

Inquiry Project Plan

Inquiry Title: Storytelling Inquiry Unit **Time Frame:** Approx. 14 classes **Inquiry Approach:** Structured & Directed

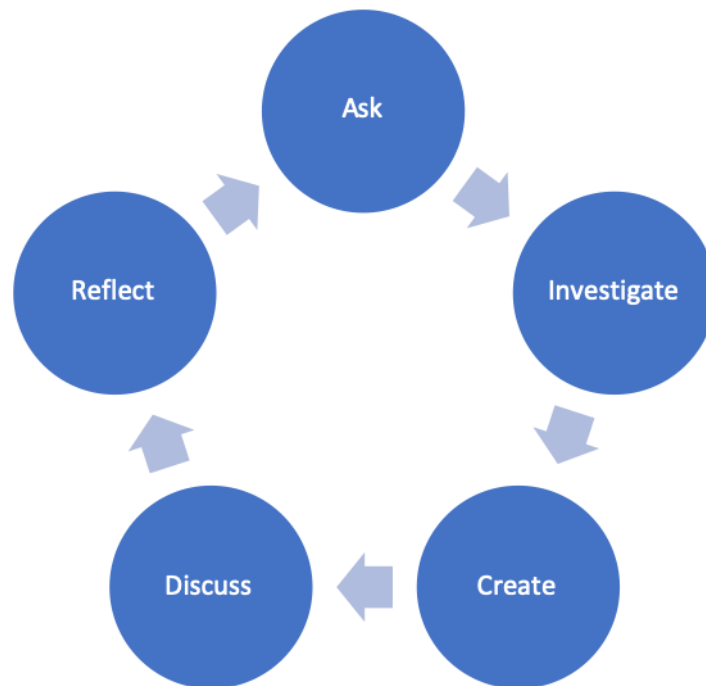
Name: April St. Louis **Subject(s):** ELA **Grade(s):** 8

Inquiry Project Rationale & Overview

This topic will matter to students because it relates to self-identity and how we interact with the world. Students will explore storytelling, its cultural and social uses, the self, identity construction and explore our interconnectedness in the world. The initial entry into this unit begins prior to posing the essential questions about storytelling, the students and I will engage in a walking curriculum and reflection/journaling process before we begin this unit, then move through the inquiry cycle starting with “Ask”.

Key Questions For Inquiry

Core Questions	Supporting Questions
<ol style="list-style-type: none"> 1. What is our responsibility to each other and the environment? 2. Can storytelling contribute to living life sustainably on the planet? (**possible extension question) 	<ol style="list-style-type: none"> 1. What do I know about storytelling? 2. Is storytelling important? 3. What do I know about who uses storytelling, the purpose of storytelling? 4. How can or does storytelling benefit me? How can it be meaningful to me? 5. In what areas or ways can or does storytelling benefit the world in an ecological sense? 6. Do we need to be connected to the environment? 7. What is our responsibility to the environment? 8. What is our responsibility to each other? 9. How are storytelling and identity connected? 10. How can storytelling support identity?



Inquiry Approach and Rationale

The inquiry approach in this unit is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	The aspects most challenging will be moving from teacher guided questions to student developed questions. Students will brainstorm their own thinking to develop ideas related to EQ's posed – use what they discover to represent ideas and create a narrative based from what they discover. It is also challenging for students to consider multiple perspectives, one outside of their own.
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	This inquiry is meaningful to students because it moves from the concept of storytelling and “how” a story is created and told, to students developing their own “story” taking information they have researched which is personal to them, and weaving a narrative of their own to depict their own understanding. Information is personalized, but with intention.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	The class develops set of criteria based on 4 point scale for self-reflection/peer evaluation; Teacher uses Friesen's rubric for inquiry-adjusted into less technical language – teacher and students review the rubric to gain insight assessment for learning and engagement throughout the unit.
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students will work as individuals, in pairs, and small groups to move through activities; research, discussion and exploration. Elder/Storyteller visits are planned to help the class understand and make connections to the significance of storytelling. Community building in class is done prior to this unit, and continuously supported from the beginning of the year.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	Support from the FNEW and the Teacher Librarian with a Science background will help to support and co-teach the unit, in the library the TL will support research skills and exploring science based theories to support storytelling and environmental concepts.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Connecting and engaging with others Focusing on intent and purpose Supporting group interactions 	<ul style="list-style-type: none"> Generating and incubating Creating and innovating Questioning and investigating Designing and developing 	<ul style="list-style-type: none"> Well-being Recognizing personal values and choices Understanding relationships and cultural contexts Building relationships Contributing to community and caring for the environment Valuing diversity

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives. Texts are socially, culturally, and historically constructed.

**BC Curriculum Learning Standards
(STUDENTS DO)**

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> ▪ Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking ▪ Synthesize ideas from a variety of sources to build understanding ▪ Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages ▪ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ▪ Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts ▪ Recognize how language constructs personal, social, and cultural identity ▪ Construct meaningful personal connections between self, text, and world ▪ Respond to text in personal, creative, and critical ways ▪ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view ▪ Develop an awareness of the protocols and ownership associated with First Peoples texts ▪ Exchange ideas and viewpoints to build shared understanding and extend thinking ▪ Use and experiment with oral storytelling processes ▪ Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences ▪ Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message 	<ul style="list-style-type: none"> ▪ forms, functions, and genres of text ▪ oral language strategies ▪ metacognitive strategies ▪ features of oral language ▪ language usage and context ▪ elements of style ▪ presentation techniques

Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

We are embracing “Indigenous Ways of Knowing” by *sharing through story* and *ethical relationality* (TC2, April 2020). Students will work through activities that are designed to develop and value other ways of knowing, for example the two –eyed seeing activity. Students will work on developing perspective based on Indigenous ways of knowing alongside dominant culture to highlight the differences in worldview, and build understanding of interconnectedness through storytelling and the oral tradition.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students have access to supportive technology in the classroom, IEP strategies are used consistently in lessons to support students, and students are able to demonstrate their learning in a variety of ways (draw, write, orally record etc.). Students and the teacher developed expectations as a group for developing a culture of inclusion and respect at the beginning of the semester, expectations are consistently followed and referred to to reinforce behavior.

Project Overview

Time Estimate		Description of Teacher and Student Activities	Assessment Activities
<i>Ask</i>	2-3 classes	Teacher introduces topic, use walking curriculum to discuss initial topic exploration; Student brainstorm working definitions and history of storytelling, explore EQ's and discuss initial understandings - pose new questions that come up as a result	Journaling, Think-Pair-Share, Place exploration activity, Small group presentation, Teacher observation
<i>Investigate</i>	2-3 classes	Students work through activities noted in lessons, exploring Yahgulanaas texts, The Hummingbird Effect, Listening and learning with Elder/Storyteller, Colonialism and its impact (Circles for Reconciliation, understanding symbolism, watch Vancouver Opera performance of parable, exploration of <i>Ethical Relationality</i>)	Journaling, '2 Eyed Seeing' Activity, TC2 Elder worksheet, Teacher Obsv., Self Eval.
<i>Create</i>	3-4 classes	Students will move to working in the library in collaboration with the Teacher-Librarian (interdisciplinary exploration w/ science principles) - research 2 fiction/2 nonfiction resources to support their interpretation of the EQ's	Library Research-collab w TL; self evaluation due end of library time
<i>Discuss</i>	2-3 classes	Students work individually and in small groups to discuss their understanding of the EQ and develop discussion points/main interpretations – Socratic Discussion is used to develop critical thinking and expand ideas to incorporate multiple perspectives through peer interactions	Socratic Discussions, peer and self evaluations due
<i>Reflect</i>	2-3 classes	Students finalize final product of learning and share with class	Students final presentations for unit, students hand in 5 best journal entries

Materials

Chrome books, large paper with markers/pens/pencils, sticky notes, tape, copies of parable, projector w/screen, journals, worksheets from TC²,

Organizational Strategies

Materials and resources prepped prior to lessons, students seated in a space that they are comfortable with (teacher approved), consistent classroom/class routine well established, day plan written on the white board for students to see and refer to, IEP strategies employed.

Proactive, Positive Classroom Learning Environment Strategies

Peer support, FNEW support, technological supports, preferential seating for struggling students, quiet environment, inclusive and supportive culture built through class/team building activities.

Extensions

Write (illustrate, orally record) own parable demonstrating ethical relationality and addressing the Core EQ; create an artifact or collage that represents your interpretation of the Core EQ; create an "exhibit" which demonstrates understanding of Core EQ and your interpretation

Reflections (to be completed after Project Completion)

What did I learn about Inquiry Based Pedagogy?

I have learned that inquiry based pedagogy is necessary, and essential to a rich classroom experience because it is "another kind [of learning which] prepares a person for the uncertain, ambiguous, and unpredictable aspects of life" (Bai, 45). Students need to be better prepared for the world outside of a classroom and the only way to prepare them for that is to bring 'the world' to the classroom; problem solving, asking critical questions to themselves and to each other provides valuable learning opportunities and builds skills students need to understand the complexities of the world. I know that students learn best when topics are meaningful to them, Heesoon Bai (2005) says "in inquiry, we ask questions for the creative possibility of

seeing things differently for more enriched, novel, vital, or deeper meanings[,] inquiry is our quest for meaning or sense making, value, purpose, perspective and awareness” (46). Inquiry and using inquiry based pedagogy is so natural to the classroom but even more than that, it is crucial to our student’s learning experience.

What challenges and successes did I experience?

I didn’t necessarily experience any challenges, except perhaps ensuring I could differentiate between the different forms of inquiry. The successes I experienced were actually getting my unit planned! I had started this idea before spring break, so pre-covid. I had a different experience planned, especially watching the live performance of the parable by the Vancouver Opera, but all things happen for a reason and I feel my unit is far stronger now as a result of this course and a much stronger understanding of inquiry based pedagogy.

What would I adapt for next time?

I’m not sure at this point I would adapt anything, but I know I would likely adapt something once I have taught the unit. I have never not adapted lessons and re-planned after teaching a unit. Revise, revise and revise I always say!

What questions do I still have about Inquiry Based Pedagogy?

I don’t have any further questions at this point, but it would be fun to revisit this course in a year after I have integrated some of the principles I have learned to ask “what would or should I adapt now?” I enjoy reflection and enjoy shaking my ideas up to reinvent, sort of, my ideas.

References

Bai, H. (2005). *What is Inquiry?* In W. Hare & J. Portelli (Eds.), *Key questions for educators*, p.45-47.

Professional Workshop, Gini-Newman, G. *The Thinking Critical Consortium*. (Apr 20, 2020).

Inquiry Demonstration Plan

Lesson

Title: Unit Opener – What is storytelling? **Lesson #** 1 **Date:** _____

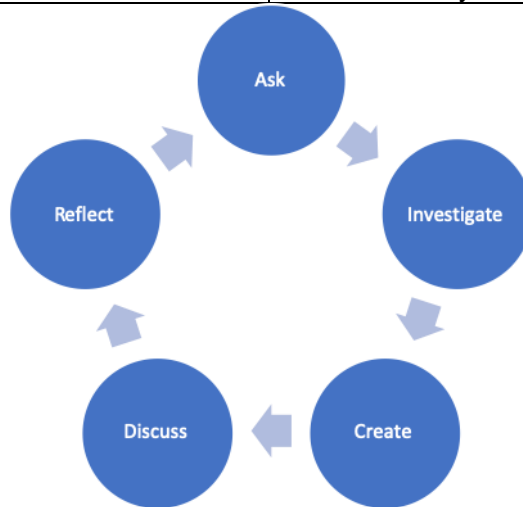
Name: _____ April St. Louis **Subject(s):** ELA **Grade(s):** 8

Rationale & Overview

This topic is personal for students because it focuses on identity construction and the role that culture, place and society play in the development of self. This lesson focuses on initial entry into the unit with brainstorming understandings and definitions of storytelling and parables. Emphasis is placed on connecting place based education, the walking curriculum and understanding storytelling as a connection between the two. Students develop a common definition and working understanding of storytelling to begin to develop their understanding of the social and cultural importance of storytelling, especially within Indigenous culture. Core Essential Question is posed to students: *What is our responsibility to each other and the environment?* Other important unit questions are posed throughout the first four lessons, all relating and supporting interpretation of the Core EQ.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What is our responsibility to each other and the environment?	2. What do I know about storytelling? 3. Is storytelling important?



Inquiry Approach and Rationale

The inquiry approach in this lesson is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Most often students at the grade 8 level are continuing to work on independence in a high school classroom setting, teachers must guide students through inquiry to build the skills needed to for students to be able to work independently and in collaboration with their peers to explore texts and expand their knowledge base. The teacher will be guiding students through this lesson to help establish the groundwork for the inquiry and to guide discussion for initial questions.
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Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	Students use prior knowledge and experiences to understand the topic, at least in a minimal sense. Students can personalize this topic because stories mean something different to us all. The emphasis is on developing our sense of the ways story construction and storytelling are used, and the significance.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	At the beginning of every unit, the ‘end’ result is discussed so students have a sense of where the unit is going. A combination of teacher observation, self/peer evaluation, and formative and summative activities will be used. Students will work as a class to develop expectations and a scale for evaluating self and peers throughout the unit.
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This lesson focuses on developing an understanding and connection to text, both individually and with peers. The first lessons are building up to connecting with a local Elder/Storyteller to develop understanding of local Indigenous traditions in the cultural context to support place based learning.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	Mid unit, students will begin collaboration in the library doing research and discussing environmental connections to this topic with the Teacher Librarian.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose Supporting group interactions 	<ul style="list-style-type: none"> Generating and incubating Questioning and investigating 	<ul style="list-style-type: none"> Building relationships

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> Synthesize ideas from a variety of sources to build understanding Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Exchange ideas and viewpoints to build shared understanding and extend thinking 	<ul style="list-style-type: none"> features of oral language language, usage and context metacognitive strategies

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning?</i> We are embracing “Indigenous Ways of Knowing” by <i>sharing through story</i> and <i>ethical relationality</i> (TC2, April 2020). This unit focuses solely on Indigenous texts, visuals and oral tradition to reinforce worldview. Differences in worldview are highlighted
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through the '2 eyed seeing' activity.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry? Students can write, visually brainstorm, draw or orally record their ideas through the use of a chrome book. Students are supported through peer interactions, and teacher connects to students during walk about throughout peer and small group discussion.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	Mental walk (recollection from previous walking curriculum prior to unit) w short excerpt to ready students	Visualize, quiet mind, focus on connecting to excerpt
Inquiry	40 mins	<p>*(Learning launch) – Read students a short story (highly popular story most students will be familiar with, ex: The 3 Bears). (5 mins)</p> <p>*Pose question: <i>What do you know about storytelling?</i> Group students in small groups, 3-4 with a chromebook, groups must find as much information as they can about storytelling (10 mins)</p> <p>*Then prepare to present what they found to the class,(10 mins)</p> <p>*Same groups, find the definition of a parable AND an example to share with another group</p>	<p>*Students listen to story, then brainstorm everything they think they know about it individually, then THINK-PAIR-SHARE what they know about that story. (5 mins)</p> <p>*Participate in small groups researching and recording info found on large paper</p> <p>*Groups present</p> <p>*Groups put together to discuss a parable and share a story</p>
Reflection	10	Ask: <i>Is storytelling important? Why?</i> (Respond in journal)	Students respond in journals, then share
Discussion	5	Talking Circle whole group discussion	Students bring reflections and ideas to whole group discussion-talking circle

Materials and Resources

Students ongoing journals; chromebooks; computer w/ projector; large paper and markers

Organizational Strategies

Materials prepped ahead of class, students have previous knowledge to rely on, students are familiar with class expectations.

Proactive, Positive Classroom Learning Environment Strategies

Students continue to follow group established classroom expectations for behavior; teacher makes groupings

Extensions

Go back to the first story the teacher read out loud, how can you make that a parable? Add a new ending or new information and share with the class.

Reflections (to be completed after the lesson demonstration)

Inquiry Demonstration Plan

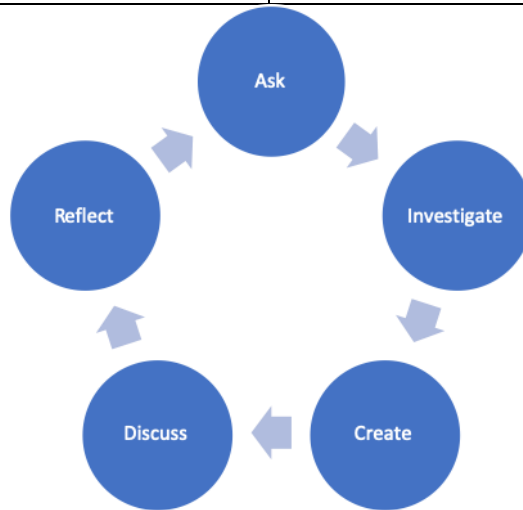
Lesson Title: Place and storytelling **Lesson #** 2 **Date:** _____
Name: April St. Louis **Subject(s):** ELA **Grade(s):** 8

Rationale & Overview

This topic is personal for students because it focuses on identity construction and the role that culture, place and society play in the development of self. The students in this lesson will reconnect to the walking curriculum to revisit place, but use a new POV from previous lesson about discussion on storytelling. Students will begin to develop Indigenous worldview in relation to the Core EQ to students: *What is our responsibility to each other and the environment?*

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What is our responsibility to each other and the environment?	2. How does <i>place</i> influence storytelling? 3. Do we need to be connected to the environment?



Inquiry Approach and Rationale

The inquiry approach in this lesson, and the unit as a whole, is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Most often students at the grade 8 level are continuing to work on independence in a high school classroom setting, teachers must guide students through inquiry to build the skills needed for students to be able to work independently and in collaboration with their peers to explore texts and expand their knowledge base. The teacher, using <i>A Walking Curriculum</i> (Judson, 2018), will guide students through a structured walk to use place to help guide understanding of story and place.
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and</i>	Using walks benefits students in a variety of ways. Being outside generally allows most, if not all, students to expand their thinking away from the confines of a structured, traditional classroom. Making use of place and space, students can make deeper connections to place and how we interconnect with place. Place

<i>“alive” for the students and teachers?</i>	means that curriculum and the texts we will explore can come ‘alive’ because of the connectedness between self and place.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This focused walk comes from Judson’s (2018) <i>A Walking Curriculum</i> . Students are immersed in place, and use what they know from the previous walks, but also use interdisciplinary connections to understand place, including science.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose 	<ul style="list-style-type: none"> Creating and innovating Generating and incubating 	<ul style="list-style-type: none"> Valuing diversity Well-being Understanding relationships and cultural contexts

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> Construct meaningful personal connections between self, text, and world Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts 	<ul style="list-style-type: none"> Metacognitive strategies language, usage and context

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning? We are embracing “Indigenous Ways of Knowing” by sharing through story and ethical relationality (TC2, April 2020). Students will engage in a focused walk to a place where they can reflect on place and importance in storytelling. (Judson, 2018)</i>

Respectful Relations

<i>How will I invite students of all backgrounds, interests and skills into the inquiry? Students can write, visually brainstorm, draw or orally record their ideas through the use of a chrome book. Students are supported through peer interactions, and teacher connects to students during walk about throughout peer and small group</i>
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discussion.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	Remind students of protocols when engaging in the walking curriculum activity – then ask them to walk silently to ‘our place’	Work cooperatively and walk to ‘our place’
Inquiry	40 mins	<p>*Pose question: <i>Where are we?</i> (encourage students to come up with a variety of answers, ex: geographical coordinates latitude/longitude, street address, neighbourhood, city, province, country, planet & galaxy) (10 mins)</p> <p>*Students get into small groups 3-4, explore place to get more specific and descriptive about the place: a) the landscape (what do they actually see? What natural vegetation exists? What kinds of colours and patterns are visible? What local natural zones exist nearby? Is the land around the place flat or mountainous? What is the nearest water source?); b) the climate/weather—what is the weather like at that moment? What are typical patterns of weather?; c) the “soundscape”—what sounds characterize the place?; d) the smell—what particular odours are there? Where are the odours coming from?; e) the (wild) life—who lives in the neighbourhood? (15-20 mins)</p> <p>After exploration, students (in same groups) explore questions: 1. How does <i>place</i> influence storytelling? 2. Do we need to be connected to the environment? (10 mins)</p>	<p>*Students will offer answers as large group</p> <p>*In small groups, students move through exploration of place focusing on landscape, climate, weather, soundscape, smell, animals etc... - Brainstorm as much information as possible</p> <p>-Using their observations from exploration, students work through 2 questions posed discussing in small groups.</p>
Reflection	10	Direct students to respond in their journals then short class discussion sharing ideas	*Students use journals started during walking curriculum started prior to this unit – write/sketch/represent ideas responding to exploration
Discussion	5	Lead students back to school	

Materials and Resources

Pencils (or technology to orally record), journals to write in (Judson, 2018, *A Walking Curriculum* – focused walk adapted from the text)

Organizational Strategies

Students prepped ahead of this class, students have previous knowledge to rely on, students are familiar with class expectations.

Proactive, Positive Classroom Learning Environment Strategies

Students continue to follow group established classroom expectations for behavior;

Extensions

Teacher to students, "Choose a place close to your home that you can visit often to engage in the activity we did today in class."

Reflections (to be completed after the lesson demonstration)

Inquiry Demonstration Plan

Lesson

Title: Flight of the Hummingbird **Lesson #** 3 **Date:** _____

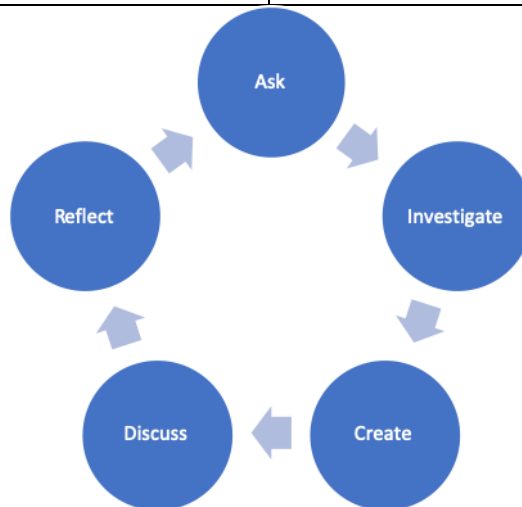
Name: April St. Louis **Subject(s):** ELA **Grade(s):** 8

Rationale & Overview

This topic is personal for students because it focuses on identity construction and the role that culture, place and society play in the development of self. This lesson is the 3rd lesson in the unit, after the first two which focus on initial entry into the unit with brainstorming understandings of storytelling and parables. Next the students begin preparing for an Elder/Storyteller visit by working as group through understanding the listener's role of storytelling and understanding Indigenous protocol and traditions of storytelling. The following lesson focuses on understanding the message of the parable and poses the Core EQ to students: *What is our responsibility to each other and the environment?*

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What is our responsibility to each other and the environment?	2. In what ways can storytelling and identity be connected? 3. How does <i>place</i> influence storytelling?



Inquiry Approach and Rationale

The inquiry approach in this lesson, and the unit as a whole, is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Most often students at the grade 8 level are continuing to work on independence in a high school classroom setting, teachers must guide students through inquiry to build the skills needed to for students to be able to work independently and in collaboration with their peers to explore texts and expand their knowledge base. Both the teacher and the FNEW in the school will be guiding students through this lesson to model for students how to blend "2 ways of knowing".
Core Principle 2: The work that students are	

asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This lesson focuses on developing a connection to text, both individually and then with peers. The lesson is building up to connecting with a local Elder/Storyteller to develop understanding of local Indigenous traditions in the cultural context to support place based learning.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose Connecting and engaging with others 	<ul style="list-style-type: none"> Generating and incubating 	<ul style="list-style-type: none"> Valuing diversity Understanding relationships and cultural contexts

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> Construct meaningful personal connections between self, text, and world Respond to text in personal, creative, and critical ways Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts 	<ul style="list-style-type: none"> features of oral language language, usage and context elements of style

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning? We are embracing “Indigenous Ways of Knowing” by sharing through story and ethical relationality (TC2, April 2020). Students will work through the activity “two –eyed seeing” to work with developing perspective based on Indigenous ways of knowing alongside dominant culture.</i>

Respectful Relations

<i>How will I invite students of all backgrounds, interests and skills into the inquiry? Students can write, visually brainstorm, draw or orally record their ideas through the use of a chrome book. Students are supported</i>
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through peer interactions, and teacher connects to students during walk about throughout peer and small group discussion.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	Mental walk (recollection from previous walking curriculum prior to unit) w short excerpt to ready students	Visualize, quiet mind, focus on connecting to excerpt
Inquiry	40 mins	<p>*(Learning launch) – Previous story connection, individ. then think-pair-share, (8 mins);</p> <p>*Provide Hummingbird visual, explain to students “Two Eyed Seeing” activity (students have previous knowledge as we have done this prior- 4mins), Confidence Meter, then discuss your outcomes with partner, (4 mins)</p> <p>*Next, create oral story with partner to represent what they see/think could happen in the visual-students share with another partner group (5 mins create; 5 mins share); ASK-how did your story go? What worked? What strategies did you use that you identified earlier in your chosen story?</p> <p>*Intro visual as it relates to parable “<i>Flight of the Hummingbird</i>” illustrator etc., read story;</p> <p>*Two Eyed activity with partner and visual w/text, any differences?</p>	<p>*Students brainstorm individually THINK-PAIR-SHARE about a story they like - what made it good, why you liked it (3 mins) then share and further detail list (4 mins), share w/ larger group 1 min;</p> <p>*Participate in activity and each partner discuss explored outcomes (4:4 mins);</p> <p>*Use visual provided to create a short oral story trying to incorporate the details you brainstormed with partner, share with another group (10 mins total); --class discussion answering questions (5mins)</p> <p>*Listen to story</p> <p>*Students revisit Two Eyed activity looking for any changes to their thinking or detail that can be added to support previous thinking</p>
Reflection	10	Reflect on your “Actions/Implications”, and answer the following with support from what you know or have learned so far- How important was Indigenous Knowledge (share visual and read “The Hummingbird’s Effect)	*Students use journals started during walking curriculum started prior to this unit – write/sketch/represent ideas responding to visual and detail your “Actions/Implications”
Discussion	5	Talking Circle whole group discussion	Students bring reflections and ideas to whole group discussion-talking circle

Materials and Resources

Yahgoulanaas visual text and parable “*Flight of the Hummingbird*”; students ongoing journals; chromebooks; computer w/ projector; visuals and activity from *The Critical Thinking Consortium “TC2” (presentation workshop April 2020)*

Organizational Strategies

Materials prepped ahead of class, students have previous knowledge to rely on, students are familiar with class expectations.

Proactive, Positive Classroom Learning Environment Strategies

Students continue to follow group established classroom expectations for behavior; preferential seating for students who need it, IEP strategies used for IEP students

Extensions

Go back to your original chosen story, add a new ending or twist to further develop your connection to it.


Reflections (to be completed after the lesson demonstration)

Overall, considering the challenges of presenting a lesson that I would teach to my own students in a shortened version AND online, I feel my lesson went quite well. I received positive feedback from my group members, and specifically, the visual text and parable with resources I used to develop and challenge thinking. Something valuable that a teaching colleague pointed out was that students may feel unsure or unclear on how to create an oral story as part of the storytelling process in the lesson. This is a valuable consideration, and I need to ensure that students have experience working through this process, even in an informal way, prior to this unit and lesson. One thing I will do is to be sure to scaffold this process, first modelling to students how I would take information from a visual text and create a story illustrating what I think is happening in the visual. This is important because it would help students to see that being "right" about what is happening in the picture is not important; what is important to pulling some key ideas and connecting them to what I already know to attempt to make further connections. Once I have modelled this process, we would move to working as a whole class group to brainstorm main ideas and connections to attempt to create an oral story, and finally move to smaller groups to attempt the process. This would better prepare my students for this short activity and also demonstrated the benefits and challenges of oral storytelling to reveal their own personal strengths and weaknesses. This is where I see my chosen activities in this lesson connecting to the principles of inquiry, especially Principles 1, 2 and 4.

Friesen's (2009) "Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically" is demonstrated through the step by step process by which I build the lesson and build student knowledge. Prior to the unit, I focus on developing Judson's (2018) *Walking Curriculum* so that students can engage in their learning using prior knowledge to connect to current learning experiences. "Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live" is precisely why I engaged with a walking curriculum prior to the unit so that students could and would use their previous experiences to inform and guide their current learning in this lesson and beyond. Finally, "Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning" through the use of partners, small groups and the whole group engaging each other in respectful and challenging discourse. I work with my students to build a learning community in the beginning of each semester. We spend several classes engaging in discussion and brainstorming around how to build a culture of trust that promotes learning. I have found these activities to be extremely beneficial moving forward in the semester.

Finally, in terms of assessment (which I did not specifically focus on in this particular lesson), Jodi made an excellent suggestion that I will immediately incorporate. Previously, I had students journaling their walking curriculum reflections/experiences, but rather than reading each journal entry, Jodi suggested asking students to choose which journal entr(ies) they want me to comment on, and maybe they reflect on their "strongest" example, using the criteria that we created and established together.

“Two Eyed Seeing” through textual commentary

<p>Actions/Implications What actions will I take in response? How does this shape my beliefs and values?</p>	<p>Connections How does this fit with what I know or what I have experienced?</p>	<p>Decode What is the main idea being communicated?</p>		<p>Decode What is the main idea being communicated?</p>	<p>Connections How does this fit with what I know or what I have experienced?</p>	<p>Actions/Implications What actions will I take in response? How does this shape my beliefs and values?</p>
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“Two Eyed Thinking” activity created by *The Critical Thinking Consortium*, permission to use given through Garfield Gini-Newman – TC², April 2020

Inquiry Demonstration Plan

Lesson

Title: Storyteller and the Listener **Lesson #** 4 **Date:** _____

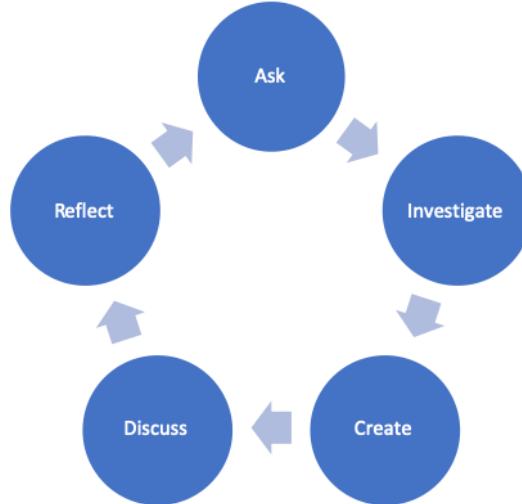
Name: April St. Louis **Subject(s):** ELA **Grade(s):** 8

Rationale & Overview

This topic is personal for students because it focuses on identity construction and the role that culture, place and society play in the development of self. The students begin preparing for an Elder/Storyteller visit by working as a group through understanding the listener's role in storytelling and understanding Indigenous protocol and traditions of storytelling. Indigenous worldview begins to take shape in discussion as students the Core EQ to students: *What is our responsibility to each other and the environment?*

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What is our responsibility to each other and the environment?	2. What do I know about who uses storytelling, the purpose of storytelling? 3. How can or does storytelling benefit me? How can it be meaningful to me?



Inquiry Approach and Rationale

The inquiry approach in this lesson, and the unit as a whole, is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i>	Connecting with a community member and an Elder is essential in this unit. Students of an Indigenous background may know traditions and protocols and could take the opportunity to be classroom leaders in this lesson, or beyond. This topic becomes alive because students can make cultural and/or ecological connections to this topic as a result of previous experience.

Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This lesson focuses on developing a connection to text, both individually and then with peers. The lesson is building up to connecting with a local Elder/Storyteller to develop understanding of local Indigenous traditions in the cultural context to support place based learning. 'Expertise' comes from many places, and it is important for students to develop connections to knowledge keepers in our community.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose Connecting and engaging with others 	<ul style="list-style-type: none"> Generating and incubating 	<ul style="list-style-type: none"> Valuing diversity Understanding relationships and cultural contexts

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> Construct meaningful personal connections between self, text, and world Respond to text in personal, creative, and critical ways Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts 	<ul style="list-style-type: none"> features of oral language language, usage and context elements of style

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning?</i> We are embracing "Indigenous Ways of Knowing" by <i>sharing through story</i> and <i>ethical relationality</i> (TC2, April 2020). Students will work through the activity "listening to Elders" (TC ² , 2020) to work on developing understandings of respect and reciprocity, and learning about Indigenous ways of knowing.

Respectful Relations

<i>How will I invite students of all backgrounds, interests and skills into the inquiry?</i> Students can write, visually brainstorm, draw or orally record their ideas through the use of a chrome book. Students are supported through peer interactions, and teacher connects to students during walk about throughout peer and small group discussion.
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Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	Mental walk to focus consider the question: What does it mean to have an open mind and an open heart?	Visualize, quiet mind, focus on connecting to topic – students make a journal entry to reflect on question
Inquiry	40 mins	<p>*(Learning launch) – “How important is Indigenous Knowledge” – TC² activity</p> <p>*Introduce activity “listening and learning from an Elder”</p> <p>*Brainstorm “Before Listening” & “During Listening” work through Activity A – (pairs)</p> <p>*listen to podcast (16:34); Michael Kusugak, Inuit storyteller and author: https://www.youtube.com/watch?v=obC22TGomBM&list=PLjqZ7q_-qbniEHERqRv59OTaISMT57Y2B</p> <p>*Work through “after listening” activity in small groups (4-5)</p>	<p>*Students brainstorm THINK-PAIR-SHARE about Indigenous knowledge (IK). Some may ask questions, such as: “what is I K”? Discussion for about 5 mins, then larger group share</p> <p>*Students works through “Listening and Learning from an Elder” worksheet; Before and After listening to Kusugak podcast</p>
Reflection	10	*Debrief after small groups with original partner to go over main ideas and considerations	*Students pair with partner to discuss and debrief
Discussion	5	Talking Circle whole group discussion – Respond: what does it mean to have an open heart and mind in listening?	Students bring individual reflections and ideas to whole group discussion-talking circle

Materials and Resources

Listening and learning from an Elder worksheet; students ongoing journals; chromebooks; computer w/ projector and sound; visuals and activity from *The Critical Thinking Consortium “TC2” (presentation workshop April 2020)*

Organizational Strategies

Materials prepped ahead of class, students have previous knowledge to rely on, students are familiar with class expectations.

Proactive, Positive Classroom Learning Environment Strategies

Students continue to follow group established classroom expectations for behavior;

Extensions

Connect this to your own life; do you have an experience where you needed to listen to someone older than you to learn and understand something?

Reflections (to be completed after the lesson demonstration)