UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

UNIT PLAN - *THE BARREN GROUNDS* – CRITICAL NOVEL STUDY

Unit Topic & Guiding Questions:

ELA Grade 6 – Reading & Listening - How can students use critical, creative, and reflective thinking to aid in comprehension?

ELA Grade 6 – Writing & Speaking - How can students convey understanding and write with meaning?

Rationale:

Reading & Listening - Students will focus on reading and listening skills/strategies to aid in comprehension and connection-making. Students will participate in a novel study of The Barren Grounds, by David A. Robertson, which will have them exploring Indigenous culture and hard truths about Canada's history and its effects on the present. This fictional story will require them to think critically, creatively, and reflectively while they explore ideas within and beyond the text (comprehension and connections).

Writing & Speaking – Students will work on organizing their ideas and expressing comprehension of the novel via sketch-noting, doodling, word collecting, and informal journaling; as well as in their contributions to whole-class "Say Something" discussions, talking circles, small-group discussions, and character and setting charts. These activities will help prepare and focus students' writing, allowing them to convey understanding and answer the "end-of-section" questions in clear, coherent sentences and paragraphs.

STAGE 1: Desired Results

UNDERSTAND

Big Ideas →	Essential Questions
Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	How does sharing different perspectives help us extend our understanding and make connections through text?
Language and text can be a source of creativity and joy.	How does writing about the things we read help us understand text more meaningfully?

DO

Core Competencies:

Communication	Thinking	Personal & Social
☐ Communicating	☐ Critical and Reflective Thinking	☐ Positive Personal & Cultural Identity
I can share my ideas and try to connect them with others' ideas.	I can use evidence to make simple judgments.	I can describe different parts of my identity and understand that I am a part of larger communities.
Students will listen to the teacher read The Barren Grounds. They will be asked to share their own ideas and connections, as well as	Students will make predictions, ask questions, use their senses to gather information, and make judgments based on the evidence they	Students will identify their individual characteristics and describe their values, strengths, and beliefs. Students will represent aspects of their cultural

listen to others and build new connections. Students will be encouraged to ask questions to build on and extend ideas and thinking.

☐ Collaborating

I can contribute during group activities with peers and share roles and responsibilities to achieve goals.

Students will express their ideas and help others feel comfortable to share theirs so that all voices are included. Students will work with others to achieve a common goal.

gather during and after each read aloud. Students will reflect on how their thinking changes throughout the novel study.

☐ Creative Thinking

I can use my imagination to get new ideas, or build on other's ideas, or combine other people's ideas in new ways.

Students will listen to text and think "outside of the box" using their own ideas, or ideas they gained in discussions with peers. Students will work on writing creatively, using different ideas and perspectives.

contexts (such as family, communities, school, and peer groups) and describe ways that they participate in, or are connected to, community.

☐ Social Awareness & Responsibility

I can analyze complex social issues from multiple perspectives and understand how I am situated in types of privilege.

Students will demonstrate respectful and inclusive behaviour when exploring and discussing Indigenous culture and history. Students will understand that Indigenous peoples were treated unfairly and that past injustices have had devastating and lasting consequences for Indigenous peoples.

Learning Standards – Curricular Competencies:

Comprehend and connect (reading, listening, viewing):

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
- 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.
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.

Students will be asked and will be encouraged to ask creative and critical questions about the text. These questions will help them acquire new ideas, develop explanations, and consider alternative points of view. As they progress, they will become more comfortable with summarizing the themes and meanings in the text.

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.

Students will be guided on how to participate in talking circles and use the "Say Something" strategy, as well as on how to engage in "sketch-noting", word collecting, character and setting charts, and other graphic organizers (as needed). These activities will help prepare and focus students' writing, allowing them to convey their understanding and answer the "end of section" questions in clear, coherent sentences and paragraphs.

	KNOW	**Learning Standards - Content:** • Story/text – forms, functions, and genres of text • Strategies and processes – reading strategies; metacognitive strategies; writing processes • Language features, structures, and conventions – paragraphing; sentence structure and grammar; conventions Students will engage in discussions about the type of book being read and what they are learning from the text. They will develop their questioning and predicting skills during the daily read aloud routine. They will also practice summarizing text and making sure their summary includes key features. During discussions, students will be encouraged to make inferences and these inferences will be pointed out and later extended upon in their writing. Students will be taught how to develop clear, concise, and coherent sentences and paragraphs that convey meaning and understanding.	
	First Peoples Principles of Learning	☐ *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* ☐ *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* ☐ *Learning involves recognizing the consequences of one's actions.* ☐ *Learning involves generational roles and responsibilities.* ☐ *Learning recognizes the role of indigenous knowledge.* ☐ *Learning is embedded in memory, history, and story.* ☐ *Learning involves patience and time.* ☐ *Learning requires exploration of one's identity.* ☐ *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*	**Addressing the FPPL:** The Barren Grounds, by David A. Robertson, is a fictional story that explores Indigenous culture and hard truths about Canada's history and its effects on the present. Students will need to think critically, creatively, and reflectively while exploring these ideas - both within and beyond the text (comprehension and connection). The novel study guide used in this unit is rooted in the FPPL and deliberately addresses the Calls to Action of the Truth and Reconciliation Commission of Canada, specifically the call to "integrate Indigenous knowledge and teaching methods into classrooms (clause 62) and "build student capacity for intercultural understanding, empathy and mutual respect" (clause 63). Throughout the unit, students will be asked to make connections to belonging, land & place, responsibility, teachings, community consciousness, and identity – all topics that they will be speaking about first so that they can write about them with meaning later. Students will be asked to stretch themselves in the exploration of story and their own words. These learning outcomes will take patience and time and students will be reminded that it will get easier the more they practice and push themselves out of their comfort zones.

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

Throughout discussions - in talking circles, during "Say Something", and when pairing/sharing in small groups - students will be prompted to participate, extend their thinking, and consider different viewpoints. They will also be given informal verbal feedback throughout (on their reading, listening, speaking, and writing skills). Any written work will be tracked and handed back to students with feedback so they know how they are doing, what they can to do to improve, and where to go to next.

Summative Assessment (Assessment of Learning):

At the end of the unit, students will complete a one-page poster that will allow them to demonstrate their understanding of the novel's theme(s), characters, setting, and how they were able to connect the text to self, others, and to the world.

One-Pager Novel Study

The Barren Grounds

Belonging

Land & Place

Responsibility

Teachings

Community

Identity

The purpose of a one-pager assignment is to take a closer look at a novel and analyze the characters, quotes, and actions, and connect them to theme.

You should represent all your thoughts on one piece of paper by using quotes, pictures, doodles, and examples from the novel in creative and unique ways.

The criteria for the assignment is as follows:

- 2+ symbolism images
- 1 image of the main character
- 3 quotes from the novel
- 1 other quote
- 2 text-to-world or text-to-self connections
- 1 excerpt from the novel

Each of these requirements must connect to your chosen theme!

One-Pager Novel Study Rubric Name:_____

	Emerging	Developing	Proficient	Extending
Connections	Project does not go beyond literal comprehension of the text.	Project includes one or two examples of interpretation, connections, and/or synthesis, but does not explain thinking.	Project includes 3+ examples of interpretation, connections, and/or synthesis that go beyond comprehending the text and are explained.	Project demonstrates rich, well-explained thinking that goes beyond the text via interpretation, connections, and/or synthesis.
Illustrations/ Symbolism	Illustrations have no relevance to the theme or the novel.	Some symbolism is demonstrated through the use of illustrations and the pictures are all related to the novel.	The project uses symbolism to connect to theme through illustrations.	Demonstrates a deep understanding of the use of symbolism through illustrations. Both theme and connections are represented.
Theme	Project does not demonstrate comprehension of the text's theme - details and examples do not connect to a chosen theme.	Project demonstrates comprehension of the text's theme - details are not clear and minimal examples are provided.	Project demonstrates good comprehension of text theme using details from the text and providing examples of setting, events, characters, and literary elements.	Project demonstrates excellent comprehension of text theme using details from the text and providing detailed examples of setting, events, characters, and literary elements

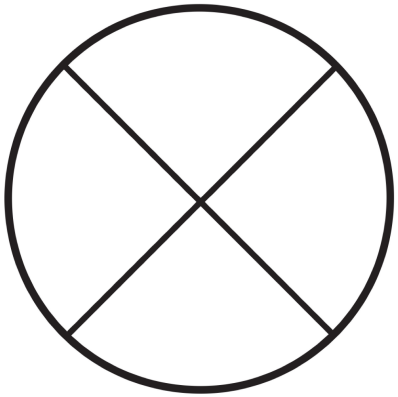
Stage 3: Learning Plan

Lesson/ Date	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
Lesson 1 Jan 31	Set up classroom systems and situate the text in Indigenous worldviews. Have students begin the routine of "Questioning and predicting": • I think that… because… • I wonder… Introduce the book & the author and discuss the importance of the stars to Indigenous peoples and culture.	Introduce the discussion protocols that will be used in the unit: Talking Circle, "Say Something" strategy, and small group Pair & Share. Show students the cover of *The Barren Grounds* and ask them to pay attention to the following: What do you SEE? What do you THINK? What do you WONDER? Give students time to record details about what they notice (I see, I notice…); predictions for the content (I predict, I think, I hope…); and questions that they have (I wonder, Why is…). When students are done, go around and have every student "Say Something" about what they see, think, or wonder about the book. Introduce David A. Robertson as a member of the Norway House Cree Nation and read the back cover of the book. Highlight the importance of the stars in this book and talk about what the class already knows about the stars (relating back to our solar system unit). Ask questions and promote student thinking. Display quotes from Elder Wilfred Buck (p. 21, Langley Read Aloud) on the Smartboard. Individually or in groups, give students time to identify key words, powerful phrases, and sentences or phrases that teach something new. Then, come together as a class and have students/groups share out their learning from elder Wilfred Buck. Lastly, display the Ochek Atchakosuk (the Fisher Stars) constellation and read aloud "The Legend of the Fisher, or Ochek" (pp. 22-23 of Langley Read Aloud).
Lesson 2 Feb 1	Read Chapters 1-2 (pp. 1-15), focusing on *Belonging*. Identify main characters and setting.	Read the first two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, work as a class to begin character charts for each of the main characters, as well as a setting chart. On chart paper, note any key traits, events, or phrases that resonate with the class re: the main characters, as well as important aspects/details of the setting. These charts will be displayed in the classroom and added to as we move through the book/unit.

	Help students recognize that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Help students relate to the story and make connections to others and to the world.	In small groups, discuss the following prompt: "What is a gift you have been given that held meaning for you?" (p. 26 of the Langley Read Aloud). As a class, discuss and unpack the word "gift" from different perspectives: the North American view (present, things) and the Indigenous view (personal trait, quality). Discuss how the author uses both views of "gift" with Eli's artbook: it is both a meaningful gift for him (from his birth father) and is a place where he records his gift (artistic skills). Then, have students journal about their gifts (emphasis on quality/strength), as well as about a lesson or experience that taught them something which could be looked back at as a "gift." Finally, ask students to bring an artifact to next class (one that holds meaning for them).
Lesson 3 Feb 6	Read Chapters 3-4 (pp. 16-35), focusing on *Belonging* continued. Build on main characters and setting. Continue to help students relate to the story and make connections to others and to the world.	Start with a sharing circle, wherein students share their artifacts and discuss their meaning and significance. After everyone has shared, talk about how we learn about each other through the things we care about. Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, work as a class to add to the Character & Setting charts. Then, in small groups, have students discuss the following prompt: "What does it mean to write from the heart not the head?" (p. 26 of the Langley Read Aloud). After sufficient discussion, have students do a journal response answering the following questions: "Have you ever struggled to write what you really feel or mean? What were you trying to write about and why do you think it was a struggle?"
Lesson 4 Feb 7	Read Chapters 5-6 (pp. 36-53), focusing on *Belonging* continued. Build on main characters and setting.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. As a class, discuss the following prompts: "What are all the ways we can show people we care about them?" and "What does it mean to be welcome?" (p. 26 of the Langley Read Aloud).

	Continue to help students relate to the story and make connections to others and to the world. Help students recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.	Following the class discussion, take students to the computer lab to answer the following summative questions on *Belonging*: 1. How does Morgan express her feelings? 2. How is Morgan's current situation different from her past foster experiences? 3. Describe Morgan's relationship with Eli? 4. How has Morgan's childhood differed from Eli's? How have they been similar? 5. Morgan is an avid reader and Eli is a gifted artist. Why do you think they connect with one another? Why do you think these interests are so important to them? 6. How do you think Morgan feels about being Indigenous? Why do you think her foster parents (Katie and James) try so hard to connect her to her Indigenous culture? How does Morgan react to that? These questions will allow students to show their understanding and share their thinking on the first section of the novel study (some will need to use voice-to-text software).
Lesson 5 Feb 8	Read Chapters 7-8 (pp. 54-76), focusing on *Land & Place*. Build on main characters and setting. Help students recognize that land-based practices are at the core of Indigenous ways of knowing and being. Have students analyze quotes for meaning.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Have students work in small groups to discuss the following prompts: "What do we receive or get from the land? What do we give back to the land?" (p. 37 of the Langley Read Aloud). Then, as a class, discuss land-based practices, Indigenous ways of knowing and being, and how "place" is central to Indigenous culture and identity. Display on the board the following quotes (p. 39 of the Langley Read Aloud): • Place is multidimensional. More than the geographical space, it also holds cultural, emotional, and spiritual spaces which cannot be divided into parts. • Place is experiential. Experiences a person has on the land give it meaning. Finally, ask students to think about a place that is important to them and why. They can then do a journal response explaining the place and its significance and/or do an illustration.

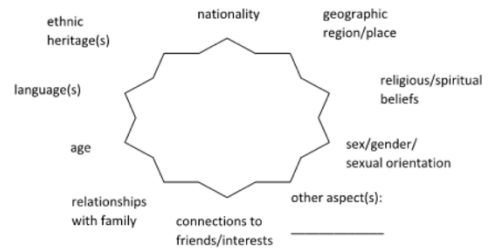
Lesson 6 Feb 9	Read Chapters 9-10 (pp. 77-87), focusing on *Land & Place continued*. Build on main characters and setting. Continue to help students recognize that land-based practices are at the core of Indigenous ways of knowing and being. Have students identify key words and work on the skill of summarizing.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Have students work in small groups to discuss the following prompt: "Why do they use animals in this story?" (p. 37 of the Langley Read Aloud). As a class, discuss the importance of animals to Indigenous ways of knowing and being. Display and refer to "Treaty Words: For as Long as the Rivers Flow" (pp. 45-49 of Langley Read Aloud), giving students the opportunity to pick out key words and phrases that summarize Indigenous beliefs and values regarding animals, the importance of land, relationship to land, and the value of all living things. Encourage students to jot down the main findings.
Lesson 7 Feb 10	Read Chapter 11 (pp. 88-96), focusing on *Land & Place* continued. Build on main characters and setting. Help students recognize that, for Eli and Morgan, their ability to reconnect with the land is a homecoming.	Read the next chapter of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. After sufficient discussion, have students do a journal response answering the following question: "Now that Morgan is in Misewa, what are the pros and cons of staying? What are the pros and cons of leaving immediately?"
Lesson 8 Feb 13	Read Chapters 12-13 (pp. 97-116), focusing on *Responsibility*. Build on main characters and setting. Help students recognize that learning is relational. Have students identify elements of foreshadowing.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Take students to the computer lab to answer the following summative questions on *Land & Place*: 1. Why do you think the residents (the animals) of Misewa refer to the Cree language as "the good words"? Why do you think the author, David Robertson, uses so many Cree words throughout the novel?

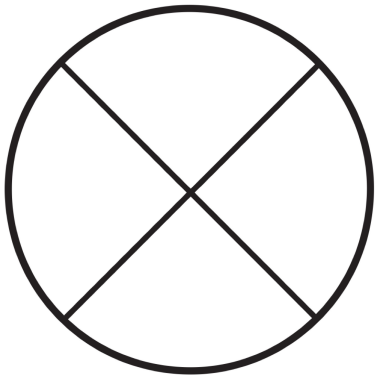
		2. Now that Morgan and Eli have met Ochek, what clues did we see earlier in the novel? Why would the author include these clues? How does he use foreshadowing to showcase the connection to land? To identity? *Hint – think about the opening scene in the book and how it gave us a glimpse into where Morgan and Eli are heading. These questions will allow students to show their understanding and share their thinking on the second section of the novel study (some will need to use voice-to-text software).
Lesson 9 Feb 14	Read Chapters 14-15 (pp. 117-142), focusing on *Responsibility* continued. Build on main characters and setting. Continue to help students recognize that learning is relational. Practice Medicine Wheel Thinking.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Have students work in small groups to discuss the following prompts: "In what ways is the land sick today? In Quesnel? In Canada? In the world? How can we help the land? What is one thing I could practice today to help the land?" (p. 52 of the Langley Read Aloud). After sufficient discussion, work as a class to create a Medicine Wheel for Misewa (p. 59 of the Langley Read Aloud): **Medicine Wheel**  Have students think about the Mental, Emotional, Spiritual and Physical aspects of the community. This could be done in pairs or small groups, then collaboratively built together on

		the board. Talk about how using the lens of the medicine wheel helps us to learn and understand what Misewa is going through. Have students share what they notice? • What does this imbalance mean? • What needs to be more balanced? • What would balance look like? Feel like? • Whose responsibility is it to find balance? In Misewa? In our communities?
Lesson 10 Feb 15	Read Chapters 16-17 (pp. 143-165), focusing on *Teachings*. Help students recognize that learning is embedded in memory, history, and story. Build on main characters and setting. Practice the "Say Something" strategy.	Prompt students before reading/listening that they will be doing the Say Something strategy after the read aloud. Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. <u>Say Something:</u> Emphasize and repeat again the truth that everyone's ideas are a contribution to our learning. Each person in the class goes and could contribute: a question, a part they liked, a connection to a past part of the book or other text, a prediction, even something they are thinking about. Avoid student responses that solely summarize and give students the right to pass on sharing. Avoid commenting as a teacher after each student's responses, let student responses flow from one student to the next without adult opinion. An easy strategy is to nod in agreement with the student that has just spoken and now move on and look at the next student. Encourage responsive listening and encourage students to connect their thinking to what others have shared. Students may benefit from prompts to guide their thinking: - I noticed.... – I am thinking about... – I found meaning when .... - I need to know more about .... – I wonder if... Writing these sentence starters on the board will help students to begin their sharing. Then, have students do a journal response answering the following: "What do the characters in Barren Grounds fear? Do you fear the same things? What do you fear? What animals have we attached fear to?...wolves, sharks, insects, bears? (p. 68 of the Langley Read Aloud).

Lesson 11 Feb 16	Read Chapters 18-19 (pp. 166-183), focusing on *Teachings* continued. Build on main characters and setting. Continue to help students recognize that learning is embedded in memory, history, and story.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Take students to the computer lab to answer the following summative questions on *Teachings*: 1. In the novel, Ochek states, "All things are connected. Your world and this one, the sky and the land. All that is" (p.88). Cree Elders and Knowledge Keepers talk about "misewa" – all that is. Why do you think the author uses "Misewa" as the name of the community? 2. What examples can you think of that demonstrate this idea of interconnectedness in the world? 3. What do you think is the significance and meaning behind Morgan's dreams? Why do you think her mother repeats "kiskisitotaso" (i.e. "don't forget yourself; don't forget who you are") repeatedly in her dream? These questions will allow students to show their understanding and share their thinking on the fourth section of the novel study (some will need to use voice-to-text software).
Lesson 12 Feb 17	Read Chapters 20-21 (pp. 184-202), focusing on *Community*. Build on main characters and setting. Build on student understanding of learning ultimately supporting the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Help students recognize that learning involves recognizing the consequences of one's actions.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. As a class, discuss the phrase: "All My Relations." Write the phrase on the board. Ask students if they have ever heard this phrase and in what context. If students have heard it/know it, have them explain what it means. If students haven't heard it, ask them to predict what it means. Share the following quote from famous Indigenous author Thomas King: "All my relations" is at first a reminder of who we are and of our relationship with both our family and our relatives. It also reminds us of the extended relationship we share with all human beings. But the relationship that Native people see go further, the web of kinship extending to the animals, to the birds, to the fish, to the plants, to all the animate and inanimate forms that can be seen or imagined. More than that, 'all my relations' is an encouragement for us to accept the responsibilities we have within this universal family by living our lives in a harmonious manner (a common admonishment is to say of someone that they act as if they have no relations)." Thomas King, (Cherokee) All My Relations.

	Have students analyze quotes for meaning.	Source: Justice, D. H. (2018). Why Indigenous Literatures Matter. Waterloo, Ontario: Wilfrid Laurier University Press. Pg 88 Then, share the following quote from famous Indigenous author Richard Wagamese: "I have learned that to love this country [Canada] means to love its people. All of them. When we say "all my relations," it's meant in a teaching way, to rekindle community. We are part of the great, grand circle of humanity, and we need each other. Source: Wagamese, Richard. (2008). One Native Life. To Love This Country. Pg 192 Have students identify what "All My Relations" means by finding key words ideas in the quotes.
Lesson 13 Feb 21	Read Chapters 22-24 (pp. 203-220), focusing on *Community* continued. Build on main characters and setting. Continue to help students recognize that learning involves recognizing the consequences of one's actions.	Read the next three chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Take students to the computer lab to answer the following summative questions on *Community*: 1. What are some ways that we can honour all are relations? 2. The Barren Grounds contains Cree teachings around sustainability and the land. What are some of these beliefs and concepts? What does the man represent? How does this connect to issues in the world today? 3. Mistapew is a giant being in Cree stories that, according to Ochek, "takes your soul and leaves only flesh and bones behind." How does the author use Mistapew in the story? Does Mistapew remind you of similar creatures in other stories? These questions will allow students to show their understanding and share their thinking on the fifth section of the novel study (some will need to use voice-to-text software).
Lesson 14 Feb 22	Read Chapters 25-26 (pp. 221-237), focusing on *Identity*. Build on main characters and setting.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts.

	Help students recognize that learning requires the exploration of one's identity.	Have students work in small groups to discuss the following prompts: "What education do we receive outside of school? Who teaches us?" (p. 85 of the Langley Read Aloud). After sufficient discussion, have students complete an "Identity Map" (p. 34 of the Langley Read Aloud). **BLM 1 – *Identity Map*** Name: _____ Use the following graphic organizer to examine the different aspects of your life that help create your own personal/cultural identity.  **Personal Strengths and Abilities** What are my strengths and abilities? How do I use my strengths and abilities in my family, relationships, and communities?
Lesson 15 Feb 23	Read Chapters 25-26 (pp. 221-237), focusing on *Identity* continued. Build on main characters and setting. Continue to help students recognize that learning requires the exploration of one's identity.	Read the next two chapters of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. Then, have students complete a Medicine Wheel for themselves (p. 59 of the Langley Read Aloud). Have them think about the Mental, Emotional, Spiritual and Physical aspects of themselves and fill in each section accordingly.

		Medicine Wheel  Have students think about what needs more balance? How could they achieve balance?
Lesson 16 Feb 24	Read Chapter 27 & Epilogue (pp. 238-247), focusing on *Identity* continued. Build on main characters and setting. Continue to help students recognize that learning requires the exploration of one's identity.	Read the final chapter & epilogue of *The Barren Grounds*, stopping to address important concepts, words, language use, etc. and probe student thinking. Encourage students to take sketch-notes, doodle, and/or record words or phrases that resonate with them. After reading, decide if there is anything to add to the Character & Setting charts. As a class, discuss how David Robertson speaks about the agency of Morgan and Eli – as the heroes of their own story. Nobody 'saves' them, they 'save' themselves. This emphasis on strength, resilience and knowledge is an important part of the conclusion of this text. Take students to the computer lab to answer the following summative questions on *Identity*: 1. Why does connecting to and learning to live off the land become so important to Eli and eventually Morgan as well? 2. Identity and knowing who you are is something that Morgan struggled with throughout the novel. What has disrupted Morgan's sense of identity? How does this lack of identity affect how Morgan interacts in the world? 3. What kinds of things make up and impact your identity? These questions will allow students to show their understanding and share their thinking on the sixth (and final) section of the novel study (some will need to use voice-to-text software).

Lesson 17

Feb 27-Mar 3

Introduce Summative Task

Outline Assignment Criteria

Review Rubric

Decide on a due date

One-Pager Novel Study

The Barren Grounds

Belonging

Land & Place

Responsibility

Teachings

Community

Identity

The purpose of a one-pager assignment is to take a closer look at a novel and analyze the characters, quotes, and actions, and connect them to theme.

You should represent all your thoughts on one piece of paper by using quotes, pictures, doodles, and examples from the novel in creative and unique ways.

The criteria for the assignment is as follows:

- 2+ symbolism images
- 1 image of the main character
- 3 quotes from the novel
- 1 other quote
- 2 text-to-world or text-to-self connections
- 1 excerpt from the novel

Each of these requirements must connect to your chosen theme!

One-Pager Novel Study Rubric Name:_____

	Emerging	Developing	Proficient	Extending
Connections	Project does not go beyond literal comprehension of the text.	Project includes one or two examples of interpretation, connections, and/or synthesis, but does not explain thinking.	Project includes 3+ examples of interpretation, connections, and/or synthesis that go beyond comprehending the text and are explained.	Project demonstrates rich, well-explained thinking that goes beyond the text via interpretation, connections, and/or synthesis.
Illustrations/ Symbolism	Illustrations have no relevance to the theme or the novel.	Some symbolism is demonstrated through the use of illustrations and the pictures are all related to the novel.	The project uses symbolism to connect to theme through illustrations.	Demonstrates a deep understanding of the use of symbolism through illustrations. Both theme and connections are represented.
Theme	Project does not demonstrate comprehension of the text's theme - details and examples do not connect to a chosen theme.	Project demonstrates comprehension of the text's theme - details are not clear and minimal examples are provided.	Project demonstrates good comprehension of text theme using details from the text and providing examples of setting, events, characters, and literary elements.	Project demonstrates excellent comprehension of text theme using details from the text and providing detailed examples of setting, events, characters, and literary elements

Walk students through the following slideshow, which outlines this summative task: https://docs.google.com/presentation/d/16LUquY2WBdHlgplMqQwnFKFwcVLxlfFS/edit#slide=id.p8

Ask class if they have questions. Clarify any concerns.

Resources needed:

-Copy of the book, The Barren Grounds, by David A. Robertson (more than one if possible)
-Copy of the "Langley Read Aloud - Teacher Resource Guide" downloaded from https://instructionalservices.sd35.bc.ca/wp-content/uploads/sites/76/2021/06/Barren-Grounds-Teacher-Resource-Guide.pdf
-Whiteboard markers, rulers, pencil crayons, sharpies, chart paper
-Student notebooks for sketch-notes, doodles, recording words or phrases that resonate with them, and journaling
-Copies of graphic organizers (originals included with Langley Read Aloud - Teacher Resource Guide)
-Classroom Smartboard
-Chromebooks or access to a computer lab w/ voice-to-text software
-white poster-size paper for one-pagers (21x30 – A4)

	Interdisciplinary connections: (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)
	Students will access knowledge from the SS unit that will be running parallel to this unit (i.e. Canada's policies for and treatment of minority peoples have negative and positive consequences). This unit will build student understanding and allow them to pull greater meaning from the text. Students may start/end their writing tasks with a sketch in their notebooks and are encouraged to illustrate their thoughts while journaling. The final, summative task includes a poster assignment, wherein students must illustrate a character and 2+ symbolisms. Furthermore, Indigenous art and culture will be infused into parallel Arts Education, ADST, and Health & Physical Education units.
	Reflection:
	<u>How did the unit go? How do I know?</u> This unit was a huge success. My class thoroughly enjoyed the novel and most students did not want me to stop reading during our daily read alouds. After our allotted two chapters, I would put the book down and be met with, "No, keep reading!" or "Don't stop, we need to find out what happens next!!" This showed me that my students were connected to the text and were invested in the characters and their journey throughout the story. With my support, students really pushed themselves out of their comfort zones and thought critically, creatively, and reflectively while exploring the main ideas and themes within (and beyond) the text. As a class, we talked in depth about belonging, land and place, responsibility, teachings, community, and identity—complex concepts that are extremely relevant to their adolescent lives and to the world we live in. Many connections were made and different perspectives explored (in discussions and in writing), all of which added to the students' depth and breadth of knowledge. Talking and writing about the things we were reading really helped my students understand the text more meaningfully. I did, however, find myself adjusting some of the questions and tasks posed/outlined in the Langley Read Aloud to better meet my students where they were at (i.e. adjusting for what they were bringing with them into the novel study). By being responsive to my students and their levels of understanding and abilities, I found that they were more successful, less overwhelmed and frustrated, and better able to enjoy the material in the unit. Students especially enjoyed the sketch-note doodling during our read alouds, the pair and shares, the stick-it-note character and setting chart activities, and the end-of-unit novel study one-pager. I also added in a book recommendation activity at the end, which went over really well, and a cross-curricular ADST/Art activity that had students re-create their favourite scene from the novel in a shoe box diorama (complete with a scene summary paragraph and character evolution paragraph). My students loved this creative

	opportunity to showcase their understanding and enjoyment of the novel, and it was an excellent opportunity for me to engage in cross-curricular instruction. Overall, I loved this unit and its ability to hit two ELA Big Ideas, many of the Core Competencies and Curricular Competencies, almost all of the First Peoples Principles of Learning, as well as several important learning standards/content areas—all the while carrying me through several weeks and leading me to an awesome cross-curricular activity. It took a lot of time and effort to create, but it was a hit—both for me as the teacher and for my students. I will absolutely do this unit again if I find myself in an upper intermediate classroom.
	Where to next? This unit revealed that, as a whole, this group of students needs to work on using writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts. Additionally, they need to practice using an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. I will endeavor to go back to some of the basics and provide instruction on capitalization (names, place names, etc.), use of commas, quotation marks, apostrophes, and other punctuation. I will also review common spelling and grammar rules, using students' own writing (journaling, prompts, paragraph writing assignments) as my guide.