of developing a story about themselves and their cultural backgrounds that will later be shared orally.</p>

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> -Pre-teaching of the story from the last lesson. -Students will contribute to care for self, others, and community through personal or collaborative and independent approaches. -Students would have previous experience with communicative activities. -Students are able to make illustrations. -Students would have learned about ancestors from the last lesson. -They would have learned about the roles of family and traditions. -During the last lesson students were asked to find out more about their own family history. They were to interviewing parents, grandparents, aunts and uncles to complete their basic research, students will tell the history of their own family in a classroom. -Students know about their personal backgrounds and may have asked their caretaker after the last lesson prior to this one.

Indigenous Connections/ First Peoples Principles of Learning:

<p>Indigenous connections and Principles of Learning are interwoven into the content. Students connect through oral storytelling and learn about the traditional protocols for telling stories. The students form into circles during discussion time and listening to others while learning as a community. In connection to the FPPL, the principles fit with this lesson: learning recognizes the role of Indigenous knowledge through sharing stories. Learning involves patience and time, by practicing perfecting communication skills over time. Learning recognizes the role of Indigenous knowledge by exploring traditions. Learning is embedded in memory, history and story.</p>

Universal Design for Learning (UDL):

This lesson is designed for auditory, visual and kinesthetic learners:

- For auditory learners the oral story is accompanied by traditional music such as the flute and drums and PowerPoint audio.
- For the visual learner's PowerPoint slides will play in the background with images and sound as the teacher shares the story and goes through the lesson. A PowerPoint will accompany the 3 stations directions as the teacher presents them to the class.
- For kinesthetic learners, hands on manipulatives of written and illustration activity with visual arts. Students are working to create their own hands-on piece, selecting from a choice of materials.

Differentiate Instruction (DI):

The lessons could be adapted for students with visual or auditory impairments by using the smart board to show the PowerPoints and videos with illustrations as the teacher candidate talks about it from the circle with students around on each side. This is done rather than just speaking with no visuals. For the students who require DI; the teacher candidate will make efforts to call upon them first, when their hands are raised, or they have the special rock in hand. This will be done to help boost their confidence. This will allow the TC to monitor when they are exhibiting understanding of the material and content. For the struggling students they will be placed strategically in pairs that will strengthen their learning through peer interaction. Their part could be modified to be shorter; the TC will be more lenient with their written assignment with some spelling errors as long as the students have demonstrated listening skills to the lesson and are grasping the concepts with guided corrections. Demonstrated by attempting to write their best effort down and drawing to their abilities. Students who are strong writers and presenters will be challenged to take the lead in areas of the assignment and help other learners who require it.

Materials and Resources

- Art supplies
- PowerPoint of pictures that will play during the oral story with audio clips of traditional Indigenous music of flutes and drums.
- Writing materials
- Paper, paints, pastels, pencil crayon, and markers
- Tape, staplers, glue, hole puncher and yarn
- Materials ready to be handed out
- Seated arranged in a circle
- Talking circle rock
- Story learned off heart, Fox and Hare Free the Chinook Wing
- 3 stations set up
- Quote from Tony Ten Fingers Wanbli Nata'u
- drumming and dancing video played in the background, during centres
- http://education.historicacanada.ca/files/32/ResidentialSchools_English.pdf
- <https://lufappul.ca/wp/wp-content/uploads/2018/12/Indigenous-Knowledge-Keepers-Protocol-Sept-27-2018.pdf>
- <https://curriculum.gov.bc.ca/competencies/communication/collaborating>
- <http://secwepemc.sd73.bc.ca>
- <https://lufappul.ca/wp/wp-content/uploads/2018/12/Indigenous-Knowledge-Keepers-Protocol-Sept-27-2018.pdf>

Lesson Activities:

Teacher Activities	Student Activities	Time
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<p>Introduction (anticipatory set – “HOOK”): Talking circle: We are going to learn more about each other. Introductions are important in indigenous cultures; we should know a little bit about ourselves that we can share with others. What I would like you to do is turn to the person on your left and share something about your background with them. This can be: Where is your family from? What languages do you speak? Do you know anything about your ancestors? Anything you have discovered from speaking with your caretakers.</p>	<p>Students do a think pair and share about their backgrounds with a partner on their left. They answer the questions Where their family is from? What languages do they speak? Do they know anything about your ancestors?</p>	<p>10 minutes</p>
<p>Body:</p> <p><i>Pre-teaching of the story: Recap</i> During the first lesson we learned about the family histories of First Nations are extremely important. Children were regularly told stories about members of their family, living and deceased. Family histories were kept intact by passing on the teachings and experiences of the Elders. If children knew their family history, then they would know who they were and what responsibilities they had. You (students) were sent home after the last class to learn about your backgrounds. During the last class you learned that I come from Southern Ontario and I am going to share more.</p> <p><i>Some History</i></p> <p>My grandmother was born in Sturgeon Falls from the Nipissing First Nation. My background is partly Anishnabek. Anishnabek people from Nipissing, are of Nipissing Ojibway and Algonquin descent. At the time of European contact at the beginning of the 17th century, the people called themselves Nipissing or NBisiing, after the lake called Lake Nipissing that is located at the centre of the traditional territory in Northern Ontario.</p> <p><i>Background information pre-teaching of the story:</i></p> <p>Some of the things I will be teaching you will be from my traditional background and others will be from the local Secwepemc culture. We all have our own unique and different backgrounds. It is important to learn about</p>	<p><i>Active listening</i> Students actively listen to what the teacher is sharing with them. Students think about who they are and the family responsibilities, as well as what they had discussed at home with their families about their backgrounds. Students may be brainstorming at this point.</p> <p><i>Listen</i> Students learn about the background information of where the story is coming from and listen to the recap the pre-teachings that came before this lesson and during.</p> <p><i>Listen</i> Students learn about protocols on sharing knowledge. They learn it is important to ask the Elder or Knowledge Keeper permission to record or write down the stories that they are sharing. They learn it is not appropriate to record or write about the details and processes of any ceremony. They learn it is good practice to get permission to share first.</p>	<p>Teaching with discussion 15 minutes</p>

ourselves, as well, as learn about the people and culture of where we live. The story that I am going to be telling you about today is a Shuswap legend from the Secwepemc people. I learned this story through my own research because I wanted to be able to share local knowledge. When you learn about something that is not from your own background you need to make sure you can share that knowledge. Not everything we learn is something we can share. Sometimes we need permission if it is not our own. When we learn a story and retell it, often times the stories change based on how we tell it. Some cultures expect you to retell the story verbatim which means word for word. From my background and the Secwepemc culture we may add parts of a story or take things away from it, which means the meaning can change or be interpreted (looked at) differently. This is one of the reasons why it is important to know if we can share what someone is telling us or what we learn on our own.

Protocols

With most Indigenous people such as Anishinabe and Secwepemc the protocol for sharing knowledge, it important to ask the Elder or Knowledge Keeper permission to record or write down the stories that they are sharing. It is not appropriate to record or write about the details and processes of any ceremony. Elders and Knowledge Keepers may discourage writing and recording because they want to help us to develop our listening and memory abilities so we can be present in the sharing of a teaching. If permission is granted to record or write down information for the purpose of writing a story or completing a project, it is a good practice to get permission of the Elder or Knowledge Keeper first in order to share. When sharing the story in the talking circles the person holding the talking rock is the only person speaking while the other are listening. Each person will take responsibilities for themselves. They will own their feeling, perceptions and wants. Students will maintain a positive focus. Students will connect at a

Think

Students prepare to think about the meaning behind the story before the story is told. They learn what to look for in the message of stories. They learn the message might be very clear or difficult to understand at first. They learn that stories are meant to entertain us. They learn that the Shuswaps' first ancestors were beings who had the characteristics of both people and animals. They also learn that the Shuswap people have respect for everything in the world.

Discuss

In the circle the students discuss as the talking rock is passed around:

What were the teachings in this story?

- Family unity to accomplish great things
- Sharing is important
- Respect for others
- There are harmful people that we need to be aware of
- We strive to make proper, ethical and fair choices

Activity

The students will create their own written story about their family and illustrate and design a story book. The

Activity
25
minutes

heart level. Open your heart to what is being told. Be fully engaged with the speaker and reframe from any side talk or interrupting when someone is sharing. When asked for feedback only give positive support, and when receiving acknowledgment or support, take it.

When you hear a story, I want you to think about what the story means. This legend I am going to share with you has been told by the Shuswap people for hundreds of years. When it was first told the people did not have any way of writing things down. Stories were used to pass on information from parents and grandparents to children and grandchildren. The messages of a story might be very clear; or it might be hard to understand. A story may be used to explain something or to show the right way to behave. Stories are meant to entertain us. The Shuswaps' first ancestors were beings who had the characteristics of both people and animals. The Shuswap people have respect for everything in the world. The story was adapted from Shuswap by James Alexander Teit, 1910 and compiled by Freida Jules.

Think

Think about the teaching within the story.

Oral Story

Teacher presents the story orally to the students: 5 minutes

Discuss

What were the teachings in this story?

- Family unity to accomplish great things
- Sharing is important
- Respect for others
- There are harmful people that we need to be aware of
- We strive to make proper, ethical and fair choices

Activity

My Family Story Centers

Classroom implementation of the story. The teacher explains that the students will create their own written story about their family and

story will be based on the diverse cultures of each student, their backgrounds, and perspectives within the local and other communities. Once complete the students will orally share their story during the next class.

Students participate in 3 centres:

Centre 1: Brainstorming/Edits Station
students will explore their family's cultural identity and write down key things from their backgrounds that make them unique. This station can be done before or after station 2 and 3. If completed after stations 2 or 3 then they will use station 1 to ensure their ideas align with the writing and illustrations and make any necessary edits here if required.

Centre 2: Writing Station
Students draft and write their story. They will check for grammar and spelling. Grade 1's will do a modified version of writing simple words to describe their backgrounds. Older students may help to support them in their writing.

Centre 3: Illustration & Design
Students illustrate and design the pictures for their story. Art supplies will be set up at the station. Students can choose from different mediums such as paints, pastels, pencil crayon, and markers to create their illustrations.

Students put together their completed pieces using the materials of their choice.

illustrate and design a story book. The story will be based on the diverse cultures of each student, their backgrounds, and perspectives within the local and other communities. Once complete the students will orally share their story during the next class.

The teacher explains each of the three centres that they will participate in to create their story. The teacher explains that normally traditionally the stories would not be written down, but we will be writing them today to help us remember so we can learn them. (students are using the writing and illustrations as more visual cues during these ages as the writing process may not be strong) We will be sharing our stories orally during the next lesson.

Explanation of the centres

Centre 1: Brainstorming/edits station
students will explore their family's cultural identity and write down key things from their backgrounds that make them unique. This station can be done before or after station 2 and 3. If completed after stations 2 or 3 then they will use station 1 to ensure their ideas align with the writing and illustrations and make any necessary edits here if required.

Centre 2: Writing station
Students draft and write their story. They will check for grammar and spelling. Grade 1's will do a modified version of writing simple words to describe their backgrounds. Older students may help to support them in their writing.

Centre 3: Illustration & Design
Students illustrate and design the pictures for their story. Art supplies will be set up at the station. Students can choose from different mediums such as paints, pastels, pencil crayon, and markers to create their illustrations.

Once complete you may put together any way you would like with either tape, staplers, glue or hole puncher and yarn.

<p>Closure: Students will wrap up their stories. Students hand in the stories for the teachers review.</p> <p><i>Quote</i> Students come back to circle and the teacher shares an Indigenous quote for inspiration. “When you are inspired to be your best, you find everything is right in your world. Your influence is operating at its highest level and it is time to influence others in gratitude”. Tony Ten Fingers Wanbli Nata’u</p> <p><i>Body Break</i> Then participate in cleanup time. Teacher and class sing the clean-up song: “Clean up, clean up everybody clean up, clean up, clean up everybody do your share”. Cleanup time gives the students a body break and movement around the class. Each student has a job to complete based on the daily task calendar. The students will be assigned a job based off this prepared calendar. They clean up the centers.</p>	<p><i>Hand In</i> Students hand in their completed work for the teacher review. They will be given back their work before the next lesson.</p> <p><i>Listen</i> Students come back to circle and the teacher shares an Indigenous quote for inspiration. “When you are inspired to be your best, you find everything is right in your world. Your influence is operating at its highest level and it is time to influence others in gratitude”. Tony Ten Fingers Wanbli Nata’u</p> <p><i>Body Break</i> Students participate in cleanup time. Teacher and class sing the clean-up song: “Clean up, clean up everybody clean up, clean up, clean up everybody do your share”. Cleanup time gives the students a body break and movement around the class. Each student has a job to complete based on the daily task calendar. The students will be assigned a job based off this prepared calendar. They clean up the centers.</p>	<p>10 minutes</p>
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Organizational Strategies:

- Students and teacher will be seated in a circle
- Circulate during discussion and the activity – encouraging, clarifying, assisting
- Materials ready to be handed out
- Seated arranged in a circle
- PowerPoint, projector
- Stations organized and set up with supplies
- Answer questions for clarity of the struggling students first
- Students will be asked to listen attentively with all three ears, two on head and one in heart
- Teacher Candidate will call upon students to answer by passing around a special rock
- Clean up song

Proactive, Positive Classroom Learning Environment Strategies:

- TC will use “Quiet Coyote” to get the classes attention when needing to come back together
- If necessary, students may be split up if they are distracting one another by having them move to another spot
- TC will also use waterfall to grab classes attention as a secondary option
- Present expressively during the lesson with enthusiasm to engage the students

- TC will wait until the students stop completely before continuing if they are disruptive

Extensions:

If students finish early, they can take more time to memorize their stories or help others around the class. Once the stories are complete the students will learn their stories off heart and orally share their story during the next class. The unit will go into the theme of residential schools.

Reflections (if necessary, continue on separate sheet):

During the hook, the sharing idea could take a while to do so student will be timed to keep on track. Reflect on being on point of keeping time targets, which I learned from the first practicum. After presenting the lesson, I may need to modify the hook if it requires more time. It is important to be mindful of the students homelife situations and be sensitive of triggers that could come of this lesson and activity.