

Candidate's name: Joan Hesselgrave

Grade/Class/Subject:	Grade 4/English Language Arts	School:	Intermediate Elementary
Date:	March 28, 2022	Allotted Time:	120 minutes
Topic/Title:	Creating Stories & Storytelling: Connecting Us to People, Place & Land		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g., emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

This lesson is part of a series of lessons intended to help students understand that stories come in a variety of forms—not just in written and/or illustrated form, but also in digital, audio-visual, and/or oral form.

In this series, students will learn that stories help people express themselves and are an important facet of identity, family, community, and culture. Students will learn that stories share individual and communal perspectives, and that different perspectives should be valued and respected.

In this culminating lesson, students will create their own stories. Stories will emphasize the student's connection to people, place, and/or land. A "Story Workshop" approach will give students the opportunity to create and share their own stories: (1) in story maps made from materials they have foraged; (2) in drawings; (3) in written word; and (4) orally, to the class, a small group, or the teacher (depending on student).

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>C Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.</p> <ul style="list-style-type: none"> • Students will communicate their thoughts visually (illustrated story), in writing (written story), and orally (oral story). • Students will communicate in personal and creative ways. • Students will exchange ideas and perspectives to build shared understanding. <p>T Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.</p> <ul style="list-style-type: none"> • Students will approach the task with curiosity and an open mind. • Students will generate new ideas from their time foraging and transfer these ideas to story maps, which they will then develop into personal and creative stories. • Students will use their imaginations and be willing to think "outside the box"—beyond what they already know.

T ***Critical and Reflective Thinking*** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- **Students will reflect upon the information they received while observing and foraging in their local, natural, environment.**
- **Students will think critically and reflectively as they create stories with an indigenous perspective (focusing on people, place, and land).**
- **Students will think about, and reflect upon, how their stories can connect them to others and to the world around them.**

PS ***Personal Awareness & Responsibility*** involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility.

- **Students will recognize that they are part of the “bigger picture” and create stories that showcase personal awareness and responsibility to people, place, and land.**

PS ***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. People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

- **Students will learn about perspective and develop a fuller awareness and understanding of different perspectives.**
- **Students will reflect positively upon their own personal values, beliefs, and perspectives (and those of their family’s and community’s).**
- **Students will reflect positively upon the perspectives of indigenous peoples and their connectedness to people, place, and land.**

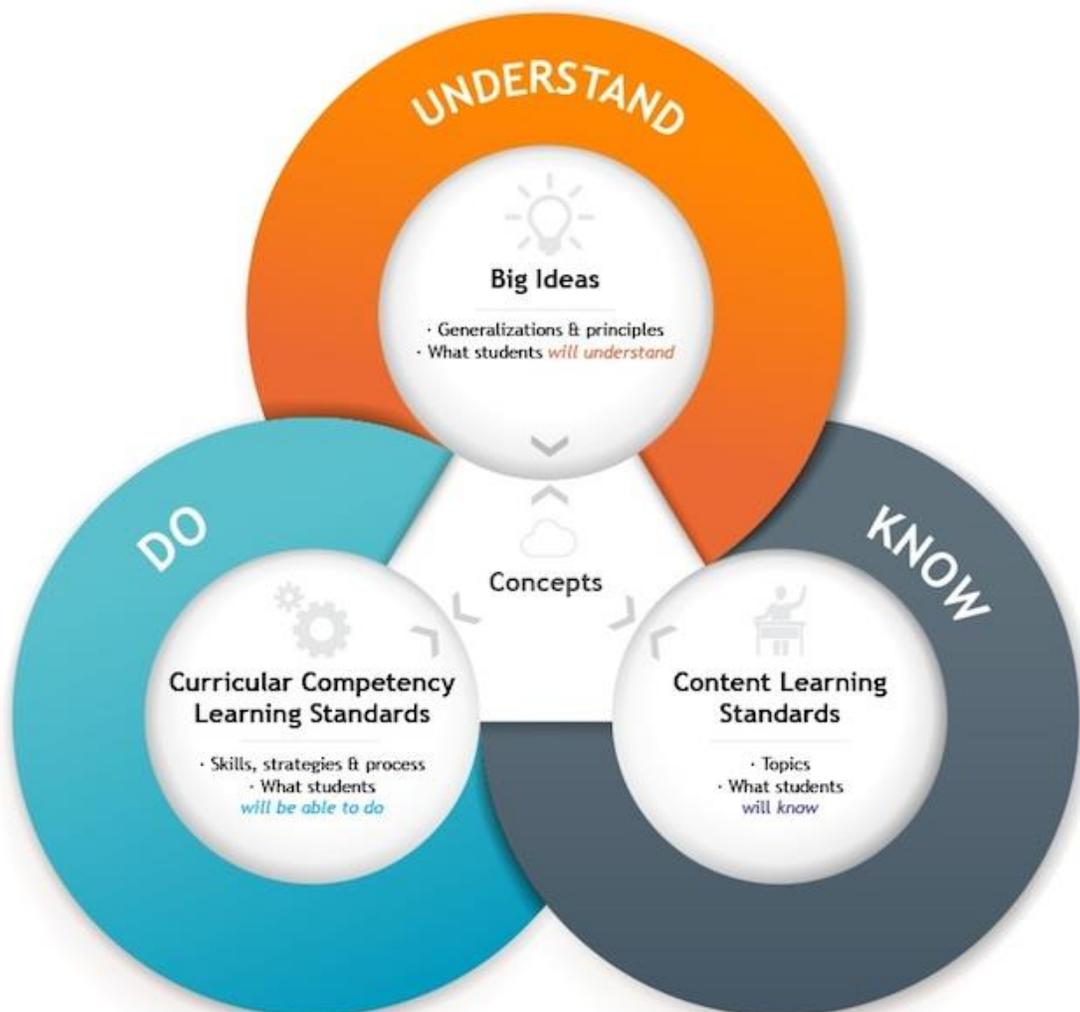
PS ***Social Awareness and Responsibility*** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

- **Students will appreciate connections between and among people and stories.**
- **Students will contribute positively to small and large group discussions.**
- **Students will empathize with each other and appreciate others’ perspectives (even when different from their own).**

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>In previous lessons, students were introduced to several local Indigenous authors and many types of indigenous texts (in illustrated, written, oral, digital, and audio-visual form), all of which showcased indigenous worldviews, knowledge, perspectives, and ways of knowing & being.</p> <p>In this lesson, students will be encouraged to think of these stories as exemplars and will be asked to model the story and oral storytelling methods of indigenous storytellers; that is, students' stories will emphasize connections to (and between) people, place, and land.</p>



4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

<p><i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i></p> <p>Students are expected to understand that:</p> <ol style="list-style-type: none"> (1) Language and story can be a source of creativity and joy. (2) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (3) Texts can be understood from different perspectives.
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5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/>

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to LEARN?</i>
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Students will exchange ideas and perspectives to build shared understanding. • Students will use writing and design processes to plan, develop, and create stories for a purpose and audience. • Student will use language in creative and playful ways to develop style. • Students will communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation. • Students will transform ideas and information to create original texts. • Students will identify how differences in context, perspectives, and voice influence meaning in texts. • Students will demonstrate awareness of how story in First Peoples cultures connects people to family, community, and land. • Students will explore and appreciate aspects of First Peoples’ oral traditions. • Students will use oral storytelling processes. 	<p>Story/text</p> <ul style="list-style-type: none"> • Students will learn about the forms, functions, and genres of stories. • Students will learn about text features. • Students will learn about literary devices. • Students will learn that stories are important to personal, social, and cultural identity. • Students will learn that, in Indigenous cultures, stories are passed down from generation to generation. <p>Strategies and processes</p> <ul style="list-style-type: none"> • Students will learn about oral language strategies. • Students will take writing processes into account. <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • Students will learn about features of oral language. • Students will learn that oral language is an important aspect of personal, social, and cultural identity. • Students are expected to think about proper sentence structure, grammar, and conventions.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g., Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p> <p>Students will demonstrate their learning in three ways:</p> <p>First, they will demonstrate that they understand the foundational concept of the lesson by incorporating elements of people, place, and land into their story map and drawing (i.e., Does the student make connections to their identity, their family, their community, or their culture? Does the student make connections to a person, a people, a place, or to Mother Earth and her living things?). If the story map or drawing is about Fortnite or video games, the student does not understand the learning intention and will need more instruction before they move on to the next demonstration of learning. Prior to moving on, each student must get the “go-ahead” from the teacher (i.e.: “Yes, you understood the foundational concept”; or “No, you need to further instruction”).</p> <p>Second, they will write down their stories, which will be assessed against a simple “Written Story Rubric” (attached).</p> <p>Third, they will demonstrate their proficiency in oral storytelling by verbally communicating their story (drawing upon the oral storytelling processes they learned in a previous lesson). Students will share their stories with the class. The teacher will assess students against a simple “Oral Storytelling Rubric” (attached). If a student is anxious about sharing in front of the class, they can arrange to share with the teacher or to a small group of students.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety, and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g., cross-curricular connections, organization, or management strategies you plan to use, extensions for students that need or want a challenge.

- This lesson has been developed with an indigenous lens, one that is holistic in nature and acknowledges relationships with “all our relations”—including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more—“everything seen and unseen.” As a class, we will respect diversity; we will respect cultural knowledge and ensure that all knowledge used, is used with permission and recognition. We will acknowledge the traditional, unceded, and ancestral territories of the Indigenous peoples whose lands we are learning on.
- Students will be encouraged to create stories based on their interests (as they relate to people, place, and/or land) so that they personally connect to what they are writing.
- This lesson has been designed to appeal to all learners and learning styles: spiritual (relational learners); physical (tactile, experiential, and visual learners); intellectual (rational and logical learners); and emotional (feeling and intuitive learners).
- This lesson can be adapted in many ways, ensuring that everyone can participate to the best of their ability.
- Students with mobility limitations will forage in a safe, accessible area around the school yard (assisted by the teacher, educational assistant, or indigenous support worker) and will be joined by several peers to foster inclusivity. Within the classroom, all materials will be made accessible to those students who cannot freely move about.
- Behavioural issues will be addressed by limiting triggers and providing additional support when and where needed.
- Students that are hearing and/or vision impaired will participate with safety and inclusivity in mind, with assistance from the classroom teacher, helping teachers, and their peers. Hearing impaired students will be encouraged to use touch and smell to experience foraging; those that are sight-impaired will be guided safely to experience foraging via sound, smell, and touch. During the story-mapping, story-writing, and story-telling activities, these students will be supported as needed (e.g., scribing, braille, hand-over-hand, etc.).
- Students that are speech impaired could have the classroom teacher, helping teacher, or a peer share their story during the oral storytelling activity.
- Students that struggle with written output could have help scribing their ideas or could use Google Read & Write to complete the written story portion of the activity.
- Students with high anxiety can pre-record themselves telling their story, share with the teacher, or share to a small group.
- Students can extend their learning and/or challenge themselves in many ways: if they excel at Art, they could extend their illustrated story (i.e., rather than one visual, they could illustrate an entire story book); if they excel at Writing, they could extend their written story (i.e., rather than a short story made up of a few paragraphs, they could write a more lengthy, multi-page story); if they excel at Oral Speaking/Presenting, they could extend their oral story (i.e., rather than simply read the story, they could act it out—complete with a costume, props, and dramatization).

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g., rearrange desks, book a room or equipment.*

- Before this lesson, I would have been granted approval from my school’s Principal, and from parents/guardians, to go off-site for the foraging activity. Permission forms would be signed and returned prior to beginning the unit. I would have had each student bring a reusable shopping bag for foraging, and I would have front-loaded students with forage expectations (i.e., what is ok to take from nature and what is not; what safety precautions students were expected to follow while foraging, etc.). Students will have been introduced to, and given a copy of, BOTH rubrics (explicit expectations in advance).
- At the start of this lesson, I will have arranged the classroom (either indoors or, weather permitting, outdoors) to ensure that there is ample space to lay foraged materials out for students to begin mapping their stories. I will ensure that each student has a mat (placemat, cookie sheet, piece of cardboard, etc.) to arrange and display their materials. I will ensure that each student has lined paper, a white piece of 8.5” x 11” paper, a pencil, and coloured pencils. I will have a timer to track our time.
- I will ensure that I have the human resources needed to assist the diverse needs of students in the class; to make sure every student is supported and safe as they work toward the completion of each task.
- If possible, I will have a local elder join the class in foraging, as well as in the classroom as students create and share their stories. I will reach out to the Indigenous Education team at my school and/or district, or to a local elder, in advance.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g., greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> • Teacher will gather students (along with their foraging materials) into a Sharing Circle, either inside the classroom or, weather permitting, outside in an outdoor classroom space (this is preferable). • Teacher will begin the lesson with a local Land Acknowledgement, honouring the Land and the People where the lesson is taking place. Teacher will thank the Land for giving the class the opportunity to forage, explore, and learn. • Students will take turns passing a talking stick around the Sharing Circle, saying one thing they enjoyed about the forage experience in the previous day's lesson. Students will be reminded of the Sharing Circle Protocol (see "About Talking Circles" at www.ravenspeaks.ca). I.e., only the person with the talking stick is allowed to speak (no interrupting) and the talking stick is to be passed clockwise (in the direction that the sun rises and sets). • Teacher to introduce the learning intention: students to create and share—visually, textually, and orally—interesting and engaging stories, modelled after the indigenous stories they have read (written text), heard (oral text), and viewed (illustrated, digital and audio-visual text) throughout the unit thus far. • Teacher to review and discuss the themes, perspectives, and purpose of these stories. Teacher to remind students that stories are important to personal, social, and cultural identity, and that stories are extremely important in indigenous cultures as they are essential to passing down knowledge, language, and ways of knowing and being from generation to generation. • Students to actively participate in this discussion. • Teacher to prompt students with questions: Which story or stories stood out to you? Why? What made the story or stories interesting? Was it the place(s), or people, or animal(s)? Was it the land on which the story took place? • Teacher to ask the students: How can the materials you gathered help you create a story that is reminiscent of these stories? How can your materials connect you to people, place, and/or land? • Teacher to ask students to think about their prior experience with the land they explored and to engage their previous knowledge—what do they know of the people, place, and land surrounding them? Teacher to remind students that prior experiences and prior knowledge can help them create meaningful and personal stories that will engage their audience. • Teacher to inform students that they will be participating in a Story Workshop, and that they will be responsible for creating a story map, an illustration, and a written story that they will share orally with the class, a small group, or the teacher. • Teacher to review behaviour expectations. • Teacher to reassure students that they will be supported at every step and that there will be points along the way where the class will come together to highlight and review "next steps." • Students then welcomed and encouraged to ask questions, using the talking stick, passing it around the Sharing Circle so that each student can ask clarifying questions before beginning the first activity. 	<p>25 min</p>

	<p>Oral Storytelling:</p> <ul style="list-style-type: none"> • Teacher to call students back to the Sharing Circle to begin the next demonstration of learning: oral storytelling. • Teacher to review the “Oral Storytelling Rubric” (which was given to the students at the beginning of the unit) so that students remember what they are expected to do in this demonstration of learning. • Teacher to urge students to think about the oral stories they heard during this unit and to remember what the speaker did to make the story interesting and engaging (clear voice, vocal expression, varied tone to differentiate the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listeners’ attention throughout, etc.). • Teacher to outline expectations of the audience and inform the students that they will now share their stories in the Sharing Circle, using the talking stick protocol. • Teacher to ask students if they have any clarifying questions and answer any that the students may have. • Students to read their stories, one by one, in the Sharing Circle. • Teacher to assess students against the “Oral Storytelling Rubric.” 	20 min
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen, or reflect on the learning</i> • <i>review or summarize if applicable</i> • <i>anticipate what’s next in learning</i> • <i>“housekeeping” items (e.g., due dates, next day requirements)</i> 	<ul style="list-style-type: none"> • Teacher will keep students in the Sharing Circle, where students will take turns saying one thing that they liked about the Story Workshop, which “text” they enjoyed most, which they enjoyed least (illustrated, written, or oral), and what they might have done differently if they were to do this activity again. • Students will think about, and reflect upon, how their stories connect them to others and to the world around them. • Teacher to encourage students to share this experience, and their stories (illustrated, written, and oral), with their families at home. • Teacher to collect students’ written stories, to be assessed against the “Written Story Rubric” and then returned with written, constructive feedback that aims to improve future written tasks. • Teacher will, at that time, also return to students the “Oral Storytelling Rubric” — which will contain constructive feedback aimed at improving future oral tasks. 	15 min

9. REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g., that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>*To be completed after the lesson.</p>

Story Writing Rubric: /16	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Story makes connections to people, place, and/or land.				
Story has a beginning, a middle, and an end, and flows in a clear, understandable sequence.				
Learner experiments with words, structures, and ideas to create an original story.				
Learner uses elements of story to create meaning.				
Oral Storytelling Rubric: /4	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Learner shares their story using effective oral communication skills: a clear voice, vocal expression, varied tone to differentiate the storyteller's natural voice from the characters' voices, presents the story efficiently, keeping the listeners' attention throughout.				