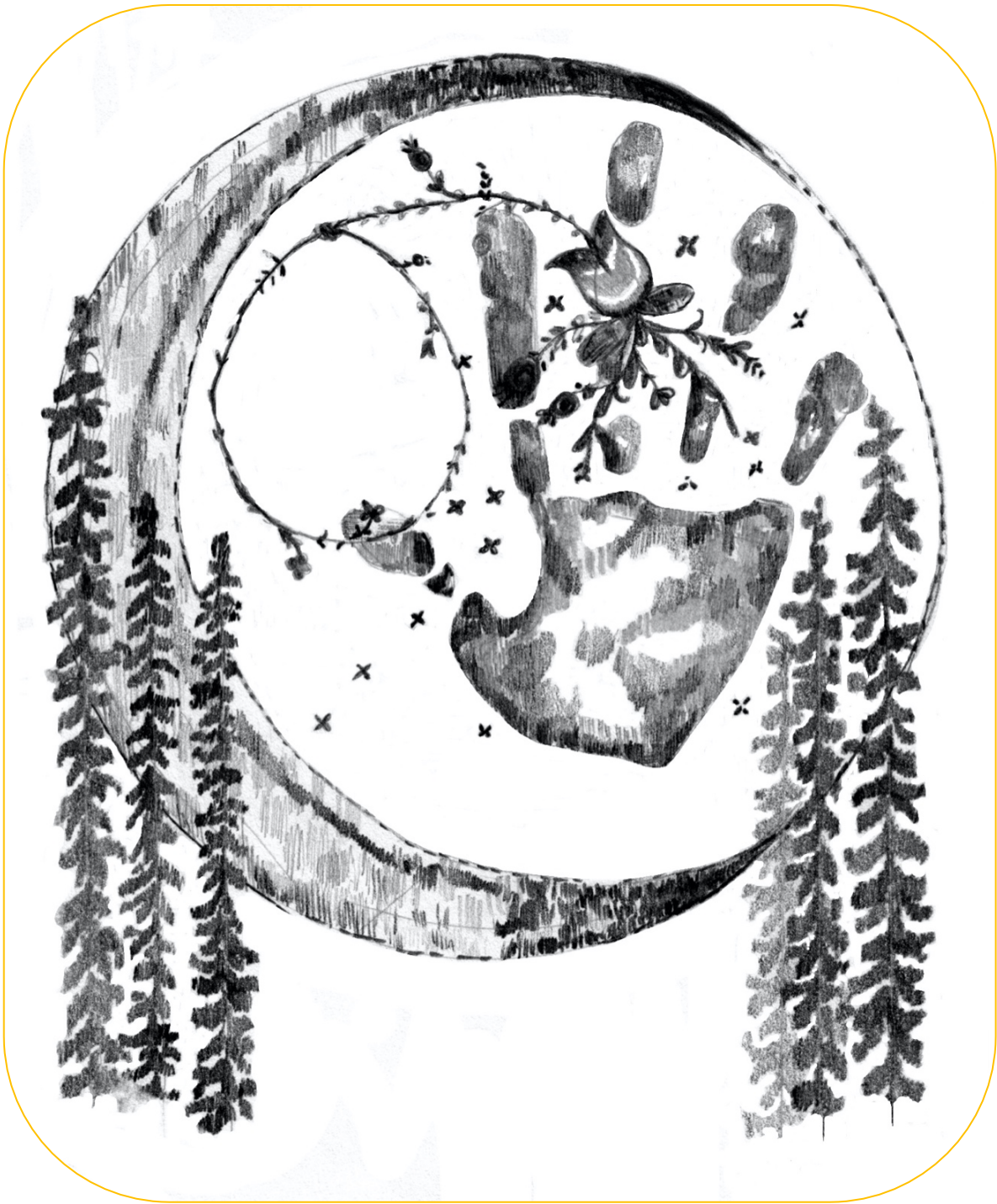


Our Stories: Omushkegowuk

Legends and Review



**Unit 1: Omushkego Education Grade 9 Curriculum
2022**

Acknowledgements

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**Omushkego Education Curriculum Units — Secondary: Grade 9 The Ontario Curriculum English
Strands: Oral Communication, Reading and Literature Studies, and Writing
Title: Our Stories: Omushkegowuk**

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Unit Overview

Unit 1: Omushkego Legends and Review

Time: 2250 minutes or 30 classes @ 75 minutes per class

Unit Summary:

In this unit, students will explore and review traditional Omushkego stories or legends that involve animals, people, and landscapes found around their community. These legends describe past relationships on the land and with others and the importance of mitewin or traditional Omushkego spiritual practices for survival.

Initially, they will investigate harmful situations with others at home, in school, in the community and on the land and develop healthy responses to these situations. Next, students will identify good listening and speaking behaviours required for learning. Then they will listen to a local elder or storyteller tell traditional stories about the land, interactions between animals and others on the land, and the importance of mitewin for survival. Following this, students will retell these stories through storyboards with sketches and commentary. Then they will investigate caring behaviours (Omushkego values) and uncaring behaviours (bullying and harassment) and review skills and strategies that can be used to prevent or respond to bullying and harassment. Students will read traditional stories and respond to a series of questions that demonstrates their understanding and ability to synthesize information from the story, and identify good reading strategies required for learning. Next, they will use graphic organizers and the writing process to develop a story describing a specific original situation involving a legendary figure. Finally, students will be asked to reflect on their thoughts and feelings, and ask questions about traditional Omushkego legends before, during, and after storytelling, reading and writing sessions.

At the end of this unit, students will complete a culminating task that reinforces and extends student learning from previous tasks.

Note:

Unit 1: Omushkego Legends and Review is intended be used as part of the Grade 9 Academic course. However, should a school offer a different Grade 9 Academic course, this unit could be used as part of a transition program from elementary to secondary.

Unit Strands and Overall Expectations:

By the end of this unit, students will:

Omushkego Culture: Traditional Storytelling

- tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events, Oral Communication;
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.

Omushkego Culture: Character Development

- develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.

Academic English: Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Academic English: Reading and Literature Studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Academic English: Writing

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Health and Physical Education: Healthy Living

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

Unit Planning Notes:

Read and learn Omushkego legends associated with this unit before implementation

Find elders or storytellers (Cree and/or English) suitable for storytelling session

Locate audio-visual or digital recording devices (phone or voice recorder)

Check availability of computer classroom, computer workstations, or TVs

Ensure posters or charts of various behaviours are created before each task or purchased commercially prior to course delivery

Confirm sufficient numbers of **Unit 1: Legends and Review** student resource documents and student workbooks are printed or made available online

Prior Knowledge and Skills:

To begin this unit, students should have some experiences related to the following:

Omushkego Culture

- listening to traditional legends and stories
- describing a series of events in a legend or story

Language (Oral Communication, Reading and Literature Studies, and Writing)

- identifying good speaking and listening behaviours
- using appropriate speaking and listening behaviours in a storytelling session
- using a storyboard framework with sketches and commentary
- predicting the meaning of unfamiliar words using different types of cues
- identifying a variety of reading comprehension strategies before, during, and after reading
- determining settings, characters, events, and plot in a story
- using graphic organizers as part of the writing process
- generating ideas about a potential topic and identifying those most appropriate for the purpose
- producing, revising, and proofreading draft pieces of writing using guidelines with peers and the teacher
- producing pieces of published work to meet identified criteria based on the expectations

Health and Physical Education

- describing harmful situations on the land and with others
- developing healthy responses to harmful situations
- identifying caring (Omushkego values) and uncaring behaviours (bullying or harassment)
- responding appropriately to bullying or harassment

Unit Resources and Materials:

for the teacher and for the student

<i>For the Teacher</i> Initial Task: photographs of local storytellers or elders examples of Omushkego legends strips of paper	<i>For the Student</i> Initial Task: coloured pencils
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<p><i>Chakapesh Snares the Sun</i> in Louis Bird. (2007) <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 29–36.</p> <p><i>E-hep</i> in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 80–82.</p> <p><i>Wisakaychak and the Woman Who Played Dead</i> in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 178–179.</p> <p><i>Mi-she-she-kak (Giant Skunk)</i> from Louis Bird. (2003). <i>The Legend of Giant Skunk</i> in Our Voices.ca http://www.ourvoices.ca/index/our-voices-story-action/id.0136 [obtained May 27, 2010].</p> <p><i>The Legend of Weesakechahk and the Flood</i> from Simeon Scott in Ellis, D. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: University of Manitoba Press, pp. 34–39.</p> <p><i>Chahkabesh and the Giant Women</i> from Sophie Gunner in Ellis, D. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: University of Manitoba Press, pp. 315–317.</p> <p>chart paper markers coloured pencils</p> <p>Appendix 1: Omushkego Character Development (Caring behaviours) and Bullying (Uncaring behaviours) Checklist</p> <p>Appendix 2: Local Storytellers, Local Stories, and Local Situations Knowledge Rubric</p> <p>Appendix 3: Listening and Speaking Anecdotal Record</p>	<p>Student Worksheet #1: Omushkego Character Development (Caring Behaviours and Bullying (Uncaring Behaviours) Checklist</p> <p>Student Worksheet #2: Local Harmful Situations</p>
<p>Task 1: positive and negative effects of stress, healthy stress management strategies, effective communications strategies, and twelve resiliency skills and attributes charts chart paper flip chart markers word wall white board <i>teacher background information resources</i> Manitoba Education and Training. (2002). Grade 8 Personal Health and Social Management in <i>Grades 5 to 8 Physical Education/Health Education</i>. MB: Winnipeg https://www.edu.gov.mb.ca/k12/cur/physhlth/foundation/5-8/8-personal.pdf [obtained January 16, 2019]</p>	<p>Task 1: Student Worksheet #3: Harmful Situations on the Land BAK-up Plan Student Worksheet #4: Harmful Situations with Others BAK-up Plan Student Worksheet #5: Effects of Stress Organizer Student Worksheet #6: Healthy Stress Management Checklist and Response Journal Student Worksheet #7: Healthy Responses to Harmful Situations Plans Student Worksheet #8: Twelve Resiliency Skills and Attributes Checklist and Response Journal</p>

<p>Prince Edward Island Department of Education and Early Childhood Development. (2009). <i>Grade 8 Health Curriculum</i>. PE: Charlottetown. https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_8.pdf [obtained January 16, 2019]</p> <p>Centre for Addiction and Mental Health. (2019). Stress https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/stress?gclid=EAIaIQobChMI5Pn_ppiC4AIVjLXACh2t5giZEAAAYASAAEgK0m_D_BwE [obtained January 16, 2019]</p> <p>American Psychological Association. (2019). <i>The Road to Resilience</i> https://www.apa.org/helpcenter/road-resilience.aspx [obtained January 16, 2019]</p> <p>Breazeale, Ron. (2012). <i>The Eleven Skills and Attributes That Can Increase Resilience in Psychology Today</i> https://www.psychologytoday.com/ca/blog/in-the-face-adversity/201201/the-eleven-skills-and-attitudes-can-increase-resilience [obtained January 16, 2019]</p> <p>Appendix 4: Harmful Situations on the Land and with Others BAK-up Plan Rubric Appendix 5: Effects of Stress Organizer Rubric Appendix 6: Healthy Stress Management Checklist and Response Journal Appendix 7: Healthy Responses to Harmful Situations Plans Rating Scale Appendix 8: Twelve Resiliency Skills and Attributes Checklist and Response Journal Anecdotal Record</p>	
<p>Task 2: listening and speaking charts twelve resiliency skills and attributes chart local elder or storyteller audio-visual recording equipment <i>The Legend of Weesakechahk and the Flood</i> from Simeon Scott in Ellis, D. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: University of Manitoba Press, pp. 34–39. <i>Mi-she-shek-kak</i> (Giant Skunk) from Louis Bird. (2003). <i>Our Voices: Legend of the Giant Skunk</i> in OurVoices.ca Omushkego Oral History Project http://www.ourvoices.ca/index/our-voices-story-action/id.0136 [obtained May 27, 2010]. <i>E-hep</i> in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 80–82.</p>	<p>Task 2: pens Student Worksheet #9: My Listening and Speaking Student Worksheet #10: Retelling Our Stories: Weesakechahk and the Flood Student Worksheet #11: Retelling Our Stories: Mis-she-shek-kak Student Worksheet #12: Local Storyteller’s Visit Response Journal</p>

<p>Appendix 16: Unhealthy Relationships Anecdotal Record</p> <p><i>teacher background information resources</i></p> <p>Bullying Prevention and Intervention in the School Environment</p> <p>https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf [obtained May 7, 2019]</p> <p>Healthy Dating Relationships</p> <p>https://www.prevnet.ca/sites/prevnet.ca/files/fb-dating-safety-v6-digital.pdf [obtained August 24, 2020]</p> <p>Sexual Harassment in Education</p> <p>http://www3.ohrc.on.ca/sites/default/files/sexual%20harassment%20in%20education_print.pdf [obtained August 25, 2020]</p>	
<p>Task 4:</p> <p><i>The legend of Weesakechahk and the Flood</i> text</p> <p><i>E-hep</i> text</p> <p><i>Chakapesh Snares the Sun</i> text</p> <p>chart paper</p> <p>coloured markers</p> <p>reading and writing charts</p> <p>list of literary and stylistic devices</p> <p>digital recording of elder’s storytelling session of <i>E-hep</i> and <i>Chakapesh Snares the Sun</i></p> <p>Appendix 17: Reading Our Stories: Chakapesh Snares the Sun Rubric</p> <p>Appendix 18: My Reading Checklist</p> <p>Appendix 19: Writing Our Stories: Chakapesh and Big Sister Rubric</p> <p>Appendix 20: My Writing Checklist</p> <p>Appendix 21: Chakapesh Snares the Sun Reading and Writing Anecdotal Record</p> <p>Appendix 22: Reading, Writing, and Character Development Rating Scale</p>	<p>Task 4:</p> <p>pens</p> <p>lined paper</p> <p>reader’s notebook</p> <p>word processor software</p> <p>computer work stations (4)</p> <p>Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Rubric</p> <p>Student Worksheet #18: Reading Our Stories Chakapesh Snares the Sun</p> <p>Student Worksheet #19: My Reading</p> <p>Student Worksheet #20: Writing Our Stories: My Chakapesh and Big Sister Story Map</p> <p>Student Worksheet #21: My Writing</p> <p>Student Worksheet #22: My Reading and Writing Response Journal</p>
<p>Culminating Task:</p> <p>Part I</p> <p>digital recording of <i>Chahkabesh and the Giant Women</i> television</p> <p><i>Chahkabesh and the Giant Women</i> from Sophie Gunner in Ellis, D. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: University of Manitoba Press, pp. 315–317.</p> <p>Appendix 23: Retelling Our Stories: Chahkabesh and the Giant Women Rubric</p> <p>Appendix 24: My Listening and Speaking Checklist</p>	<p>Culminating Task:</p> <p>Part I</p> <p>pens</p> <p>Retelling Our Stories: Chahkabesh and the Giant Women (in Culminating Task Student Booklet)</p> <p>My Speaking and Listening Checklist (in Culminating Task Student Booklet)</p>

<p>Part II</p> <p><i>Chahkabesh and the Giant Women</i> text</p> <p><i>Wisakaychak and the Woman Who Played Dead</i> text</p> <p><i>Chahkabesh and the Giant Women</i> from Sophie Gunner in Ellis, D. (1995). <i>Cree Legends and Narratives from the West Coast of James Bay</i>. Winnipeg, MB: University of Manitoba Press, pp. 315–317.</p> <p><i>Wisakaychak and the Woman Who Played Dead</i> in Louis Bird. (2007). <i>The Spirit Lives in the Mind</i>. Kingston, ON: McGill-Queen’s University Press, pp. 178–179.</p> <p>list of literary and stylistic devices</p> <p>Appendix 25: Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric</p> <p>Appendix 26: My Reading Checklist</p>	<p>Part II</p> <p>pens</p> <p>Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric (in Culminating Task Student Booklet)</p> <p>Reading Our Stories: Wisakaychak and the Woman Who Played Dead (in Culminating Task Student Booklet)</p> <p>My Reading Checklist (in Culminating Task Student Booklet)</p>
<p>Part III</p> <p>lists of adjectives and descriptive phrases</p> <p>television</p> <p>digital recordings of <i>Wife of Ketastotinewan</i> and <i>Wihitigo, or the Consequences of Not Listening</i></p> <p>Appendix 27: Writing Our Stories: Wisakaychak and the Woman Who Played Dead Rubric</p> <p>Appendix 28: My Writing Checklist</p> <p>Appendix 29: Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Anecdotal Record</p> <p>Appendix 30: My Omushkego Character Development Rating Scale</p>	<p>Part III</p> <p>pens</p> <p>lined paper</p> <p>word processor software</p> <p>computer work stations (4)</p> <p>Writing Our Stories: Wisakaychak Story Map (in Culminating Task Student Booklet)</p> <p>My Writing Checklist (in Culminating Task Student Booklet)</p> <p>Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Response Journal (in Culminating Task Booklet)</p> <p>My Omushkego Character Development Rating Scale (in Culminating Task Booklet)</p>

Summary of Tasks: (2250 minutes or 30 classes @ 75 minutes per class)

Initial Task: Finding Out About Our Storytellers, Our Stories, and Our Lives (75 minutes or 1 class)

Task 1: Investigating Our Lives (375 minutes or 5 classes)

Task 2: Listening and Speaking to Our Storytellers and Stories (375 minutes or 5 classes)

Task 3: Investigating Our Behaviours (375 minutes or 5 classes)

Task 4: Reading and Writing Our Stories (600 minutes or 8 classes)

Culminating Task: Finding Out About More Stories 450 minutes (6 classes)

Initial Task: Finding Out About Our Storytellers, Our Stories, and Our Lives

Time: 75 minutes (1 class)

Description: In this initial task assessment students will be asked to describe what they know about local Omushkego storytellers, local Omushkego stories, and local harmful situations in their lives with others at home, in school, in the community and on the land. In addition, students will be asked to identify those behaviours that contribute to their personal mental health and emotional well-being. This initial assessment will provide the teacher with information on the appropriateness of this unit for all students and information on adapting this unit for one or more students.

Overall Expectations:

Omushkego Culture: Traditional Storytelling

- **tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events, Oral Communication;**
- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**
- **reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.**

Academic English: Oral Communication

- 1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**
- 3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.**

Health and Physical Education: Healthy Living

- C1. demonstrate an understanding of factors that contribute to healthy development;**
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.**

Omushkego Culture: Character Development

• **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Teaching/Learning Strategies:

Caring and Uncaring Behaviours

1. Explain that caring behaviours develop healthy relationships with one another. Ask students the following: What are some caring behaviours that help us work together? What do they look like? What do they sound like? What is the impact of these caring behaviours? What are some uncaring behaviours that keep us from working together? What do they look like? What do they sound like? What is the impact of these uncaring behaviours? What can you do to stop these uncaring behaviours? Record responses on chart paper with the following headings: Caring Behaviours Uncaring Behaviours.

(Brainstorming) Have students individually complete Student Worksheet #1: Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) Checklist. State that stories can show us about caring behaviours that help us work together, uncaring behaviours that keep us from working together, ways of preventing uncaring behaviours, and intervening when uncaring behaviours occur. **Note:** Check back on these responses throughout the unit with the students to ensure that caring behaviours (Omushkego values) are reinforced and uncaring behaviours (bullying or harassment) are addressed.

2. Distribute hard copies of the student workbook to each student. Provide an overview the entire unit with special attention to the table of contents checklist and the student scenario found in the culminating task student booklet.

Omushkego Storytellers and Stories

3. Ask students the following: Who tells stories in your family? Who tells stories your community? Record responses on chart paper with the heading: Local Storytellers. (Brainstorming)

4. Have students recall and retell some of the local stories or legends they have heard. Observe student storytelling techniques, speaking behaviours, and listening behaviours. (Storytelling)

5. Explain that storytelling and the stories told are an important part of Omushkego culture. Ask students to name some of these stories or legends: *Mi-she-shek-kak* and *Win-ni-peg* from the Grade 1 curriculum, *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon's Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail* from the Grade 2 curriculum, *E-hep*, *Chakabesh and the Giant Bears*, and *Chakabesh and the Giant Beaver* from the Grade 3 curriculum, *Wisakaychak the Rock Mover*, *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks his Geese and Loses Them*, *Wisakaychak Tricks a Bear and Loses his Feast*, *Chakapesh Gets Swallowed by a Fish*, *Chakapesh Snares the Sun*, and *Chakapesh in the Moon* from the Grade 4 curriculum, *Ayas* from the

Grade 5 curriculum, *Pakaaskokan* and *Mysteries in the Skies* from the Grade 6 curriculum, *We-mis-shoosh*, *Ice Hearts*, and *The Mitew and the Cannibal Hearts* in the Grade 7 curriculum, and *Anway and the Cannibals*, *Ketastotinewan*, *Wife of Ketastotinewan*, and *Wihtigo, or the Consequences of Not Listening* in the Grade 8 curriculum. Print title of each story on slips of paper. Read each with students and place on bulletin board under the following heading: Local Stories. **Note:** Do not show students these texts as the emphasis is on the oral tradition (listening and speaking). Be prepared and familiar with these stories in the event that students are not aware of them.

Harmful Situations

6. State that many of these local stories or legends are about relationships with the land and with others and how people have adapted to these. Ask students to identify and describe some of the relationships they have with the land and with others at home, in school, in the community. Then ask students the following: What are some situations that could be harmful on the land? What are some situations that could be harmful with others? Record responses on chart paper with the following headings: Harmful Situations on the Land and Harmful Situations with Others. (Brainstorming) Have students draw pictures of harmful situations on the land or with others and write a phrase or sentence describing these situations on Student Worksheet #2: Local Harmful Situations. Then ask students the following: What strategies would you use if you were in a potentially harmful or dangerous situation on the land or with others at home, in school, in the community? What are some things to be aware of in a relationship to keep yourself safe? **Note:** In this task, students are asked to describe situations that **could** be harmful. Remind students that disclosing personal harmful situations (e.g., abuse) requires contact by the teacher with outside agencies and the student's possible removal from that situation. If students wish to disclose abuse, then it should be done privately or with the appropriate agency.

Assessment:

- * self-assessment on Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) using checklist of students working as a whole class and individually (see Appendix 1: Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) Checklist)
- * exhibition/demonstration on knowledge of Local Storytellers, Local Stories, and Local Ecosystems Knowledge using rubric of students working as a whole class and individually (see Appendix 2: Local Storytellers, Local Stories, and Local Situations Knowledge Rubric)
- * observation on Listening and Speaking using anecdotal record of students working as a whole class and individually (see Appendix 3: Listening and Speaking Anecdotal Record)

Resources:

photographs of local storytellers or elders
examples of Omushkego legends
strips of paper

Chakapesh Snares the Sun in Louis Bird. (2007) *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 29–36.

E-hep in Louis Bird. (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 80–82.

Wisakaychak and the Woman Who Played Dead in Louis Bird. (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen's University Press, pp. 178–179.

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chart paper

markers

coloured pencils

Student Worksheet #1: Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) Checklist

Student Worksheet #2: Local Harmful Situations

Task 1: Investigating Our Lives

Time: 375 minutes (5 classes)

Description: In this task, students will investigate harmful situations with others at home, in school, in the community and on the land and develop healthy responses to these situations. Initially, students will develop BAK-up plans to avoid risk and trouble in harmful situations. Next, they describe the types of risks, causes of stress, and classify the helpful and harmful effects of stress. Students will identify healthy stress management strategies and apply these to their everyday lives. Then they will develop realistic healthy responses to harmful situations on the land and with others at home, in school, in the community by working in pairs. Finally, students will identify resiliency skills and attributes and discover how to develop these skills at a personal level.

Expectations:

Health and Physical Education: Healthy Living

Overall Expectations:

- C1. demonstrate an understanding of factors that contribute to healthy development;**
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.**

Specific Expectations:

C1. Understanding Health Concepts

Healthy Eating

C1.1 explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health (*e.g., provides more energy, helps body develop to full physical potential, increases self-esteem*) [PS, CT]

Personal Safety and Injury Prevention

C1.2 demonstrate an understanding of the benefits and risks of using electronic communication technologies (*e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one’s thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy*), and describe strategies that they can apply to ensure their safety while using these technologies [IS, CT]

Substance Use, Addictions, and Related Behaviors

C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to *substance use and addictions* [PS, CT]

Human Development and Sexual Health

C1.5 demonstrate an understanding of factors (*e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness*) that can influence a person's understanding of their gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*) and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify sources of support for all students [PS]

C2. Making Healthy Choices

Human Development and Sexual Health

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (*e.g., peer, school, family, work*) and intimate relationships [PS, IS]

C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality [PS, CT]

C3. Making Connections for Healthy Living

Personal Safety and Injury Prevention

C3.2 identify warning signs and symptoms that could be related to mental health concerns (*e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide*), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (*e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being*) [PS, IS]*

C3.3 describe skills and strategies (*e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies*) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (*e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour*) [PS, IS, CT]

Substance Use, Addictions, and Related Behaviours

C3.4 describe social factors that may influence substance use (*e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs*) or behaviours leading to addictions (*e.g., gambling; video, Internet, or computer gaming; eating disorders*), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]

Omushkego Culture: Character Development (Values)

Overall Expectations:

• **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Specific Expectations:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour others (respect for students);
- listen to, be considerate of, and honour others (respect for teachers);
- use resources together (sharing);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others (the class) for decisions made and action taken (responsibility to themselves and others: the class);
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show honesty (truthfulness);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring).

Teaching/Learning Strategies:

Harmful Situations

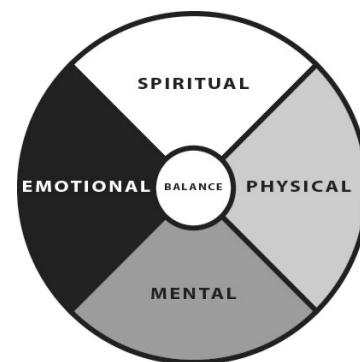
1. Review material from previous activity by having students name and describe local harmful situations on the land, e.g., snowmobiling or riding ATVs on winter road, land, rivers or lakes over ice, boating (canoeing) on rivers or in the bay, driving trucks or riding ATVs on community or winter roads, practicing traditional pursuits (hunting, fishing trapping, camping), diving or jumping into unknown water, or walking on ice during freeze-up or break-up; with others at home, e.g., finding a stranger at your door, or attending a party where alcohol or drugs are being used; in school, e.g., verbal, physical, and social bullying and sexual harassment; and in the community, e.g., getting into a truck, four wheeler, or ski-doo with an impaired, unlicensed, or inexperienced driver, dependencies or coercion in dating or other relationships, joining gangs, participating in fighting or other forms of violence, walking alone at night from their drawings. Place key descriptive words or phrases from this review on word wall or list on chart paper: Harmful Situations on the Land Harmful Situations at Home Harmful Situations in School Harmful Situations in the Community. **Note:** Prior to this task, place other key words used in this task on a word wall for future reference. Some harmful situations may appear in multiple lists. (Word Wall)

Omushkego Stories or Legends

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak*, and *Win-ni-peg* from the Grade 1 curriculum, *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, *Why the Loon's Feet Are Near the Tail (Shingibish)*, and *Why the Bear Has a Short Tail* from the Grade 2 curriculum, *E-hep*, *Chakabesh and the Giant Bears*, and *Chakabesh and the Giant Beaver* from the Grade 3 curriculum, *Wisakaychak the Rock Mover*, *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks*

his Geese and Loses Them, Wisakaychak Tricks a Bear and Loses his Feast, Chakapesh Gets Swallowed by a Fish, Chakapesh Snares the Sun, and Chakapesh in the Moon from the Grade 4 curriculum, Ayas from the Grade 5 curriculum, Pakaaskokan and Mysteries in the Skies from the Grade 6 curriculum, and We-mis-shoosh, Ice Hearts, The Mitew and the Cannibal Hearts in the Grade 7 curriculum, and Anway and the Cannibals, Ketastotinewan, Wife of Ketastotinewan, and Wihtigo, or the Consequences of Not Listening in the Grade 8 curriculum involve animals, people, and landscapes found around their community and that these legends are about relationships and describe specific situations on the land and with others.

3. Suggest that being connected to others in healthy relationships can provide support and caring. This is one of the most important factors in handling adversity or resiliency. State that resiliency is the ability to bounce back or recover quickly from difficult life events, experiences, or situations. Being able to take care of your yourself is another factor in or skill that can help you overcome harmful situations. Show medicine wheel or circle teaching poster: physical, emotional, mental, and spiritual.



Describe each quadrant of the circle and briefly explain how each section contributes to wholeness and good health. The focus for this grade is on all aspects of their development as it relates to resilience. Remind students that good “health is holistic in nature, which means that there is a strong connection between our physical health and our mental, emotional, and spiritual well-being. For example, eating healthy food, being physically active, and getting a good night’s sleep all support healthy growth and development and also help us deal with the effects of stress. Numerous studies also show that regular physical activity can relieve symptoms associated with anxiety and depression.” The Omushkego people use the word *pimaatisiwin* (life) to describe a journey or movement (*pimah*) on the land throughout the year. The Omushkegowuk call this year-round movement on the land the cycle of life. The elders call spiritual aspects of life living on the land and physical aspects of life living off of the land *milo* or *mino pimaatisiwin* (the good life). **Note:** The medicine wheel is a pan-Indigenous symbol used by some First Nations to describe their worldviews. Consequently, the organization of the 4 aspects varies depending on the teaching and the First Nation. All are correct. This circle teaching is useful in that it provides an interconnected, balanced, holistic perspective on human development.

BAK-up Plans

4. Choose one of the harmful situations on the land from the class list. Remind students that they are responsible for their actions: what they think, say, or do. Then ask students the following: What should you be aware of in this situation? How could you avoid potential risks associated with that situation? What do you need to know should trouble arise? Model the use of an advance organizer on white board to help students see relationships and connections in learning. (Advance Organizer) Explain that this advance organizer is called a “BAK-up” plan:

Be aware: What should you be aware of in each situation?

Avoid potential risks: How could you avoid potential risks?
Know what to do: What you need to know should trouble arise?

5. Divide the class into 5 or 6 home groups. Assign each home group member a different number. Then have students join an expert group by number, e.g., all the 1s together, all the 2s together etc. Have each expert group choose a different harmful situation on the land and complete Student Worksheet #3: Harmful Situations on the Land BAK-up Plan. Upon completion of the student worksheet, have students return to their home groups and orally present their BAK-up plan for that situation. Circulate and assist each expert and home group as required. (Jigsaw) Then ask students the following: What are some possible consequences resulting from these harmful situations on the land? Place responses on chart paper.

6. Repeat using advance organizer for one of the harmful situations with others at home, in school, or in the community from the class list. Continue by forming home and expert groups. (Advance Organizer) Have each expert group choose a different harmful situation with others and complete Student Worksheet #4: Harmful Situations with Others BAK-up Plan. Upon completion of the student worksheet, have students return to their home groups and orally present their BAK-up plan for that situation. (Jigsaw) Then ask students the following: What are some possible consequences resulting from these harmful situations with others? What are some things to be aware of in a relationship to keep yourself safe? Place responses on chart paper.

Helpful Effects of Stress

Intellectual (Mental)
constructive coping skills
sense of personal achievement

Emotional
feeling happy
feeling hopeful or helpful

Physical
increased energy
enhanced performance

Behavioural
increase in socialization (seek support)
motivation

Spiritual
enhanced positive feelings
enhanced sense of connectedness
increased sense of purpose or meaning

Harmful Effects of Stress

Intellectual (Mental)
difficulty concentrating
memory problems
difficulty making decisions
constant worrying

Emotional
freezing upon performance
feeling anxious
feeling unhappy or guilty
feeling angry or irritated
feeling depressed

Physical
illness (due to long-term stress)
headaches
muscle tension
stomach problems

Behavioural
changes in eating or sleeping
lack of motivation
decrease in socialization (neglect of family and friends)

Spiritual
unable to enjoy life
sense of hopelessness

Stress and Healthy Responses

7. State that life involves risk and stress. Place the following definitions on white board:

Risk: the possibility of danger, harm, or loss

Stress: normal response to situation pressure or demands that may be intellectual (mental), emotional, physical, or behavioural

Then ask students the following: Are there smart risks? How can these risks be managed? (choose your risks, set limits for risks, or choose positive risks that increase your self-confidence) What are some causes of stress in your everyday life? Can these stresses help us or harm us or do both? (stress can help or harm or do both). What are the effects of stress? Ask students to write examples of the effects of stress on post-it notes and write a plus or minus sign on each note indicating whether the effect is helpful + or harmful -. Have students place post it notes on black board under the following headings: Helpful Effects of Stress Harmful Effects of Stress (Classifying) The effects of stress can be further classified as intellectual (mental), emotional, physical, behavioural (social), or spiritual. Model classification

scheme using helpful effects of stress with class on Student Worksheet #5: Effects of Stress Organizer. Then have students classify harmful effects of stress on student worksheet. (Visual/Graphic Organizers)

Healthy Stress Management Strategies

follow a schedule
make a stress management plan
take time for hobbies, interests, recreation activities on the land
get enough rest and sleep
exercise regularly
eat a healthy, balanced diet
keep a sense of humour
practice relaxation techniques
listen to or play music
write poetry or stories
create art
talk to a trusted person
get social support
seek out treatment

8. Ask students the following: How can the effects of harmful or unhealthy stresses be managed? or How can we cope with harmful stress? Place strategies on chart paper. (Brainstorming) Discuss healthy stress management strategies. Have students complete healthy stress management strategies checklist on Student Worksheet #6: Healthy Stress Management Checklist and Response Journal. Continue by discussing ways of developing these strategies. Have students complete response journal on student worksheet. Then have students share their responses with the whole class. Ask students the following: What kinds of mental health and well-being support services are available in your community? (help lines, school counsellors, social workers, youth programs, shelters, mental health programs) What role can these services play in preventing risk from harmful situations or managing stress?

Effective Communication Strategies

Say no.
Be assertive.
Stand up to the person by speaking confidently.
Stand up for the friend by speaking confidently.
Stand up for themselves together by speaking confidently.
Ignore the person.
Make an excuse and walk away.
Get help.

9. State the following: Effective communication is another way to build relationships, manage stress, and deal with harmful situations. Communication maybe verbal or non-verbal. Review effective communication strategies by asking the following: What would you do if you were harassed because of your sex, sexual orientation, body shape, weight, or ability? (be assertive and stand up to the person by speaking confidently, ignore the person, make an excuse, and walk away, or get help) As a bystander, what would you do if a friend tells you about a situation where he or she is feeling unsafe or threatened? (listen to the friend, be assertive and stand up for themselves together, stand up for the friend, or get help) What would you do if you witnessed a person being bullied? (be assertive and stand up for them together or get help) What would you do if someone asked you to do something you didn't feel right about? (say no, walk away, or get help). "If something does not feel right, step back and get advice from a parent, a public health professional, an elder, a doctor, or another adult you trust." Place responses on chart paper under the following heading: Effective Communication Strategies. Remind students that "no emphatically means no, that no response means no, and that anything other than enthusiastic consent means no." This applies to sexual activity, drug and alcohol consumption, or any other behaviour where there might be a risk of harm.

10. Continue by suggesting in addition to knowing what you are going to do ahead of time, it is useful know how the other person might act or react. Being able to make realistic plans in this way develops build self-confidence. Assertive communication is one way of responding directly to harmful situations on the land or with others. Present the following situation: You are invited to go up the river in a boat without life jackets. Ask students the following: How would you respond? How might the other person

act or react? Write assertive responses and reactions on black board. Repeat with the following: You worry that a friend has a crush on you, but you do not feel the same way. (Interpersonal Intelligence) Have students form pairs and complete Student Worksheet #7: Healthy Responses to Harmful Situations Response Journal. Circulate throughout the classroom and hold short student pair-teacher conferences to encourage talk, stimulate ideas, and promote further reflection and personal engagement with the material. (Conferencing) Then have students share their responses or actions as a whole class.

Resiliency

11. State that resiliency is the ability to bounce back or recover quickly from difficult life events or harmful experiences. Continue by suggesting “factors that promote resilience are known as protective factors (e.g., support from family and friends, a positive self-image, good communication skills, self-control, problem-solving abilities, positive outlets for stress, and good health). Factors that compromise resilience are called risk factors (e.g., a family history of substance abuse or mental illness, other domestic problems, and not having people who give you shelter, food, and an emotional connection). Building protective factors and limiting risk factors can make a person more resilient and more able to deal with situations that might draw them into substance use and addictive behaviours.” What are some examples of both types of factors? Place key descriptive words or phrases on word wall or list on chart paper: Protective Factors Risk Factors

12. The ask students the following: What skills or attributes can help a person adapt to challenging or difficult life experiences? (Brainstorming) Discuss the resilience skills and attributes found on Student Worksheet #8: Twelve Resiliency Skills and Attributes Checklist and Response Journal. Have students complete resiliency skills checklist on their worksheet. Then ask students the following: What resilience skills and attitudes do you use? How do you show these skills in your everyday life? Which ones are not used? How can you develop those resiliency skills? How can you apply these skills or attributes to different situations in your life? (Intrapersonal Intelligence) Have students complete response journal on their worksheet. Then hold interviews with students as they complete their worksheets or setup appointments for interviews at a later date. Upon completion of this activity and task explain that many Omushkegowuk legends or stories describe the resiliency of the Omushkego people on the land and with others at home, in school, in the community. State that keeping healthy and developing healthy relationships requires developing the physical, emotional, mental (intellectual), and spiritual aspects of their lives and keeping these aspects in balance.

Twelve Resiliency Skills and Attributes

1. Being able to make connections
2. Being able to maintain flexibility
3. Being able to make realistic plans and take action to carry them out
4. Being able to communicate well with others
5. Being able to problem solve both individually and with others
6. Being able to manage strong feelings
7. Being able to confront and manage fear and anxiety (self-confidence)
8. Being able to find purpose and meaning
9. Being able to remain hopeful
10. Being able to appreciate and use humour appropriately
11. Being able to take care of yourself
12. Being able to care for others

— adapted from

<https://www.psychologytoday.com/ca/blog/in-the-face-adversity/201201/the-eleven-skills-and-attitudes-can-increase-resilience>
[obtained January 23, 2019]

Assessment:

- * exhibition/demonstration on Harmful Situations on the Land and with Others BAK-up Plan using rubric of students working in small groups (see Appendix 4: Harmful Situations on the Land and with Others BAK-up Plan Rubric)
- * exhibition/demonstration on Effects of Stress Organizer using rubric of students working individually (see Appendix 5: Effects of Stress Organizer Rubric)
- * select response and response journal on Healthy Stress Management Strategies using anecdotal record of students working individually and as a whole class (see Appendix 6: Healthy Stress Management Checklist and Response Journal Anecdotal Record)
- * conference on Healthy Responses to Harmful Situations Plans using checklist of students working in pairs (see Appendix 7: Healthy Responses to Harmful Situations Plans Rating Scale)
- * interview on Twelve Resiliency Skills and Attributes using an anecdotal record of students working individually (see Appendix 8: Twelve Resiliency Skills and Attributes Checklist and Response Journal Anecdotal Record)

Resources:

positive and negative effects of stress, healthy stress management strategies, effective communications strategies, and twelve resiliency skills and attributes charts

chart paper

flip chart

word wall

white board

Student Worksheet #3: Harmful Situations on the Land BAK-up Plan

Student Worksheet #4: Harmful Situations with Others BAK-up Plan

Student Worksheet #5: Effects of Stress Organizer

Student Worksheet #6: Healthy Stress Management Checklist and Response Journal

Student Worksheet #7: Healthy Responses to Harmful Situations Plans

Student Worksheet #8: Twelve Resiliency Skills and Attributes Checklist and Response Journal

teacher background information resources

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[index/stress?gclid=EAIaIQobChMI5Pn_ppiC4AIVjLXACH2t5giZEAAYASAAEgK0m_D_BwE](https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/stress?gclid=EAIaIQobChMI5Pn_ppiC4AIVjLXACH2t5giZEAAYASAAEgK0m_D_BwE) [obtained January 16, 2019]

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Task 2: Listening and Speaking to Our Storytellers and Stories

Time: 375 minutes (5 classes)

Description: In this task, students will identify good listening and speaking behaviours required for learning. Next, they will listen to a local elder or storyteller tell traditional stories about where the land came from, *The Legend of Weesakechahk and the Flood*, about how skunks came to be the size they are today, *Mi-she-shek-kak* (Giant Skunk), and about interactions between animals and others on the land, and about the importance of mitewin for survival. Then students, in pairs, will create a storyboard framework consisting of sketches and commentary for *The Legend of Weesakechahk and the Flood* story that they heard. Following this, they will produce individual storyboards for *Mi-she-shek-kak* (Giant Skunk) and tell their story. Finally, students will be asked to reflect on their thoughts and feelings about these stories and the storytelling session (before, during, and after), and develop questions they might have asked the storyteller.

Expectations:

Omushkego Culture: Traditional Storytelling

Overall Expectations:

- **tell sacred stories about legendary, supernatural, and mythological events and stories about local history and real or apparently real events,**
- **listen in order to understand and respond appropriately in a variety of situations for a variety of purposes,**
- **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,**
- **reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication.**

Specific Expectations:

Understanding Omushkego cultural knowledge and values

- recognize a sacred story, a local history story, or a story of a real or apparently real event,
- explain how various elements in a sacred story, a local history story, or a story of a real or apparently real event, function in relation to each other,
- identify the purpose of a few different listening tasks,
- identify the important information and ideas in simple oral texts and some teacher-selected complex texts,
- develop and explain interpretations of simple oral texts and some teacher-selected complex texts using evidence from the text and the oral and visual cues used in it to support their interpretations.

Developing Omushkego cultural skills

- retell a sacred story, a local history story, or a story of a real or apparently real event,

- identify and use a few different active listening strategies when participating in classroom interactions,
- identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected texts,
- identify a few different skills in viewing representing, reading, and writing that help them improve their oral communication skills.

Communicating required knowledge

- communicate the main idea of a sacred story, a local history story, or a real or apparently real event storytelling presentation and explain how details support the main idea,
- identify how different presentation strategies are used in oral texts to inform, persuade, or entertain,
- communicate orally for a few different purposes and audiences,
- communicate in a clear, coherent manner for a few purposes,
- use appropriate words, phrases, and terminology, and a few different stylistic devices to communicate their meaning clearly to their intended audience.

Applying Omushkego cultural knowledge, skills, and values

- tell a sacred story, a local history story, or a story of a real or apparently real event,
- show respectful appreciation during a sacred story, a local history story, or a real or apparently real event storytelling presentation,*
- extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them,
- analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response,
- identify the perspective and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity,
- demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences,
- identify a few different vocal strategies and use them selectively and with sensitivity to audience needs,
- identify a few different non-verbal cues and use them, with sensitivity to audience needs,
- describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills.

Academic English: Oral Communication

Overall Expectations:

- 1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Specific Expectations:

1. Listening to Understand

Purpose

1.1 identify the purpose of several different listening tasks and set goals for specific tasks (e.g., identify the purpose of the rhythm and sounds in a read-aloud of a poem; identify the main ideas and significant supporting details in a guest speaker's presentation; listen to both sides of a class debate in order to clarify their own position)

Using Active Listening Strategies

1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions (e.g., ask questions to show interest during a class discussion about a poem; acknowledge the teacher's feedback on drafts during a student-teacher writing conference; use culturally appropriate body language and eye contact as a member of the audience during another student's presentation)

Using Listening Comprehension Strategies

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts (e.g., prepare for the oral reading of a play by brainstorming prior knowledge about the play's topic; ask questions to clarify meaning during a guest speaker's presentation, when appropriate; summarize main ideas from a book club discussion to check understanding)

Demonstrating Understanding of Content

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways (e.g., listen to a reading of a poem and then discuss the most important images with a partner; listen to a traditional Aboriginal story and create a story web; summarize and explain the central arguments of a speech in their own words; use a graphic form of expression, such as a series of drawings or tableaux, to depict the main events or ideas in an oral text)

Interpreting Texts

1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations (e.g., discuss possible underlying meanings in the lyrics of a popular song after listening to it in class; compare written responses to a read-aloud of a short story)

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., listen to a reading circle member's opinion of a text and respond by sharing their own opinion; investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility)

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response (e.g., analyse how the meaning of the poem is reinforced through the use of choral reading elements; analyse how a guest speaker uses humour to make the audience more receptive to his or her ideas)

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity, (e.g., assess the use of accents or dialects in oral texts to determine whether they are being used to reveal character or to create a stereotype or caricature; identify persuasive words or phrases in a radio advertisement aimed at a teenaged audience)

Understanding Presentation Strategies

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain (e.g., describe how the actor changes his voice to arouse sympathy; examine the use of charts or statistics in a presentation to establish credibility or authority; evaluate the use of a “hook” in an oral presentation to introduce the topic and engage the interest of the audience, and suggest alternative strategies)

2. Speaking to Communicate

Purpose

2.1 communicate orally for several different purposes, using language suitable for the intended audience (e.g., tell a story to an elementary school class; participate in a classroom debate on a social issue; participate in a book-club discussion; discuss changes to an essay in a student-teacher conference)

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., speak in turn; paraphrase or restate group members' contributions to a discussion when reporting on the discussion to the rest of the class)

Clarity and Coherence

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience (e.g., organize a presentation using chronological order or a cause-and-effect structure; combine logic with an appeal to emotion in a speech; explain researched material to peers using the jigsaw method)

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience (e.g., use literary language in an oral analysis of a poem during a small-group discussion; choose words carefully in order to express opinions in a constructive manner; use figurative language to evoke a particular emotion in a monologue)

Vocal Strategies

2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs (e.g., use pauses and changes of pace to highlight the introduction of each new point in formal and informal dialogue; use changes in tone and volume to clarify the implied meaning of a text while reading it aloud; adapt voice to role-play a character's appearance on a television talk show)

Non-Verbal Cues

2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning (e.g., control gestures while making a presentation in order to avoid distracting the audience from the message; demonstrate spatial awareness and cultural sensitivity when interacting with others; engage in appropriate eye contact during question-and-answer sessions)

Audio-Visual Aids

2.7 use several different audio-visual aids to support and enhance oral presentations (e.g., use costumes, props, or artefacts to enhance a creative presentation; use presentation software to illustrate key events from a biography; use an online media clip to clarify and support the arguments made in an oral report)

3. Reflecting on Skills and Strategies

Metacognition

3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills (e.g., identify what their classmates know about the topic before they begin planning their presentation; explain during a student-teacher conference how they self-monitor their listening and speaking skills; outline their learning process when they listen to a class lecture)

Interconnected Skills

3.2 identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills (e.g., analyse a videotape of a small-group discussion to identify effective non-verbal communication strategies; explain how reading a character's dialogue before performing a scene in a readers' theatre presentation will help them give a better performance)

Omushkego Culture: Living Well

Overall Expectations:

•**follow Omushkego culture and language practices.**

Specific Expectations:

Understanding Omushkego cultural knowledge and values

–listen respectfully to the voices of those more experienced, especially elders and adults,
–acknowledge the role of the oral tradition in preserving the knowledge of traditional ways,
–recognize that cultural knowledge and skills enable access to natural resources for healthful and balanced living,

Developing Omushkego cultural skills

Communicating required knowledge

- use age- and role-appropriate specialized Omushkego language to enable participation in activities on the land, in school, or in community situations,
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations,
- demonstrate effective listening and speaking skills in a small group,

Applying Omushkego cultural knowledge, skills, and values

- interact in culturally appropriate ways with elders or cultural resource people,
- follow cultural ways or protocols for showing respect to the land,
- demonstrate respectful behaviour towards others in the group,
- behave in culturally appropriate ways when learning from culture,
- reflect on their personal responsibility in carrying traditional knowledge, skills, and values forward.

Omushkego Culture: Character Development

Overall Expectations:

- **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Specific Expectations:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour everything in the world (respect for the Creator);
- listen to, be considerate of, and honour parents (respect for parents);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for students);
- listen to, be considerate of, and honour others (respect for teachers);
- listen to, be considerate of, and honour plants and animals (respect for plants and animals);
- listen to, be considerate of, and honour the land (respect for the environment);
- use resources together (sharing);
- recognize and accept accountability to themselves for decisions made and action taken (responsibility to themselves);
- recognize and accept accountability to others for decisions made and action taken (responsibility to others);
- recognize and accept accountability to themselves and others (the class) for decisions made and action taken (responsibility to themselves and others: the class);
- recognize and accept accountability to the environment for decisions made and action taken (environmental responsibility);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture);
- recognize, value and enjoy another’s language, traditions, and culture

(appreciation for another’s culture);

- recognize and appreciate the significance of teasing and joking (humour);
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show a desire to work hard with steady, careful effort (diligence);
- feel or express thanks for the good things that the Creator has given them and others (thankfulness);
- show honesty (truthfulness);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring);
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience);
- pursue a problem or task to its completion (perseverance);
- show initiative in beginning tasks, working independently and solving problems (self-reliance).

Teaching/Learning Strategies:

1. Review material from previous activity by asking students the following: What skills or attributes can help a person adapt to challenging or difficult life experiences? Remind students that resiliency or the ability to bounce back from or recover quickly from difficult life events or harmful situations is important to the Omushkego people. Being able to adapt to challenging or harmful situations on the land and with others is necessary for survival. This is one of the reasons that resiliency plays an important role in the stories and legends of the Omushkego people. **Note:** Post Twelve Resiliency Skills and Attributes chart from Task 1: Investigating Our Lives in the classroom for later use.

Omushkego Stories and Legends

2. Restate that many local stories or legends, e.g., *Mi-she-shek-kak* and *Win-ni-peg* from the Grade 1 curriculum; *Why the Loon’s Feet Are Near the Tail (Shingibish)*, *How the Muskrat Got His Long, Tapered Tail*, *Why the Squirrel Has Red Eyes*, and *Why the Bear Has a Short Tail* from the Grade 2 curriculum; *E-hep*, *Chakabesh and the Giant Bears*, *Chakabesh and the Giant Beaver*, and *Weesakachak and the Lions* from the Grade 3 curriculum; *Wisakaychak Tricks the Birds*, *Wisakaychak Cooks his Geese and Loses Them*, *Wisakaychak Tricks a Bear and Loses his Feast*, *Chakapesh Gets Swallowed by a Fish*, *Chakapesh Snares the Sun*, and *Chakapesh in the Moon* from the Grade 4 curriculum, *Ayas* stories from the Grade 5 curriculum, *Pakaaksokan*, *Mysteries in the Skies I (Balloons)*, and *Mysteries in the Skies II (Balls of Fire)* from the Grade 6 curriculum; and *The Legend of We-mis-shoosh* stories, *Ice Hearts*, *The Mitew and the Cannibal Hearts* from the Grade 7 curriculum, and *Anway and the Cannibals*, *Ketastotinewan*, *Wife of Ketastotinewan*, and *Wihtigo, or the Consequences of Not Listening* in the Grade 8 curriculum involve animals, people, and the land found around their community.

3. Remind students that an elder or storyteller from the community will be visiting to tell traditional stories. Omushkego elders or *kisheyahow* share two kinds of stories: *aataloohkaana* or traditional stories about legendary or heroic figures, animals, trees, and landscape features; and *tipaacimowina* or popular

stories about personal experiences and reminiscences, local history accounts, and real or apparently real events. *Aataloohkaana* are told to teach values or provide lessons on behaviour, to help comprehend the wonder and mystery of the universe, and to entertain us through humour. *The Legend of Weesakechahk and the Flood* and *Mi-she-shek-kak* (Giant Skunk) are traditional stories about relationships and describe specific situations on the land with animals and others. These legends take place in a time before the Omushkego people came when animals and others lived on the land and when mitewin (O mushkego spiritual practices) were necessary for survival on the land. Weesakechahk was a character who tricked animals and people to get his way. Mitew were people who engaged in shamanistic (mitewin) or spiritual practices. In these stories, Weesakechahk and the animals use these practices.

<p>Key Listening Strategies Identify purposes for listening. Actively listen. Listening comprehension. Use background knowledge, familiar word order and context to make predictions. Demonstrate understanding. Retell or restate the story or information. Making inferences Interpreting texts Extend understanding. Connect ideas to their own knowledge and experience. Analyze texts. Is it fact or fiction? Identify point of view.</p>

Good Listening and Speaking Behaviours

- Before the visit, ask students the following: What is the appropriate behaviour for listening and speaking to our guests? Why is it important to know that we listen for different purposes? How can identifying a purpose for listening make a listening task easier? Remind students the importance of listening to, being considerate of, and honouring our guest as measure of respect for visiting the classroom and sharing his stories. Have students suggest proper listening and speaking behaviors by asking the following: What are some good listening behaviours? What are some good speaking behaviours? or Have students, in small groups, act out good speaking and listening behaviours by selecting, practicing, and presenting an appropriate behaviour to the class for identification. (Role Playing) Place responses on chart paper. Post listening and speaking charts to give students guidance and explicit instruction on developing active listening and speaking strategies, e.g., when I listen, I: ... and when I speak, I: Have students individually complete Student Worksheet #9: My Listening and Speaking.
- Explain the term elder as one who has gained knowledge through life experience and holds and keeps the culture or way of life alive. Ask students if there are any questions they might want to ask the elder about local stories or legends. Place these on a whiteboard. Select one student to bring the elder from the office or staff room to the classroom if appropriate. **Note:** Offering tobacco to an elder before speaking is a way of honouring and being considerate of their presence and is an acknowledgement of the importance of listening to their words. The offering of tobacco varies depending on the First Nation community. Check with the elder on correct protocols for use. In addition, approval is required from the principal allowing tobacco in the school.

Listening to Omushkego Legends

6. During the visit, introduce the elder by mentioning his or her name, interesting facts about her or him, and restating the reason for the visit. Provide a comfortable place for the elder to stand or sit as required. Have the elder tell *The Legend of Weesakechahk and the Flood*, *Mi-she-shek-kak* (Giant Skunk), *E-hep*, *Chakabesh Snares the Sun*, *Chahkabesh and the Giant Women*, and *Wisakaychak and the Woman Who Played Dead* in Cree and English and state the teachings of these stories. (Storytelling) Digitally record each story for use in classroom listening centre with permission of the elder. Allow time for students to ask questions of their visitor. Observe verbal and non-verbal interactions throughout the storytelling session. Upon completion of the storytelling session, select one student and have them thank the elder and present him or her with an honourarium. Thank and applaud the elder on behalf of the class. Then select another student to bring the elder from the classroom to the office or staff room where appropriate. (Guest Speaker) **Notes:** 1) *The Legend of Weesakechahk and the Flood* teaches about where the land came from: a creation story from the Omushkego perspective. *Mi-she-shek-kak* (Giant Skunk) teaches about relationships and the use of mitewin for survival on the land from the Omushkego point of view. Both stories take place before the Omushkego people came. These Aboriginal viewpoints do not have to be validated by other accepted moral standards or beliefs. 2) *E-hep* and *Chakabesh Snares the Sun* will be used in Task 3. *Chahkabesh and the Giant Women* and *Wisakaychak and the Woman Who Played Dead* will be used in the Culminating Task.

7. After the visit, ask students to compare and contrast verbal (tone, pace, pitch, volume, and a range of sound or vocal effects) and non-verbal (facial expression, gestures, body language, and eye contact) communication styles of the elder. Ask the following: How did the elder's use of facial expressions, vocal effects, or body language contribute to the story or affect your understanding of the story? What parts of the story were the most convincing? How did the elder's tone affect the meaning of what she was saying? How did the visual aspects help to persuade or entertain you as a listener? What differences are there in the way you listen to an elder versus the way you listen to a class discussion? How is respect shown to elders? Why is it important to show respect to elders? How do we show respect for others, e.g., our classmates, our teachers, our friends, and our families? What could you do if you didn't understand what you heard? What do you think about before you begin to talk? Why is it important to show respect to our classmates, our teachers, our friends, and our families? What strategies can you use to participate as a listener in a small group? What strategies can you use to participate as a listener in a teacher-student feedback session? Why is there a difference? How do you know when people are listening to you? How can you re-engage others if they lose interest midway through your discussion? Select students to record responses on chart paper as the discussion progresses. (Interpersonal Intelligence)

Storyboard Framing

8. Present digital recording of *The Legend of Weesakechahk and the Flood*. Have students close their eyes and visualize the story in their minds. Ask students the following: What parts of the story did you like the most? the

<p>Key Speaking Strategies Identify purposes for speaking. Use interactive strategies. Understand appropriate speaking behaviours. Communicate with clarity and coherence. Choose appropriate language. Identify vocal skills.</p>

least? Could your interpretation of the story be different from another classmate's interpretation? Why? Encourage students to include dialogue (What did the characters say?) or describe the actions that took place (What did the characters do?) in these parts of the story. What type of organizer could you use to summarize the ideas in the digital recording? Model and demonstrate steps for creating a storyboard framework using parts at the beginning of *The Legend of Weesakechahk and the Flood* story (e.g., the land was flooded, a raft holding Weesakechahk and some creatures, the thought about getting hold of a little bit of earth ...). **Note:** Each frame consists of sketches (scenes or figures) with commentary (dialogue and/or action) that helps visualize the story and plots the story in a sequence of events. Not all frames in the organizer will necessarily be used for each part of the story. (Visual/Graphic Organizer)

9. Replay digital recording of *The Legend of Weesakechahk and the Flood* again. Then have students, in pairs, complete Student Worksheet #10: Retelling Our Stories: Weesakechahk. Indicate that it is important to sketch what they heard and not be overly concerned with artistic technique. (Storyboard) Circulate throughout the classroom and have students orally retell the sequence of events using their storyboard as a guide. Then as a whole class, have students share or explain their particular storyboard from *The Legend of Weesakechahk and the Flood* story. (Retelling) Then ask students the following: How do graphic organizers help you organize your ideas before speaking? What are the most effective elements in an oral presentation? How do you know they are effective? What would you do differently next time? How can you re-engage your audience if they lose interest midway through your presentation? How does changing the volume change the meaning of oral texts? How does speaking faster or slower change the meaning of oral texts, and why? How can you use pauses strategically in your presentation? What post-listening strategy do you find most useful after listening to a traditional story? Why?

10. Review the twelve resiliency skills and attributes chart or Student Worksheet #8: Twelve Resiliency Skills and Attributes Checklist from Task 1: Investigating Our Lives with the class. Distribute and read *The Legend of Weesakechahk and the Flood* text. (Read Aloud) or Have the class read the story together. (Read Along) Then ask the following: What resiliency skills or attributes does Weesakechahk show in this story?

Retelling Omushkego Legends

11. Show digital recording of *Mi-she-shek-kak* (Giant Skunk). Have students close their eyes and visualize the story in their minds. Ask students the following: What parts of the story did you like the most? the least? Encourage students to include dialogue (What did the characters say?) or describe the actions that took place (What did the characters do?) in these parts of the story. Then have students, individually, complete Student Worksheet #11: Retelling Our Stories: Mis-she-shek-kak. Indicate that it is important to sketch what they heard and not be overly concerned with artistic technique. (Storyboard) Circulate throughout the classroom and have students orally retell the sequence of events using their storyboard as a guide. (Retelling) Then as a whole class, have students tell the story using their particular storyboard from the *Mi-she-shek-kak* (Giant Skunk) as a guide. (Storytelling) Then ask

students the following: How can you express a character's reactions without using words? What facial expressions, gestures or body language communication could you use to make this part of your presentation more effective? What changes would you make in your presentation of the story to make it appropriate for a younger audience?

12. Have students silently read the *Mi-she-shek-kak* (Giant Skunk) story. Then ask the following: What resiliency skills or attributes does *Mi-she-shek-kak* show in this story? What resiliency skills or attributes do the other animals show? In both cases, have students locate key phrases or sentences that show resiliency.

Omushkego Story and Storytelling Response

13. As whole class, have students discuss their thoughts and feelings about the story and the storytelling session, and any questions they might have asked the storyteller. Place responses on chart paper. Have students individually respond to the following questions on Student Worksheet #12: Local Storyteller's Visit Response Journal: What does the legend of Weesakechahk tell us? What does the legend of *Mi-she-she-kak* teach us? Giant skunk and some of the other animals have shamanistic powers (mitewin) or radar. What did they use these powers for? (to find something or someone) Oftentimes, animals are given human characteristics or behaviours. Why? Choose an animal from the story and describe its characteristics or behaviours. (giant skunk powerful, wolverine wise, caribou energetic, bobcat arrogant) Did these animals get along with one another? Explain your answer. What did you like about the elder's visit? What would you have liked to ask the storyteller? Circulate throughout the classroom and hold short student-teacher conferences with selected students to encourage talk, stimulate ideas, and generate deeper responses. (Response Journal) Then ask the following: Why might different audiences interpret the same oral text in different ways? How would you communicate the same ideas in a different situation? To a different audience? Give examples to support your opinions.

Assessment:

- * self-assessment on My Listening and Speaking using checklist of students working individually and in pairs (see Appendix 9: My Listening and Speaking Checklist)
- * observation on Local Community Elder's Visit Listening, Speaking, and Character Development using rating of students working as a whole class (see Appendix 10: Local Community Elder's Visit Listening, Speaking, and Character Development Rating Scale)
- * performance task on Retelling Our Stories: Weesakechahk and the Flood and *Mis-she-shek-kak* Rubric using rubric of students working individually (see Appendix 11: Retelling Our Stories: Weesakechahk and the Flood and *Mis-she-shek-kak* Rubric)
- * response journal on Local Storyteller's Visit using anecdotal record of students working as a whole class and individually (see Appendix 12: Local Storyteller's Visit Anecdotal Record)

Resources:

listening and speaking charts
twelve resiliency skills and attributes chart

Task 3: Investigating Our Behaviours

Time: 375 minutes (5 classes)

Description: In this task, students will investigate caring and uncaring behaviours. They will identify Omushkego values (caring behaviours). Next, students will describe bullying and harassment (uncaring behaviours, e.g., social bullying, physical bullying, verbal bullying, written bullying, electronic bullying, and sexual harassment) in teenagers. Then they will review skills and strategies, i.e., effective communication, conflict resolution, intervention, and refusal, that can be used to prevent or respond to bullying and harassment. Finally, students will self-assess their relationships and uncover ways of building healthy relationships.

Expectations:

Health and Physical Education: Healthy Living

Overall Expectations:

- C1. demonstrate an understanding of factors that contribute to healthy development;**
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;**
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.**

Specific Expectations:

C1. Understanding Health Concepts

Personal Safety and Injury Prevention

C1.2 demonstrate an understanding of the benefits and risks of using electronic communication technologies (*e.g., easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one’s thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy*), and describe strategies that they can apply to ensure their safety while using these technologies [IS, CT]

C2. Making Healthy Choices

Human Development and Sexual Health

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (*e.g., peer, school, family, work*) and intimate relationships [PS, IS]

C3. Making Connections for Healthy Living

Personal Safety and Injury Prevention

C3.3 describe skills and strategies (e.g., *communication, social, refusal, adaptive, and coping skills, conflict resolution strategies*) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., *gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour*) [PS, IS, CT]

Omushkego Culture: Character Development (Values)

Overall Expectations:

• **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Specific Expectations:

- listens to, is considerate of, and honours themselves (respect for themselves)
- listens to, is considerate of, and honours students (respect for students)
- recognizes and accepts accountability to themselves for decisions made and action taken (responsibility to themselves)
- recognizes and accepts accountability to others for decisions made and action taken (responsibility to others)
- recognizes and accepts accountability to themselves and others for decisions made and action taken (responsibility to themselves and others that includes the class)
- recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)
- recognizes and appreciates the significance of teasing and joking (humour)
- controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)
- shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)
- develops a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience).

Teaching/Learning Strategies:

Good Listening and Speaking Behaviours

1. Review material from previous activity by asking students the following: What are some good listening behaviours? What are some good speaking behaviours? How is respect shown to elders? Why is it important to show respect to elders? How do we show respect for others, e.g., our classmates, our teachers, our friends, and our families? Why is it important to show respect to our classmates, our teachers, our friends, and our families? What could you do if you didn't understand what you heard?

What do you think about before you begin to talk? What strategies can you use to participate as a listener in a small group? How do you know when people are listening to you? What are the most effective elements in an oral presentation? How do you know they are effective?

Omushkego Values (Caring Behaviours)

2. Ask students the following: Why are storytellers important to your culture? Why are traditional stories like *The Legend of Weesakechahk and the Flood* and *Mi-she-shek-kak* (Giant Skunk) important? Where do these stories take place? Why is this important to your culture? Who was Weesakechahk? What was he trying to do? Who was Mi-she-shek-kak? What was he trying to do? Do these legends teach you about proper behaviour or right from wrong? Do you recall any other legends or stories that teach about caring and uncaring behaviours and the consequences of bullying or harassing behaviours? (e.g., *Anway* in the Grade 8 curriculum and *The Legend of We-mis-shoosh* in the Grade 7 curriculum)

3. Suggest that *Mi-she-shek-kak* (Giant Skunk) and other Omushkego stories can teach us about caring behaviours that help us work together, uncaring behaviours that keep us from working together, ways of preventing uncaring behaviours, and intervening when uncaring behaviours occur. State that caring behaviours help build healthy relationships with one another. Ask students the following: What are some caring behaviours (Omushkego values) that help us work together? What do they look like? What do they sound like? What is the impact of these caring behaviours? Record responses on chart paper with the following heading: Caring Behaviours. (Brainstorming)

4. Read the following statement to the class: “One of the best ways to take care of your physical, emotional, mental (intellectual), and spiritual health is to do some thinking in advance about your health and safety and also about your needs, your values, and your limits when it comes to different activities. It is important to think about what you are comfortable with and what you are not comfortable with at this point in your life.” Knowing your values is one way of understanding yourself and how you are most likely to act in certain situations. Review Student Worksheet #13: Omushkego Values (Caring Behaviours) Checklist and then have students individually complete this worksheet. **Note:** Check back on these responses throughout the unit with the students to ensure that Omushkego Values (Caring Behaviours) are reinforced.

Bullying and Harassment (Uncaring Behaviours)

5. Review definition for bullying. “Bullying is a form of typically repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause fear, hurt, is repeated, and involves unequal power and control.” Post copy of definition in classroom. Ask students the following: What are some examples of uncaring behaviours? (e.g., social bullying, physical bullying, verbal bullying, written bullying, electronic bullying, and sexual harassment) that keep us from working together? What do they look like? What do they sound like? What is the impact of these uncaring behaviours? Record responses on chart paper with the following heading: Uncaring Behaviours. (Brainstorming) **Note:** There may be some overlap in examples; however, this may lead to further discussion on where these examples should be placed.

Teasing
Teasing can be positive or negative.
Positive Teasing:

- illustrates closeness, affection, and familiarity with another person
- person being teased is not distressed
- takes place within a strong relationship
- strengthens the relationship

Negative Teasing:

- alienates, criticizes, and embarrasses the other person
- the person being teased is distressed
- takes place within a weak relationship
- undermines the relationship

6. Continue by asking the following: Is one type of bullying any more or less hurtful than another? How can this hurtful behaviour be prevented? Then suggest that a common form of harassment is spreading hurtful gossip about others. Have students respond to this statement with the following questions: Is this type of bullying any less harmful than physical bullying? How can it be stopped? Sometimes gossip is spread through electronic or online communication technologies? What can you do to protect yourself? Review Student Worksheet #14: Bullying and Harassment (Uncaring Behaviours) Checklist and then have students individually complete this worksheet. Post a copy of *Sexual Harassment in Education* brochure in classroom. **Note:** Check back on these responses throughout the unit with the students to ensure that Bullying or Harassment (Uncaring Behaviours) are addressed.

7. Continue by asking the following: What is aggression? “Aggression is conflict that may be intentional or unintentional, direct or indirect.” How is aggressive behaviour different from bullying? What can aggression lead to? (bullying) State that teasing and joking have always been an integral part of Omushkego culture. Then ask students the following: What is teasing? “Teasing is equal and reciprocated, is fun and not hurtful.” What can teasing lead to? (aggression or bullying) When is teasing positive? negative? When does teasing become bullying? Post copies of definitions in classroom.

Effective Anti-Bullying and -Harassment Strategies

8. Ask students the following: What are some strategies we can use to deal with teasing, aggression, bullying, or harassment? (effective communication, conflict resolution, effective intervention, and refusal) (Brainstorming) **Note:** Effective communication, conflict resolution, and effective intervention strategies have been covered in earlier grades as part of the Our Stories curriculum; however, these strategies may need further discussion or refinement as required. Then ask the following: What communication strategies would you use if you were harassed because of your sex, sexual orientation, body shape, weight, or

Effective Communication Strategies

- Say no.
- Be assertive.
- Stand up to the person by speaking confidently.
- Ignore the person.
- Make an excuse and walk away.
- Get help.

ability? (be assertive and stand up to the person by speaking confidently, ignore the person, make an excuse, and walk away, or get help) As a bystander, what would you do if a friend tells you about a situation where he or she is feeling unsafe or threatened? What would you do if you saw bullying happening in the hallway? (listen to the friend, be assertive and stand up for themselves together, stand up for the friend, or get help) What would you do if someone asked you to do something you didn't feel right about? What would you do if someone came to you to gossip about a person who wasn't there to protect themselves? (say no, walk away, or get help) Post effective communication strategies chart in classroom.

Conflict Resolution
Suggested Problem Solving Process
 Identify the problem.
 Develop a plan or solutions.
 Evaluate and choose the best solution.
 Implement the plan.
Suggested Conflict Resolution Strategies
 Calm down or cool off.
 Admit mistake.
 Apologize when appropriate.
 Talk about what happened.
 Look at things from another viewpoint.
 Show empathy.

9. State that another strategy we can use to cope with teasing, aggression, bullying, or harassment is called conflict resolution. Then ask students the following: Have you ever had an argument or fight with someone? How did this conflict end? How did you feel about it? What conflict resolution strategies could you use to manage this argument or fight? Discuss the conflict resolution process and strategies. Post conflict resolution strategies chart in classroom.

10. Write the following statement on the blackboard: "Bystanders hold the greatest power. They can support bullying or they can make it stop. They can be part of the problem and make it worse or they can be part of the solution and help prevent the problem." Then ask the following: What does it mean to be a bystander? Have you ever seen someone bullied and not done something about it? Why? What are some reasons for not helping someone who is being bullied? If you were bullied how would you feel about people using these excuses for not helping you? What kind of support does the person who is bullied and the bystander need? What intervention strategies could you use to stop bullying or harassment? Post effective intervention strategies chart in classroom.

Effective Intervention Strategies
 Don't do it alone – grab some friends, use the power of the group
 Tell the student who is bullying to stop what they are doing
 After that, ignore them and focus on the student being bullied
 Invite the bullied student to join your activity and take them with you
 Report to an adult

11. Before proceeding with this activity, you must establish that a deep level of trust with the students. Explain that refusal strategies (no means no) are especially crucial in situations involving sexual harassment. Ask students the following: What are some examples of sexual harassment? What other strategies could you use to stop this kind of harassment? (effective communication) What can be done at home, in school, or in the community to change or challenge this kind of harassment? Post refusal strategies chart in classroom.

Refusal Strategies
 No means no.
 No response means no.
 No consent means no.
 Lack of protest (e.g., drunk) or resistance (e.g., unconscious) does not mean consent.
 Silence does not mean consent.
 Silence does not mean yes.
 Only yes means yes.
 Both partners need to say yes.

12. As a whole class, review Student Worksheet #14: Bullying and Harassment (Uncaring Behaviours) Checklist. Divide class into 6

groups: one for each type of bullying or harassment, e.g., social, physical, verbal, written, electronic, or sexual harassment, and then have groups complete Student Worksheet #15: Responses to Bullying and Harassment Behaviours T-chart. (Interpersonal Intelligence and Visual/Graphic Organizers) Upon completion, have each group present the type of bullying, the kind of behaviour and their response to the whole class. Suggest that responding well to bullying and harassment leads to healthy relationships.

Unhealthy Relationships

13. Place the following statement on blackboard: “Staying safe in relationships and preventing and avoiding violence is a two-way street.” Ask students the following: What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship? Have students individually complete Student Worksheet #16: Unhealthy Relationships Checklist. Circulate throughout the classroom to provide assistance or support as required. Ask them the following: Why do you think the relationship is unhealthy? and What exactly had the other person (do not name) done? Remind students that the Omushkegowuk told legends or stories to teach about relationships and the consequences of bullying or harassing behaviours. “Everyone needs to feel accepted and safe [at home] in their school and in the community. This requires respect for others, cooperation, and an appreciation of others’ differences.” Respect is one of the most important Omushkego values. **Note:** *Bullying Prevention and Intervention in the School Environment* and *Healthy Dating Relationships* are excellent resources for teachers and schools.

Assessment:

- * observation on Omushkego Values (Caring Behaviours) using rating of students working individually (see Appendix 13: Omushkego Values (Caring Behaviours) Rating Scale)
- * observation on Bullying and Harassment (Uncaring Behaviours) using checklist of students working in small groups and as a whole class (see Appendix 14: Bullying and Harassment (Uncaring Behaviours) Checklist)
- * performance task on Responses to Bullying and Harassment Behaviours using anecdotal record of students working in small groups (see Appendix 15: Responses to Bullying and Harassment Anecdotal Record)
- * self-assessment on Unhealthy Relationships using anecdotal record of students working individually (see Appendix 16: Unhealthy Relationships Anecdotal Record)

Resources:

listening and speaking charts

coloured markers

caring behavior and uncaring behavior charts

bullying, aggression, and teasing definitions

effective communication, conflict resolution, effective intervention, and refusal strategies charts

<http://www.peelregion.ca/health/bullying/intermediate.htm> [obtained on February 1, 2012] Bullying Prevention Intermediate

flip chart

chart paper

Student Worksheet #13: Omushkego Values (Caring Behaviours) Rating Scale

Student Worksheet #14: Bullying and Harassment (Uncaring Behaviours) Checklist

Student Worksheet #15: Responses to Bullying and Harassment Behaviours T-chart

Student Worksheet #16: Unhealthy Relationships Self-Assessment Checklist

teacher background information resources

Bullying Prevention and Intervention in the School Environment

https://www.prevnet.ca/sites/prevnet.ca/files/prevnet_facts_and_tools_for_schools.pdf [obtained May 7, 2019]

Healthy Dating Relationships

<https://www.prevnet.ca/sites/prevnet.ca/files/fb-dating-safety-v6-digital.pdf> [obtained August 24, 2020]

Sexual Harassment in Education

http://www3.ohrc.on.ca/sites/default/files/sexual%20harassment%20in%20education_print.pdf
[obtained August 25, 2020]

Task 4: Reading and Writing Our Stories

Time: 600 minutes (8 classes)

Description: In this task, students will read *E-hep* or where the first people came from to describe the setting, characters, and plot in this story. They will outline the key elements of *Chakapesh Snares the Sun* using a plot graph, respond to a series of questions that demonstrate their understanding and ability to synthesize information from the story, and identify good reading strategies required for learning. Next, students will use graphic organizers and the writing process to develop a story describing a specific original situation involving Chakapesh and his big sister. Then they will identify good writing strategies to produce a final copy of their story. Finally, students will be asked to reflect on their reading and writing with emphasis on their feelings and thoughts during and after reading *E-hep* and *Chakapesh Snares the Sun* and writing about Chakapesh.

Academic English: Reading and Literature Studies

Overall Expectations:

- 1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;**
- 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;**
- 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;**
- 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.**

Specific Expectations:

1. Reading for Meaning

Variety of Texts

1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., compare the portrayal of adolescent issues in two short stories from different cultures; identify the theme in a Young Adult novel and a related poem in preparation for a book club discussion; compare two newspaper articles on the same topic, identifying where the authors agree and where they differ; create a bibliography of several online resources on a topic of interest)

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts (e.g., list questions that occur to them as they read in preparation for a book club discussion; preview features of an informational text; explain how the illustrations support the theme of a picture book; use graphic organizers to keep track of important facts while doing research; make sketches to visualize the action in a scene, or a process described in an informational text; after reading, explain how the key images in a poem helped them understand the theme of the poem)

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts (e.g., select details from a story to create a profile of a character in the story; use a graphic organizer to categorize the ideas in an article)

Making Inferences

1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts (e.g., list the words used to describe a character in a short story and make inferences about the character on the basis of those words; consider whether the rhythm of a poem influenced their interpretation of the poem's theme)

Extending Understanding of Texts

1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., role-play how they would resolve a particular character's dilemma; describe the position a character in a historical novel might take on a present-day issue; determine whether information in a news article supports or contradicts their prior knowledge acquired through research or personal experience)

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., determine whether repeated sounds, words, or phrases in a poem reinforce its theme; determine how a story might change if it were narrated by one of the other characters in the story; determine how altering the punctuation could affect the message of an advertisement)

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions (e.g., identify details that made them accept a story as believable; identify details that helped make the argument in an opinion piece convincing; identify the aspects of a favourite poem that make it appealing to them)

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity (e.g., compare the depiction of an issue in a Young Adult novel and the depiction of the same issue in a newspaper report; explain how the social norms and values of a particular society in a different historical period are reflected in a short story from that place and time; describe differences in how readers from different backgrounds might respond to stereotyping in a text)

2. Understanding Form and Style

Text Forms

2.1 identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning (e.g., dated entries and use of the first person in a journal or diary signal the limited, personal perspective of the author; the dateline and impersonal presentation distinguish the factual, objective orientation of a news report from the personal persuasive orientation of

an opinion piece; the linear, episodic plot of a travel or adventure narrative enhances the sense of unpredictability that creates interest and suspense)

Text Features

2.2 identify several different text features and explain how they help communicate meaning (e.g., visuals in a children's story provide necessary information that is hard to convey using a child's limited vocabulary; the text layout of a concrete poem can change or add to the meaning conveyed by the words alone)

Elements of Style

2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text (e.g., evocative language may be used to create a particular mood in a novel; incongruous words and phrases may be used to create a humorous effect in a short story; a repeated phrase in a song lyric helps to emphasize the theme; the use of words with several connotations can add extra levels of meaning in a poem; alliteration in a magazine or online advertising slogan can help make readers remember the slogan – and the product)

3. Reading With Fluency

Reading Familiar Words

3.1 automatically understand most words in several different reading contexts (e.g., slang and jargon in a magazine report on teen trends; subject-specific terminology from grade-level texts and supplementary texts about the subject)

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words (e.g., use understanding of word order and parts of speech to infer the meaning of a new word; sound out words phonetically; substitute a word that would make sense in the same context for the unfamiliar word; use knowledge of roots, prefixes, and suffixes to determine the meaning of unfamiliar words)

Developing Vocabulary

3.3 identify and use several different strategies to expand vocabulary (e.g., maintain personal word lists of effective words or phrases encountered in a literary context; identify words borrowed from other languages; list different uses of a new word in a personal dictionary; use a graphic to explore a word family)

4. Reflecting on Skills and Strategies

Metacognition

4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers (e.g., describe similarities and differences in the way they read a poem and a print advertisement; rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices; compare their top five strategies with those of a peer and collaborate to identify and describe the best use for each strategy)

Interconnected Skills

4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (e.g., explain to a peer how presenting or viewing a dramatization of dialogue from a short story helped them understand the main character in the story; report to the class on how discussion with a partner helped clarify or extend their understanding of a news article about a local issue)

Academic English: Writing

Overall Expectations:

- 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;**
- 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;**
- 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;**
- 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.**

Specific Expectations:

1. Developing and Organizing Content

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for several different types of writing tasks (e.g., a narrative poem depicting a humorous incident for peers; a review of a book or film for fellow students; an account of an important event in Aboriginal history for the school newspaper; an expository essay explaining a character's development in a short story or novel for the teacher; a ballad about a local person or event for the class yearbook)

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate (e.g., complete a K-W-L chart to focus an enquiry about an identified topic; participate in a small group discussion to generate ideas for an opinion piece; identify key words to focus and guide electronic research; use different types of questions – prediction, probability, possibility, and speculation – to deepen understanding of a specific topic)

Research

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate (e.g., create a research plan and track their progress using a print template; identify a variety of sources needed to research the topic, including both primary and secondary sources; conduct interviews with community members, experts on a topic, or witnesses to an event; use key word searches and other browsing strategies to locate appropriate sources, information,

and terminology in online library catalogues, general encyclopaedias, and dictionaries; summarize/paraphrase research notes on index cards; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability and accuracy; use criteria developed in small groups to select appropriate information)

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing (e.g., use a point-form outline to organize content for writing; organize a series of paragraphs for an opinion piece; use a storyboard to establish the sequence for a film or stage adaptation of a literary work; use a cause-and-effect chart to organize ideas for an analysis of a character's motivations and behaviour; work with several classmates to develop headings and group data for a textual analysis; use a concept-mapping software program to move from a concept map to a writing outline; experiment with one or more organizational patterns to connect and order free-associated images for a poem)

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task (e.g., visualize or perform the steps in a procedure to check for relevance and completeness; highlight the words in paragraphs that reflect or are linked to key words in the thesis)

2. Using Knowledge of Form and Style

Form

2.1 write for different purposes and audiences using several different literary, informational, and graphic forms (e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story)

Voice

2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing (e.g., use formal language and a polite tone in a letter to the editor, and informal language and an emphatic or humorous tone in a blog; vary the tone and diction for brief in-role messages of congratulation from a student, a parent, and a politician)

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience (e.g., use peer slang in a morning announcement; select words that sound like the things they describe [onomatopoeia] to reinforce an idea or impression)

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas (e.g., use

a variety of simple, complex, and compound sentences to add interest and improve the flow of their writing)

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing (e.g., analyse their writing to determine whether voices are missing that it would be appropriate to include; use peer feedback to identify relevant ideas or opinions that have not been considered in the text)

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (e.g., add examples to support the main idea; remove irrelevant or confusing details; insert appropriate connecting words at the beginning of paragraphs in a series to signal continuity of thought and relationships between ideas; reorder events in a news article to emphasize the most important facts and ideas)

Producing Drafts

2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

3. Applying Knowledge of Conventions

Spelling

3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly (e.g., keep lists of academic vocabulary and course-specific literary terms; identify distinct styles for spellings and abbreviations associated with specific media and/or audiences, such as texting language; use computer spell-check programs; use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings)

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose (e.g., refer to classroom word walls; keep a personal list of noteworthy new words and phrases encountered in texts; keep a personal list of common prefixes and suffixes and effective words and phrases; use a dictionary or thesaurus to find alternative words; confirm meaning by examining roots, prefixes, and suffixes; use new words in their writing that they encounter through reading extensively and intensively)

Punctuation

3.3 use punctuation correctly to communicate their intended meaning (e.g., use final punctuation appropriate to the sentence type; use quotation marks for dialogue and direct quotations, including quotations from published sources; use commas to separate words or items in a list and in dates and addresses, and to clarify relationships between words and phrases in a sentence)

Grammar

3.4 use grammar conventions correctly to communicate their intended meaning clearly (e.g., construct phrases and clauses and arrange them appropriately to write complete and correct simple, compound,

complex, and compound-complex sentences; identify and correct a variety of sentence errors, such as sentence fragments, comma splices, and run-on sentences; consistently make subject and verb agree and use appropriate verb tenses; consistently make pronouns agree with their antecedents)

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers (e.g., consult print and electronic references to check spelling; develop and use a checklist specific to the writing task; with a partner, read work aloud to check for clarity and interest)

Publishing

3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience (e.g., select striking computer graphics and fonts to heighten the impact of a news article; select images or unusual fonts or other design features for a title page to reflect or foreshadow the content of a story; use design elements such as columns, headlines, and visuals to create an arresting front page for a class newspaper)

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)

4. Reflecting on Skills and Strategies

Metacognition

4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers (e.g., keep a log of everything they do when they begin a writing task; describe the place where they like to write; explain how they find quotations to support their writing)

Interconnected Skills

4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively (e.g., read their writing into a tape-recorder and listen to the playback as part of the editing process; explain how analysing a piece of Young Adult fiction by a favourite author helped them identify elements and approaches they could experiment with in a story of their own)

Portfolio

4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice (e.g., compare a first draft to a later or final draft, identify improvements they made, and explain what they learned from the redrafting process; compare the process for writing a poem and a news report about the same event and identify challenges they overcame during the writing process for each form)

Omushkego Culture: Character Development

Overall Expectations:

• **develop the values or general more stable beliefs generated from personal experiences (learned by directed encounters with an object or situation) and cultural transmission (learned from others) that are considered essential for meaningful life in the world around them.**

Specific Expectations:

- listen to, be considerate of, and honour themselves (respect for themselves);
- listen to, be considerate of, and honour elders (respect for elders);
- listen to, be considerate of, and honour others (respect for students);
- listen to, be considerate of, and honour others (respect for teachers);
- control their actions or feelings which may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control);
- show feelings of interest or concern which may be demonstrated by the kind treatment of others (caring).

Teaching/Learning Strategies:

Caring and Uncaring Behaviours

1. Review material from previous activity by asking students the following: What are some Omushkego values (caring behaviours) that are important to you? What are some of the different types of bullying or harassment (uncaring behaviours) that could occur at home, in school, and in the community? How could you respond if you were bullied or harassed by someone? (use effective communication, conflict resolution, intervention, and refusal strategies) Bullying or harassment leads to unhealthy or abusive relationships. What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship?

Omushkego Legends

2. Explain that *E-hep* and *Chakapesh Snares the Sun* are traditional stories about relationships and describe specific situations on the land with animals, people, and others. *E-hep* describes where the first people came from and takes place in a time when animals and others lived on the land and when mitewin (Omushkego spiritual practices) were necessary for survival on the land. *Chakapesh Snares the Sun* deals with bullying or harassment. This story takes place after the Omushkego people came. Chakapesh was small powerful mitew (shaman) who usually challenged anything that was not supposed to be done despite what his big sister told him.

Settings, Characters, Events, and Plot

3. Pre-reading subtask (approx. 3 literacy blocks for reading)
a) Activate prior knowledge by asking students the following: Do you know an Omushkego story about where the land came from? (*The Legend of Weesakechahk and the Flood* in Task 2: Listening and Speaking to Our Storytellers and Stories) Read aloud entire text while students read along quietly. (Read

Aloud) Then ask: Where did the story take place? When did the story take place? Are the location and time important? (setting) Who are the main characters? Did you like them? Why? Why not? Did the main character(s) change during the story? How did the story events influence those changes? (character) Did any events surprise or disappoint you? Did these events seem realistic as the storyteller developed them? Do you think the outcome satisfied the main characters? (plot) What do you think will happen next?

b) Continue by asking the following: Do you know an Omushkego story about where the first people came from? Read aloud entire *E-hep* text while students read along quietly. (Read Aloud) Then ask: Where did the story take place? When did the story take place? Are the location and time important? (setting) Who are the main characters? Did you like them? Why? Why not? Did the main character(s) change during the story? How did the story events influence those changes? (character) Did any events surprise or disappoint you? Did these events seem realistic as the storyteller developed them? Do you think the outcome satisfied the main characters? (plot) What do you think will happen next? Place responses on chart paper under the following headings: setting, character, and plot. Encourage students to use adjective phrases in their descriptions of the setting, characters, and plot. Focus on the use of active verbs and or consistent tense in their responses.

c) Set the purpose for reading *Chakapesh Snares the Sun* as an Omushkego story about a time after the Omushkego people came, when the Omushkego people lived entirely off the land, when mitewin was necessary for survival on the land, when people and animals could talk to one another, and when Chakapesh (a small powerful mitew) engaged in adventures usually against the wishes of his big sister. Provide an overview of Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Rubric. Explain that students will be self-assessing their reading achievement for this story.

Key Reading Comprehension Strategies

Monitor for meaning. Know when, as a reader you fully understand or don't understand

Use schema. Relate the new to the known: activate prior knowledge to help you understand new information.

Infer. Predict; **make** independent decisions about implicit meanings.

Ask questions. Generate questions before, during and after reading.

Create images. Use images that emanate from all five senses and from the emotions.

Determine importance. Make decisions, and articulate why these ideas are most important.

Synthesize. Be aware of how one's thinking changes during reading. Identify and recall main ideas.

Recognize text structure. Readers learn to identify and recall different text structures.

Monitor comprehension.

Students self-check.

Reading Questions

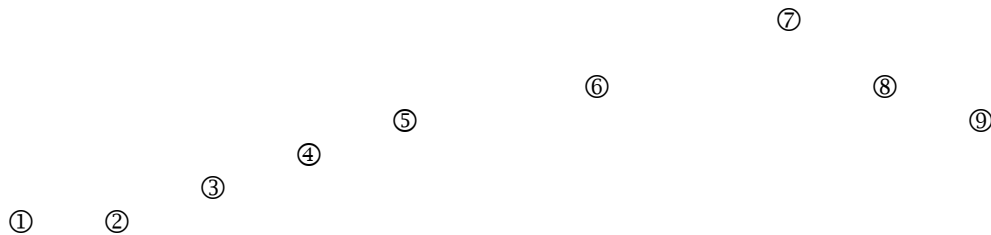
4. Reading subtask (Responding and Exploring)

a) Hand out *Chakapesh Snares the Sun* text. Read aloud entire text while students read along quietly (Read Aloud). Explain that authors' often use literary and stylistic devices to entertain the reader, to make the stories more interesting, and to convey meaning or information. Have students silently read the introduction (first 4 paragraphs) of *Chakapesh Snares the Sun* and look for foreshadowing: hints of what is to come in the action of a play or story. **Note:** Foreshadowing is a commonly used literary device in Omushkego stories. Ask students the following: What hints does the author give us about what is to come in the action of the story? Why does the author spend so much time in the introduction describing Chakapesh and his sister? How does the dialogue help to define or reveal their character? How does this help you to understand the rest of the story? What mitewin practice does the author present? Have students silently read the remainder of the story and look for examples of personification: attributing human characteristics to nonhumans or animals. Then ask the following: Why do you think the author

uses this stylistic device? (to help the reader understand: logos, sympathize with, or react emotionally to non-human or animal characters: pathos, or share a value or lesson: ethos) Post list of literary and stylistic devices in classroom. **Note:** Read aloud promotes appreciation, reflection and a love of reading, and a shared context for discussions and further learning. Have students individually complete Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Parts 1 to 4.

b) Reread each paragraph and have students as a whole class orally read along stopping at various points to predict the meaning of and solve unfamiliar words using different types of cues, e.g., semantic, syntactic, and graphophonic. (Read Along) Place unfamiliar words or responses to the reading on chart paper or have students individually enter these in a reader's notebook. (Reader's Notebook) **Note:** A reader's notebook may contain information on reading records or logs, goal setting, reading genres, reading interests, and reading partnerships. Continue with students reading aloud each paragraph in small groups, in pairs, or individually. Ask the students to summarize important ideas in each paragraph by asking the following: What do you think is the most important thing to remember so far about this text? Why do you think it is important? What might happen next? Give reasons for thinking as you do. What does the author do to engage our support or lack of support for Chakapesh? for his sister? Is the plot gendered? For example, does the female character depend on the male character to rescue her. Why do you think the author makes us wait to find out what happens in this story?

c) Review elements of the plot by using a plot graph to outline the key elements of the story, e.g., Introduction, Inciting Incident, Conflict, Climax, Denouement, and Conclusion. (Visual/Graphic Organizer) Ask students to identify and orally describe the elements of the plot in *Chakapesh Snares the Sun*, e.g., How does conflict or rising action add to the story? (holds our attention or creates suspense). Show the rise and fall of the action by creating a plot profile for this story on black board or on chart paper using the following as a guide:



1. Introduction (Chakapesh and his sister happy; moved around a lot)
2. Inciting Incident (Chakapesh travels far away, finds sun's trail; sister tells him not to go)
3. Conflict #1 (rising action) (Chakapesh snares there anyway; snare material burns)
4. Conflict #2 (Chakapesh dreams about snare strand; takes strand from sister)
5. Conflict #3 (Chakapesh sets snare; sun doesn't rise)
6. Conflict #4 (Chakapesh asks animals for help: white weasel, squirrel, and mouse; none can cut strand)
7. Climax (Chakapesh asks shrew for help; chews through strand)

8. Denouement (falling action leading to the resolution of conflict or a tying up of loose ends) (the sun rose in the sky; the world is happy again)
9. Conclusion (strand doesn't burn, holds the sun down; first night when people are intimate, don't want to get up the next day) **Note:** Items in brackets are suggested responses for teacher use only.

d) Have students, in pairs, complete a plot profile for *Chakapesh Snares the Sun*. Then have pairs share their plot profiles with another pair before sharing with the whole class. (Think/Pair/Share) Ask students the following: How does the information in your graphic (plot profile) influence your interpretation of the text? How does this organizational pattern make it easy for you to find the information you need? Then have students individually complete Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Parts 5 and 6.

5. Post-reading subtask (Applying)

- a) Explain that some stories are hard or difficult to read. Brainstorm possible ways of determining the level of understanding and ways of ensuring that understanding takes place in small group literature circle discussions by using the following as a guide: "What strategies helped you to synthesize ideas while reading a longer text? How can we reduce this text to half the length and still communicate the main ideas? What kind of graphic organizers helped you to represent your understanding of the text after reading? Did imagining how the characters speak clarify your interpretation of the text? What strategy works best for you when you come to a word or concept that is unfamiliar? Which words of this kind have you added to your personal dictionary or vocabulary? What are some of the words in your vocabulary that you first learned from your culture? What questions do you ask yourself that help you monitor your reading? What is the most effective use of your reader's notebook?" (Brainstorming)
- b) Then ask the following: Did Chakapesh's actions match or contradict what he says in dialogue? What does this say about his character? What would you have done if you were in the same (or a similar) situation as the big sister in *Chakapesh Snares the Sun*? What bullying or harassment response strategies would you use? How did Chakapesh use his shaman powers? Who benefitted from them? If you had the same powers as Chakapesh, how would you use them to help your people today? When did you realize what this story was really about? What made you understand its theme? How does this text make you feel? Explain your answer. How has your experience of writing influenced the way you read? How does writing about what you read in your reader's notebook help you as a reader?" Afterwards, have students individually complete Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Parts 7 to 10.

Good Reading Behaviours

6. Read and explain each statement on Student Worksheet #18: My Reading to the whole class and have students individually check yes or no for each statement. Then ask the following: How does listening to someone else read the text help you become a better reader? How does conferencing with a peer or the

teacher about the text help you understand the text better? How does creating a graphic organizer of the text help you make sense of what you are reading? Post reading chart to give students guidance and explicit instruction on developing active reading strategies, e.g., when I read, I: (Reading Process)

Writing Prompts

7. Pre-writing subtask (approx. 3 literacy blocks for writing)

Tell students that they are going to write a fictional story describing a specific situation involving Chakapesh and his big sister. Provide support and direction for their writing by asking the following: What prior knowledge do you have about the topic? How will you identify your topic? What is the purpose of your writing? What form will best suit the purpose? Who will your audience be? (Brainstorming)

8. Writing subtask

(a) Shared writing

Have students, in pairs, think of situations involving Chakapesh and his big sister that are different from the story read. **Note:** They may choose to tell the story from the perspective of Chakapesh or his big sister. Then have students share their ideas and possible endings to these situations. After orally presenting their situation, have students organize their ideas on Student Worksheet #20: Writing Our Stories: My Chakapesh and Big Sister Story Map under the following headings: setting, character, and plot (introduction, conflict, and conclusion). (Visual/Graphic Organizer) Have students restate part of each question to include a general answer, provide support for their answer with details, and close by referring to the question again as part of the mapping process. Encourage students to use adjective and transition phrases in their descriptions of the setting, characters, and plot. Focus on the use of active verbs and or consistent tense in their stories. Provide assistance to students who may require help organizing thoughts for their story. (Think/Pair/Share)

(b) Drafting

Discuss and model how to create a first draft from the ideas written on an organizer. (Think Aloud) Have students create a draft piece of writing involving Chakapesh and his big sister from their own organizer on lined paper. **Notes:** 1) Students may continue to help each other develop ideas at the draft stage. 2) Students should have access to word wall words, dictionaries, and thesauruses to complete this task. 3) Writing conferences should occur throughout all stages of the writing process. Conferences are an opportunity for students to expand their knowledge of the writing process and internalize concepts. Ask students the following: Are there any key ideas that are missing or need more explanation? Does your writing have an identifiable tone? Leave pen in student's hand. (Conferencing)

Key Writing Strategies

Develop and organize content. Generate, gather and organize ideas and information to write for an intended purpose and audience

Use knowledge of form and style in writing. Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.

Use knowledge of language conventions, and present written work effectively. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Reflect on writing skills. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of the writing process.

Good Writing Behaviours

(c) Revising

Read and explain revising statements on Student Worksheet #21 My Writing to the whole class. In pairs, have one student read his/her writing to a partner who listens attentively. Have partner look for and comment on words left out, awkward sentences, insufficient information, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing, and make revisions as required. (Think/Pair/Share)

(d) Proofreading

Read and explain proofreading statements on Student Worksheet #21 My Writing to the whole class. Then have students in pairs check yes or no for each statement on their writing and make changes as required. Post writing chart to give students guidance and explicit instruction on developing active writing strategies, e.g., when I write, I: (Think/Pair/Share)

9. Post-writing subtask

Have students write their published (final) copies with an appropriate title on lined paper or word processor using a variety of font sizes or colours. Have students individually read their writing to teacher. (Writing Process) Then have students read their writing aloud to the whole class or hold a storytelling gathering (school-wide or community supported) and have students and elders or storytellers share their stories. (Oral Presentation)

Reading and Writing Response

10. Ask students the following: How does your experience with a variety of texts help you as a writer? In what way is talking before writing helpful to you? How does it help you to listen to someone else read your writing? Before Grade 9, what did you know or understand to be your strengths as a writer? Has this changed? Have students individually respond to the following questions on Student Worksheet #22: My Reading and Writing Response Journal: How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week? How has your experience of writing influenced the way you read? How have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing? Circulate throughout the classroom and hold short student-teacher conferences with selected students to encourage talk, stimulate ideas, and generate deeper responses. (Response Journal)

11. Then show digital recording of elder's storytelling session of *E-hep* and *Chakapesh Snares the Sun* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that many local stories or legends, i.e., those with Chakapesh and Weesakechahk involve bullying and harassment on the land with animals, people, and others and provide Omushkego teachings about relationships and the use of mitewin for survival on the land. These stories or legends took place in a time before the arrival of the Europeans. **Note:** The teacher may wish to use other Chakapesh stories in the series to continue developing students' reading and writing in this task.

Assessment:

- * performance task on Reading Our Stories: Chakapesh Snares the Sun using rubric of students working individually (see Appendix 17: Reading Our Stories: Chakapesh Snares the Sun Rubric)
- * self-assessment on My Reading using checklist of students working individually (see Appendix 18: My Reading Checklist)
- * performance task on Writing Our Stories: My Chakapesh and Big Sister Story Map using rubric of students working individually (see Appendix 19: Writing Our Stories: Chakapesh and Big Sister Rubric)
- * self-assessment on My Writing using checklist of students working in pairs and individually (see Appendix 20: My Writing Checklist)
- * response journal on My Reading and Writing using anecdotal record of students working as a whole class and individually (see Appendix 21: Chakapesh Snares the Sun Reading and Writing Anecdotal Record)
- * observation on Reading, Writing, and Character Development using rating scale of students working as a whole class (see Appendix 22: Reading, Writing, and Character Development Rating Scale)

Resources:

The legend of Weesakechahk and the Flood text

E-hep text

Chakapesh Snares the Sun text

chart paper

reading and writing charts

list of literary and stylistic devices

pens

lined paper

reader's notebook

word processor software

computer work stations (4)

digital recording of elder's storytelling session of *E-hep* and *Chakapesh Snares the Sun*

Student Worksheet #17: Reading Our Stories: Chakapesh Snares the Sun Rubric

Student Worksheet #18: Reading Our Stories Chakapesh Snares the Sun

Student Worksheet #19: My Reading

Student Worksheet #20: Writing Our Stories: My Chakapesh and Big Sister Story Map

Student Worksheet #21: My Writing

Student Worksheet #22: My Reading and Writing Response Journal

Culminating Task: Finding Out About More Stories

Time: 450 minutes (6 classes)

Description: In the culminating task assessment students will be exposed to other traditional Omushkego stories: *Chahkabesh and the Giant Women* and *Wisakaychak and the Woman Who Played Dead*. The students will create a storyboard framework consisting of sketches and commentary for the entire *Chahkabesh and the Giant Women* story that they heard and add onto the story (Part I). Next, students will read *Wisakaychak and the Woman Who Played Dead* and independently, outline the key elements of the story using a plot graph, and respond to a series of questions that demonstrate their understanding of the story and reading process (Part II). Then they will create a Wisakaychak story describing a specific situation about the consequences of not behaving appropriately. Finally, students will be asked to reflect on their reading and writing with emphasis on their feelings and thoughts during and after reading *Chahkabesh and the Giant Women* and *Wisakaychak and the Woman Who Played Dead* and writing about the consequences of not behaving appropriately (Part III).

Part I: Retelling Our Stories: Chahkabesh and the Giant Women

Academic English: Oral Communication

Overall Expectations:

- 1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;**
- 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;**
- 3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.**

Academic English: Writing

- 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.**

Teaching/Learning Strategies:

1. Explain, that in this culminating task the students will look at other stories about Chahkabesh and Wisakaychak. Provide an overview of the entire culminating task.
2. Show digital recording of *Chahkabesh and the Giant Women*. Have students close their eyes and visualize the story in their minds. Ask students the following: What part of the story did you like the most? the least? Encourage students to include dialogue (What did the characters say?) or describe the actions that took place (What did the characters do?) in their retelling. Review steps for creating a storyboard framework explaining that each frame consists of scenes or figures with commentary (dialogue and/or action) that helps visualize the story and plots the story in a sequence of events.

Indicate that it is important to visually represent what they heard and not be concerned with artistic technique. Have students individually complete Retelling Our Stories: Chahkabesh and the Giant Women Part 1 and orally retell the sequence of events using their storyboard as a guide. (Retelling)

3. Have students sit in a circle and build a group story about an original encounter between Chahkabesh and another giant human or animal. Ask students the following: What listening strategies help you to contribute effectively in a group discussion? When you are talking, how can you tell if the audience understands? What could you do to help the audience understand what you are saying? Begin with this starter sentence, “It is said that a group of wihitigos were once again living nearby.” Have each student add successive sentences to the story (Storytelling). Have students individually complete Retelling Our Stories: Chahkabesh and the Giant Women Part 2 and orally retell their original story of an encounter between Chahkabesh and another giant human or animal. (Storyboard and Retelling)

4. Ask students the following: What could you do if you didn't understand what you heard? What do you think about before you begin to talk? Why is it important to show respect to our classmates, our teachers, our friends, and our families? What are some good listening behaviours? What are some good speaking behaviours? Have students individually complete My Listening and Speaking Checklist.

Assessment:

* performance task on Retelling Our Stories: Chahkabesh and the Giant Women using rubric of students working individually (see Appendix 23: Retelling Our Stories: Chahkabesh and the Giant Women Rubric)

* self-assessment on My Listening and Speaking using checklist of students working individually (see Appendix 24: My Listening and Speaking Checklist)

Resources:

digital recording of *Chahkabesh and the Giant Women*
television

Chahkabesh and the Giant Women from Sophie Gunner in Ellis, D. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: University of Manitoba Press, pp. 315–317.

pens

Retelling Our Stories: Chahkabesh and the Giant Women (in Culminating Task Student Booklet)
My Speaking and Listening Checklist (in Culminating Task Student Booklet)

Part II: Reading Our Stories: Wisakaychak and the Woman Who Played Dead

Academic English: Reading and Literature Studies

Overall Expectations:

- 1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;**
- 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;**
- 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;**
- 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.**

Teaching/Learning Strategies:

1. Pre-reading subtask (45 minutes)

a) Hand out *Chahkabesh and the Giant Women* text. Read aloud entire text while students read along quietly (Read Aloud). Activate prior knowledge by asking students what they know about Chahkabesh. Then ask the following about *Chahkabesh and the Giant Women*: Where did the story take place? When did the story take place? (setting) Who are the main characters? Did you like them? Why? Why not? Did the main character(s) change during the story? In what way? (character) How did the story events influence those changes? (character) Did any events surprise or disappoint you? Did these events seem realistic as the storyteller developed them? Do you think the outcome satisfied the main characters? (plot) Place responses on chart paper under the following headings: setting, character, and plot.

Encourage students to use adjective phrases in their descriptions of the setting, characters, and plot.

b) Review elements of the plot by using a plot graph to outline the key elements of the story, e.g., Introduction, Inciting Incident, Conflict, Climax, Denouement, and Conclusion. (Visual/Graphic Organizer) Ask students to identify and describe the elements of the plot in *Chahkabesh and the Giant Women*, e.g., How does conflict or rising action add to the story? (holds our attention or creates suspense). Show the rise and fall of the action by creating a plot profile for this story on black board or on chart paper using the following as a guide:

1. Introduction:
2. Inciting Incident:
3. Conflict #1 (rising action):
4. Conflict #2:
5. Conflict #3:
6. Conflict #4:
7. Climax:
8. Denouement (falling action or resolution of conflict):
9. Conclusion:

c) Explain that this story is a direct translation of a recorded transcript. Consequently, the language follows everyday speech. Ellipses are used in this story to indicate a pause in speech.

d) Set the purpose for reading *Wisakaychak and the Woman Who Played Dead* as an Omushkego story about a time when the Omushkego people lived entirely off the land, when mitewin (Omushkego spiritual practices) were necessary for survival on the land, and when other than human beings lived on the land. Provide an overview of Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric. Explain that students will be self-assessing their reading achievement for this story.

2. Reading subtask (Responding and Exploring) (60–90 minutes)

- a) Have students silently read the introduction (first paragraph) of *Wisakaychak and the Woman Who Played Dead* and look for foreshadowing: hints of what is to come in the action of a play or story. **Note:** Foreshadowing is a commonly used literary device in Omushkego stories. Then ask students the following: What hints does the author give us about what is to come in the action of the story?
- b) Then have students independently read *Wisakaychak and the Woman Who Played Dead* text and complete Reading Our Stories: Wisakaychak and the Woman Who Played Dead Parts 1 to 6. **Note:** Students may have access to dictionaries, the list of literary and stylistic devices previously posted in the classroom, and information in their Student Worksheets Booklet.

3. Post-reading subtask (Applying) (45 minutes)

- a) Reiterate that some stories are hard or difficult to read. Ask students the following: “What strategies helped you to synthesize ideas while reading a longer text? What kind of graphic organizers helped you to represent your understanding of the text after reading? What strategy works best for you when you come to a word or concept that is unfamiliar? What questions do you ask yourself that help you monitor your reading? What is the most effective use of your reader’s notebook?” (Reading Process)
- b) Then ask the following questions: What was woman in *Wisakaychak and the Woman Who Played Dead* told to keep safe while out berry picking? Why do you think she was told this? What did she do? What was the consequence of her action? What did Wisakaychak do? What would you have done if you were in the same (or a similar) situation as the woman in the story? or What bullying or harassment response strategies would you use? What was this story about? When did you realize what this story was really about? What made you understand its theme? How has your experience of writing influenced the way you read? How does writing about what you read in your reader's notebook help you as a reader? Afterwards, have students complete Reading Our Stories: Wisakaychak and the Woman Who Played Dead Parts 7 to 10.

4. Read and explain each statement on My Reading Checklist to the whole class and have students individually check yes or no for each statement. Then ask the following questions: How does listening to someone else read the text help you become a better reader? How does conferencing with a peer or the teacher about the text help you understand the text better? How does creating a graphic organizer of the text help you make sense of what you are reading?

Assessment:

* performance task on Reading Our Stories: Wisakaychak and the Woman Who Played Dead using rubric of students working individually (see Appendix 25: Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric)

* self-assessment on My Reading using checklist of students working individually (see Appendix 26: My Reading Checklist)

Resources:

Chahkabesh and the Giant Women text

Wisakaychak and the Woman Who Played Dead text

Chahkabesh and the Giant Women from Sophie Gunner in Ellis, D. (1995). *Cree Legends and Narratives from the West Coast of James Bay*. Winnipeg, MB: University of Manitoba Press, pp. 315–317.

Wisakaychak and the Woman Who Played Dead in Louis Bird. (2007). *The Spirit Lives in the Mind*. Kingston, ON: McGill-Queen’s University Press, pp. 178–179.

pens

list of literary and stylistic devices

Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric (in Culminating Task Student Booklet)

Reading Our Stories: Wisakaychak and the Woman Who Played Dead (in Culminating Task Student Booklet)

My Reading Checklist (in Culminating Task Student Booklet)

Part III: Writing Our Stories: Wisakaychak and the Consequences of Not Behaving Appropriately
Academic English: Writing

Overall Expectations:

- 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;**
- 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;**
- 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;**
- 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.**

Teaching/Learning Strategies:

1. Pre-writing subtask (15 minutes)

Tell students that they are going to write a fictional story describing Wisakaychak and the consequences of him not behaving appropriately. Provide support and direction for their writing by asking the following questions: How will you identify your topic? What is the purpose of your writing? What form will best suit the purpose? Who will your audience be? How will you connect to your audience? (e.g., logos, pathos, or ethos) (Brainstorming)

2. Writing subtask

(a) Shared writing (50 minutes)

Have students, in pairs, think of situations about behaving inappropriately, particularly as it relates to bullying or harassment, that could be different from the story read. Then have students share their ideas and possible endings to these situations. After orally presenting their situation, have students organize their ideas on Writing Our Stories: Wisakaychak Story Map under the following headings: setting, character, and plot (introduction, conflict, and conclusion). (Visual/Graphic Organizer) Encourage students to use adjective phrases in their descriptions of the setting, characters, and plot. Provide assistance to students who may require help organizing thoughts for their story. (Think/Pair/Share)

(b) Drafting (60 minutes)

Discuss and model how to create a first draft from the ideas written on an organizer. (Think Aloud)

Have students create a draft piece of writing involving Wisakaychak not behaving appropriately from their own organizer on lined paper. **Notes:** 1) Students may continue to help each other develop ideas at the draft stage. 2) Students should have access to word wall words, dictionaries, lists of adjectives and descriptive phrases previously posted around the classroom, and thesauruses to complete this task. 3) Writing conferences should occur throughout all stages of the writing process. Conferences are an opportunity for students to expand their knowledge of the writing process and internalize concepts. Ask students the following: Are there any key ideas that are missing or need more explanation? Does your writing have an identifiable tone? Leave pen in student's hand. (Conferencing)

(c) Revising (45 minutes)

Read and explain revising statements on My Writing to the whole class. In pairs, have one student read their writing to partner who listens attentively. Have partner look for and comment on words left out, awkward sentences, insufficient information, verb tense, misspelled words and unclear ideas, in a positive manner. Then have students in pairs check yes or no for each statement on their writing students make revisions as required. (Think/Pair/Share)

(d) Proofreading

Read and explain proofreading statements on My Writing to the whole class. Then have students in pairs check yes or no for each statement on their writing and make changes as required. Post writing chart to give students guidance and explicit instruction on developing active writing strategies, e.g., when I write, I: (Think/Pair/Share)

3. Post-writing subtask (30 minutes)

Have students write their published (final) copies with an appropriate title on lined paper or word processor using a variety of font sizes or colours. Have students individually read their writing to teacher. (Writing Process) Then have students read their writing aloud to the whole class or hold a storytelling gathering (school-wide or community supported) and have students and elders or storytellers share their stories. (Oral Presentation)

4. Ask students the following questions: How does your experience with a variety of texts help you as a writer? In what way is talking before writing helpful to you? How does it help you to listen to someone else read your writing? Have students individually respond to the following questions on Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Response Journal: How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week? How has your experience of writing influenced the way you read? How have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing? Circulate throughout the classroom and hold short student-teacher conferences with selected students to encourage talk, stimulate ideas, and generate deeper responses. (Response Journal)

5. Upon completion of the culminating task show digital recordings of elder’s storytelling session of *Chahkabesh and the Giant Women* and *Wisakaychak and the Woman Who Played Dead* recorded in Task 2: Listening and Speaking to Our Storytellers and Stories. Restate that many local stories or legends, i.e., those with Chahkabesh and his sister or Wisakaychak involve harmful situations on the land with animals, and others, and provide Omushkego teachings about the use of mitewin for survival on the land. These stories or legends took place in a time before the arrival of the Europeans. Have students complete My Omushkego Character Development Rating Scale.

Assessment:

- * performance task on Writing Our Stories: Wisakaychak and the Woman Who Played Dead using rubric of students working individually (see Appendix 27: Writing Our Stories: Wisakaychak and the Woman Who Played Dead Rubric)
- * self-assessment on My Writing using checklist of students working individually (see Appendix 28: My Writing Checklist)
- * response journal on Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing using anecdotal record of students working individually (see Appendix 29: Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Anecdotal Record)
- * self-assessment on My Omushkego Character Development using rating scale of students working individually (see Appendix 30: My Omushkego Character Development Rating Scale)

Resources:

pens

lined paper

lists of adjectives and descriptive phrases

word processor software

computer work stations (4)

television

digital recordings of *Chahkabesh and the Giant Women* and *Wisakaychak and the Woman Who Played Dead*

Writing Our Stories: Wisakaychak Story Map (in Culminating Task Student Booklet)

My Writing Checklist (in Culminating Task Student Booklet)

Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Response

Journal (in Culminating Task Booklet)

My Omushkego Character Development Rating Scale (in Culminating Task Booklet)

Appendix 1: Omushkego Character Development (Caring Behaviours) and Bullying (Uncaring Behaviours) Checklist

Look for students to

Omushkego Character Development (Caring Behaviours)

- listen to, be considerate of, and honour themselves (respect for themselves)
- listen to, be considerate of, and honour students (respect for students)
- listen to, be considerate of, and honour teachers (respect for teachers)
- listen to, be considerate of, and honour elders (respect for elders)
- listen to, be considerate of, and honour the land (respect for the environment)
- use resources together (sharing)
- recognize and accept accountability to themselves for decisions made and actions taken (responsibility to themselves)
- recognize and accept accountability to others for decisions made and actions taken (responsibility to others)
- recognize and accept accountability to the class for decisions made and actions taken (responsibility to the class)
- recognize and accept accountability to the environment for decisions made and actions taken (environmental responsibility);
- recognize, value and enjoy their own language, traditions, and culture (appreciation for their culture)
- recognize, value and enjoy another's language, traditions, and culture (appreciation for another's culture)
- control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)
- show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)
- develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience)

Bullying (Uncaring Behaviours)

Look for students who

Social Bullying

- exclude, ignore, or isolate someone from the group
- refuse to be someone's partner
- spread rumours in person, through telephone calls, or online
- send malicious notes or emails
- manipulate relationships
- ruin friendships
- make rude gestures or faces
- make someone feel helpless or inferior
- embarrass, frighten, or humiliate someone
- intimidate or extort someone

Physical Bullying

- push, kick, or hit someone
- pull hair
- knock someone down
- damage someone's stuff
- steal
- attack people
- carry weapons

Verbal Bullying

- engage in name calling
- mock someone
- tease about appearance including weight, size, or clothing
- make sexist, racist, or homophobic comments in person, through telephone calls, or online
- boss someone around
- gossip
- insult someone
- lie

d) Written

- send mean notes
- make written sexist, racist, or homophobic comments
- spread private information or photos to threaten or harm

e) Electronic

- send mean emails
- send hurtful text messages
- use private information, photos, or videos to threaten or harm
- make sexist, racist, or homophobic comments online
- spread rumours online

Notes for students working as a whole class and individually

Appendix 2: Local Storytellers, Local Stories, and Local Situations Knowledge Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies use when listening, speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	– demonstrates limited knowledge of local storytellers, local stories, and local harmful situations	– demonstrates some knowledge of local storytellers, local stories, and local harmful situations	– demonstrates considerable knowledge of local storytellers, local stories, and local harmful situations	– demonstrates thorough knowledge of local storytellers, local stories, and local harmful situations
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses planning skills to generate ideas about local storytellers, local stories, and local harmful situations with limited effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local harmful situations with some effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local harmful situations with considerable effectiveness	– uses planning skills to generate ideas about local storytellers, local stories, and local harmful situations with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	– expresses information about local harmful situations with limited effectiveness	– expresses information about local harmful situations with some effectiveness	– expresses information about local harmful situations with considerable effectiveness	– expresses information about local harmful situations with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology; concepts, and theories) in familiar contexts	– applies knowledge and skills to draw and label local harmful situation with limited effectiveness	– applies knowledge and skills to draw and label local harmful situations with some effectiveness	– applies knowledge and skills to draw and label local harmful situations with considerable effectiveness	– applies knowledge and skills to draw and label local harmful situations with a high degree of effectiveness

Notes for whole class and individual students:

Appendix 3: Listening and Speaking Anecdotal Record

Look for the following:

- demonstrates an understanding of when to speak
- demonstrates an understanding of when to listen
- demonstrates an understanding of how much to say
- takes turns without interrupting or overlapping during class debate or panel discussions
- asks questions to make connections to the ideas of others
- adapts listening behaviour to the requirements of informal social settings and more formal settings
- uses vocal prompts to express empathy, interest, and personal regard
- uses graphic organizers, diagrams, or sketches to record information presented orally
- uses a variety of non-verbal cues, including facial expressions and gestures, appropriately and with sensitivity toward cultural differences
- asks questions and paraphrases to confirm understanding
- acknowledges and extends other group members' contributions
- requests repetition or an explanation from other group members when meaning is unclear
- makes relevant and constructive comments on the contributions of other group members
- uses language and forms of address that are appropriate to the formality or informality of the situation
- incorporates literary language and structures into personal anecdotes or imaginative narratives
- uses a range of vocal effects, including tone, pace, pitch, and volume, appropriately and with sensitivity toward cultural differences

Notes for whole class and individual students:

Appendix 4: Harmful Situations on the Land and with Others BAK-up Plan Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., facts, definitions, skills, principles, and strategies, safe practices and procedures)	– demonstrates limited knowledge of harmful situations on the land and with others at home, in school, in the community	– demonstrates some knowledge of harmful situations on the land and with others at home, in school, in the community	– demonstrates considerable knowledge of harmful situations on the land and with others at home, in school, in the community	– demonstrates thorough knowledge of harmful situations on the land and with others at home, in school, in the community
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	– uses planning skills (gathering and organizing information) with limited effectiveness	– uses initiating and planning skills (gathering and organizing information) with some effectiveness	– uses initiating and planning skills (gathering and organizing information) with considerable effectiveness	– uses initiating and planning skills (gathering and organizing information) with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	– expresses and organizes ideas and information on a BAK-up plan with limited effectiveness	– expresses and organizes ideas and information on a BAK-up plan with some effectiveness	– expresses and organizes ideas and information on a BAK-up plan with considerable effectiveness	– expresses and organizes ideas and information on a BAK-up plan with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) and in oral, visual, and/or written forms	– communicates with peers to inform them about risks associated with harmful situations in oral forms with limited effectiveness	– communicates with peers to inform them about risks associated with harmful situations in oral forms with some effectiveness	– communicates with peers to inform them about risks associated with harmful situations in oral forms with considerable effectiveness	– communicates with peers to inform them about risks associated with harmful situations in oral forms with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., movement skills, concepts, principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)	– applies knowledge and skills about harmful situations on the land and with others at home, in school, in the community, in healthy living discussions with limited effectiveness	– applies knowledge and skills about harmful situations on the land and with others at home, in school, in the community, in healthy living discussions with some effectiveness	– applies knowledge and skills about harmful situations on the land and with others at home, in school, in the community, in healthy living discussions with considerable effectiveness	– applies knowledge and skills about harmful situations on the land and with others at home, in school, in the community, in healthy living discussions with a high degree of effectiveness

Notes for students working in small groups

Appendix 5: Effects of Stress Organizer Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., facts, definitions, skills, principles, and strategies, safe practices and procedures)	– demonstrates limited knowledge of the helpful and harmful effects of stress	– demonstrates some knowledge of the helpful and harmful effects of stress	– demonstrates considerable knowledge of the helpful and harmful effects of stress	– demonstrates thorough knowledge of the helpful and harmful effects of stress
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	– uses processing skills (classifying information) with limited effectiveness	– uses processing skills (classifying information) with some effectiveness	– uses processing skills (classifying information) with considerable effectiveness	– uses processing skills (classifying information) with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	– expresses and organizes ideas and information on an organizer with limited effectiveness	– expresses and organizes ideas and information on an organizer with some effectiveness	– expresses and organizes ideas and information on an organizer with considerable effectiveness	– expresses and organizes ideas and information on an organizer with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., movement skills, concepts, principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)	– applies knowledge and skills about the effects of stress in healthy living discussions with limited effectiveness	– applies knowledge and skills about the effects of stress in healthy living discussions with some effectiveness	– applies knowledge and skills about the effects of stress in healthy living discussions with considerable effectiveness	– applies knowledge and skills about the effects of stress in healthy living discussions with a high degree of effectiveness

Notes for students working individually

Appendix 6: Healthy Stress Management Checklist and Response Journal Anecdotal Record

Notes for students working as a whole class

Healthy Stress Management Strategies	YES	NO
follow a schedule	<input type="checkbox"/>	<input type="checkbox"/>
make a stress management plan	<input type="checkbox"/>	<input type="checkbox"/>
take time for hobbies, interests, recreation activities on the land	<input type="checkbox"/>	<input type="checkbox"/>
get enough rest and sleep	<input type="checkbox"/>	<input type="checkbox"/>
exercise regularly	<input type="checkbox"/>	<input type="checkbox"/>
eat a healthy, balanced diet	<input type="checkbox"/>	<input type="checkbox"/>
keep a sense of humour	<input type="checkbox"/>	<input type="checkbox"/>
practice relaxation techniques	<input type="checkbox"/>	<input type="checkbox"/>
listen to or play music	<input type="checkbox"/>	<input type="checkbox"/>
write poetry or stories	<input type="checkbox"/>	<input type="checkbox"/>
create art	<input type="checkbox"/>	<input type="checkbox"/>
talk to a trusted person	<input type="checkbox"/>	<input type="checkbox"/>
get social support	<input type="checkbox"/>	<input type="checkbox"/>
seek out treatment	<input type="checkbox"/>	<input type="checkbox"/>

Record most common healthy stress management strategies that students use in everyday life.

Record most common stress management strategies that students would like to develop, how they would go about developing those strategies, and how you could support the development of those strategies.

Appendix 7: Healthy Responses to Harmful Situations Plans Rating Scale

Look for the following in healthy responses to harmful situations:

Put a circle around the appropriate number (1 is low and 4 is high)

plans reveal what students wanted to say	1	2	3	4
plans include enough details required to tell it	1	2	3	4
plans make sense	1	2	3	4
responses are realistic	1	2	3	4
responses show an understanding of risk involved	1	2	3	4
responses reflect personal engagement with the material	1	2	3	4
actions or reactions are realistic	1	2	3	4
actions or reactions show understanding of risk involved	1	2	3	4
actions or reactions reflect personal engagement with the material	1	2	3	4

Suggested Conference Questions:

Do your responses and actions or reactions explain what you wanted to say?

Are there enough details to support your plan?

Do your responses and actions or reactions make sense?

Are your responses and actions or reactions realistic?

Notes for students working in pairs

Appendix 8: Twelve Resiliency Skills and Attributes Checklist and Response Journal Anecdotal Record

Notes for students working individually

Resiliency Skills and Attributes	YES	NO
1. Being able to make connections	<input type="checkbox"/>	<input type="checkbox"/>
2. Being able to maintain flexibility	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to make realistic plans and take action to carry them out	<input type="checkbox"/>	<input type="checkbox"/>
4. Being able to communicate well with others	<input type="checkbox"/>	<input type="checkbox"/>
5. Being able to problem solve both individually and with others	<input type="checkbox"/>	<input type="checkbox"/>
6. Being able to manage strong feelings	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to confront and manage fear and anxiety (self-confidence)	<input type="checkbox"/>	<input type="checkbox"/>
8. Being able to find purpose and meaning	<input type="checkbox"/>	<input type="checkbox"/>
9. Being able to remain hopeful	<input type="checkbox"/>	<input type="checkbox"/>
10. Being able to appreciate and use humour appropriately	<input type="checkbox"/>	<input type="checkbox"/>
11. Being able to take care of yourself	<input type="checkbox"/>	<input type="checkbox"/>
12. Being able to care for others	<input type="checkbox"/>	<input type="checkbox"/>

Record and discuss the most common resiliency skills or attributes that the student uses in everyday life and how they show these skills.

Record and discuss one personal resiliency skill that the student would like to develop, how they would go about developing that skill, and how you could support that development as it applies to a specific situation.

Appendix 9: My Listening and Speaking Checklist

Look for students to

Listening

- show they are paying attention by looking at the speaker
- listen carefully without interrupting
- know why they are listening
- concentrate on what the speaker is saying
- listen for the main ideas first and the details second
- ask good questions when they don't understand what they have heard
- wait their turn to speak
- think about what they have heard
- follow the conversation and make relevant contributions in a group discussion
- cite details from an oral text to support their opinions about it in a small-group discussion
- listen to traditional stories about legendary or heroic figures, animals, trees, and landscape features
- listen to words of guidance
- listen to stories told for entertainment
- use their knowledge of grammar conventions and oral language structures to understand what they have heard
- recognize traditional stories about legendary or heroic figures, animals, trees, and landscape features
- recognize words of guidance
- recognize stories told for entertainment

Notes for students working individually and in pairs:

Speaking

- make an effort to speak clearly
- try to use new and effective words
- stay on topic and speak to the point
- concentrate on using correct grammar
- enjoy speaking to a group
- give other students a chance to speak
- participate in group discussions
- make their speech interesting by varying the tone and volume
- make eye contact with the audience
- persuade people to accept my point of view
- respond positively to the contributions of others
- express interest in what is being said by commenting and questioning
- work towards the solution to a problem with a partner
- assume a leadership role in discussions
- communicate the main idea of a tale or story and describe a sequence of events
- describe a series of events in a legend or story
- describe how various elements in a tale or story function
- use appropriate Omushkego vocabulary and terminology to describe their inquiries and observations on the land, in school, or in community situations
- speak using a clear voice and appropriate phrasing and expression in discussions on the land, in school, or in community situations

Notes for students working individually and in pairs:

Appendix 10: Local Elder’s Visit Listening, Speaking, and Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Listening

takes turns without interrupting or overlapping 1 2 3 4

uses vocal prompts in dialogue to express empathy, interest, and personal regard 1 2 3 4

shows that they are paying attention and are interested by looking at the speaker 1 2 3 4

nodding 1 2 3 4

asking questions to make connections to the ideas of others 1 2 3 4

visualizes scenes suggested by evocative or descriptive language in the story by using a graphic form of expression, e.g., storyboard, to demonstrate an understanding of important ideas in an oral text 1 2 3 4

extends understanding by connecting, comparing, and contrasting ideas and information in oral texts with their own knowledge 1 2 3 4

Speaking

gives other group members an opportunity to speak 1 2 3 4

responds positively to the contributions of others 1 2 3 4

asks questions and paraphrases to confirm understanding 1 2 3 4

requests repetition or an explanation from other group members when meaning is unclear 1 2 3 4

stays on topic and speaks to the point 1 2 3 4

identifies a range of vocal effects, including tone, pace, pitch, volume, and sound effects, and uses them appropriately and with sensitivity towards cultural differences to communicate their meaning 1 2 3 4

identifies a variety of non-verbal cues, including facial expression, gestures, and eye contact, and uses them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	1	2	3	4
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Omushkego Character Development

listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
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listens to, is considerate of, and honours students (respect for students)	1	2	3	4
--	---	---	---	---

listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
--	---	---	---	---

recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
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recognizes and appreciates the significance of teasing and joking (humour)	1	2	3	4
--	---	---	---	---

controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
--	---	---	---	---

shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4
--	---	---	---	---

develops a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience)	1	2	3	4
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Notes for students working as a whole class:

Appendix 11: Retelling Our Stories: Weesakechahk and the Flood and Mis-she-shek-kak Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies use when listening, speaking, reading, writing, ... language conventions)	– demonstrates limited knowledge of strategies associated with speaking and listening	– demonstrates some knowledge of strategies associated with speaking and listening	– demonstrates considerable knowledge of strategies associated with speaking and listening	– demonstrates thorough knowledge of strategies associated with speaking and listening
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates some understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates considerable understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates thorough understanding of the sequence of events in spoken text through storyboard and written and oral responses
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses storyboard for organizing information with limited effectiveness	– uses storyboard for organizing information with some effectiveness	– uses storyboard for organizing information with considerable effectiveness	– uses storyboard for organizing information with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text using in-text citations	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words with in-text citations
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology; concepts, and theories) in familiar contexts	– applies storyboarding strategies and retelling in familiar contexts with limited effectiveness	– applies storyboarding strategies and retelling in familiar contexts with some effectiveness	– applies storyboarding strategies and retelling in familiar contexts with considerable effectiveness	– applies storyboarding strategies and retelling in familiar contexts with a high degree of effectiveness

Notes for students working in pairs or individually:

Appendix 12: Local Elder’s Visit Anecdotal Record

What does the *Legend of Weesakechahk and the Flood* tell us? What does the legend of *Mi-she-she-kak* teach us? Giant skunk and some of the other animals have shamanistic powers (mitewin) or radar. What did they use these powers for? Often times, animals are given human characteristics or behaviours in these legends. Choose an animal from the story and describe its characteristics or behaviours. Did these animals get along with one another? Explain your answer. What did you like about the elder’s visit? What would you have liked to ask the storyteller?

What the <i>Legend of Weesakechahk and the Flood</i> tells students
What the legend of <i>Mi-she-she-kak</i> teaches students
For what did the Giant Skunk used his shamanistic powers (mitewin) or radar
Animals and characteristics or behaviours described and why
Explanation of whether animals got along or not
What students liked about the elder’s visit
What students would have liked to ask the storyteller
Teacher Comments on Student Response Journals

Notes for students working as a whole class and individually:

Appendix 13: Omushkego Values (Caring Behaviours) Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Omushkego Character Development (Caring Behaviours) listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
recognizes and accepts accountability to themselves for decisions made and actions taken (responsibility to themselves)	1	2	3	4
recognizes and accepts accountability to others for decisions made and actions taken (responsibility to others)	1	2	3	4
recognizes and accepts accountability to themselves and others for decisions made and actions taken (responsibility to themselves and others that includes the class);	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
recognizes and appreciates the significance of teasing and joking (humour)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4
develops a willingness to put up with anything that annoys, troubles, or hurts without losing self-control (patience)	1	2	3	4

Notes for students working individually:

Appendix 14: Bullying and Harassment (Uncaring Behaviours) Checklist

Look for students who

Social Bullying

- exclude, ignore, or isolate someone from the group
- refuse to be someone's partner
- spread rumours in person, through telephone calls, or online
- send malicious notes or emails
- manipulate relationships
- ruin friendships
- make rude gestures or faces
- make someone feel helpless or inferior
- embarrass, frighten, or humiliate someone
- intimidate or extort someone

Physical Bullying

- push, kick, or hit someone
- pull hair
- knock someone down
- damage someone's stuff
- steal
- attack people
- carry weapons

Verbal Bullying

- engage in name calling
- mock someone
- tease about appearance including weight, size, or clothing
- make sexist, racist, or homophobic comments in person, through telephone calls, or online
- boss someone around
- gossip
- insult someone
- lie

Written Bullying

- send mean notes
- make written sexist, racist, or homophobic comments
- spread private information or photos to threaten or harm

Electronic Bullying

- send mean emails
- send hurtful text messages
- use private information, photos, or videos to threaten or harm
- make sexist, racist, or homophobic comments online
- spread rumours online

Sexual Harassment (obtained from Ontario Human Rights Commission)

- ask for sex in exchange for a benefit or a favour
- repeatedly ask for dates, and not taking “no” for an answer
- demand hugs
- make unnecessary physical contact, including unwanted touching
- use rude or insulting language or making comments toward girls and women or boys and men
- call people sex-specific derogatory names
- make sex-related comments about a person’s physical characteristics or actions
- say or do something because you think a person does not conform to sex-role stereotypes
- post or share pornography, sexual pictures, cartoons or other images, sexually explicit graffiti
- make sexual jokes
- brag about sexual prowess
- bully based on sex or gender
- spread sexual rumours or gossip (including online)

Notes for students working in small groups and as a whole class:

Appendix 15: Responses to Bullying and Harassment Behaviours Anecdotal Record

Record common bullying or harassment behaviours and responses.

Type of Bullying or Harassment: _____

Kind of Behaviour	Response

Notes for students working in small groups:

Appendix 16: Unhealthy Relationships Anecdotal Record

Look for checked off boxes that may indicate signs of unhealthy or abusive relationships and a description of an unhealthy relationship and what the other person (do not name) had done.

- partner or friend demands to know where you are at all times.
- partner or friend threatens to hurt you or them when you don't agree.
- partner or friend repeatedly pressures you to send sexual pictures, videos, or messages.
- partner or friend tells you who you are allowed or not allowed to see.
- partner or friend shares my messages, pictures, or other media intended to be private without your consent.
- partner or friend tells you what to wear or how to look.
- partner or friend demands to check your phone, social media accounts, or email.
- partner or friend puts you down or criticizes you.
- partner or friend texts, calls, or messages you online excessively.
- partner or friend demands that you give them personal information.

Notes for students working individually:

–adapted from *Healthy Dating Relationships*, pp. 21–22

Appendix 17: Reading Our Stories: Chakapesh Snares the Sun Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions) (Parts 1 to 6)	– demonstrates limited knowledge of strategies associated with reading, e.g., retelling	– demonstrates some knowledge of strategies associated with reading, e.g., retelling	– demonstrates considerable knowledge of strategies associated with reading, e.g., retelling	– demonstrates thorough knowledge of strategies associated with reading, e.g., retelling
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) (Parts 1, 2, 5, and 6)	– demonstrates limited understanding of content – attempts to identify the main idea – reaches conclusions that are not supported by the text	– demonstrates some understanding of content – identifies the main idea, sometimes supporting it with details from the text – reaches conclusions that are supported by the text in a limited way	– demonstrates considerable understanding of content – identifies the main idea and supports it with details from the text – reaches conclusions supported by the text	– demonstrates thorough understanding of content – identifies, interprets, and supports the main idea with thoughtful details from the text – reaches well-supported conclusions
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) (Part 7)	– uses reading process with limited effectiveness to synthesize information	– uses reading process with some effectiveness to synthesize information	– uses reading process with considerable effectiveness to synthesize information	– uses reading process with a high degree of effectiveness to synthesize information
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written media forms (Parts 5 and 6 and 8 and 9)	– identifies the simple elements of the plot from the text in a limited way – uses examples from the text inconsistently or ineffectively to support answers – expresses ideas with limited clarity and detail	– shows some understanding of some elements of the plot from the text – selects and uses some appropriate examples from the text to support answers – expresses ideas with some clarity and detail	– conveys an understanding of the elements of the plot – selects and uses many appropriate examples from the text to support answers – expresses ideas with considerable clarity and detail	– selects the most appropriate examples of element of the plot and conveys a full understanding of them – consistently uses the most appropriate examples from the text to support answers – expresses ideas with a high degree of clarity and detail
Use of conventions (e.g., grammar, spelling, punctuation, usage)	– attempts to identify and shows limited understanding of the	– identifies and shows some understanding of the	– identifies and shows considerable understanding of the	– identifies and shows a high degree of understanding of

vocabulary, and terminology of that discipline in oral, graphic, and written forms, including media forms (Parts 3 and 4)	use of literary and stylistic devices, e.g., foreshadowing and personification	use of literary and stylistic devices at times, e.g., foreshadowing and personification	use of literary and stylistic devices and uses them appropriately, e.g., foreshadowing and personification	the use of literary and stylistic devices and uses them appropriately to clarify meaning, e.g., foreshadowing and personification
Application – The use of knowledge and skills to make connections within and between various contexts				
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside the school) (Part 10)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

Appendix 18: My Reading Checklist

Look for students to

Reading

- expect meaning from text
- select important information
- scan for cues
- predict words based on existing knowledge of oral and written language (semantic)
- substitute words based on word order or language patterns (syntactic)
- find familiar words within larger words (graphophonic)
- skip over words
- reread when meaning is unclear
- use visualization to clarify details
- use phrasing, punctuation, and expression when reading
- self-correct
- apply different speeds and strategies to suit occasion
- have confidence while reading
- have endurance while reading
- understand what has been read
- ask questions to focus or clarify reading
- make and confirm predictions based on evidence from the text
- make personal connections to events in the text
- see and enjoy humour in text

Notes for students working individually:

Appendix 19: Writing Our Stories: Chakapesh and Big Sister Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of Chakapesh in Omushkego culture	– demonstrates some understanding of Chakapesh in Omushkego culture	– demonstrates considerable understanding of Chakapesh in Omushkego culture	– demonstrates thorough understanding of Chakapesh in Omushkego culture
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story line	– uses some simple ideas that are connected to the story line	– uses developed ideas that are connected to the story line	– uses well-developed ideas that advance the story line
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	– uses creative writing process to describe a specific situation involving Chakapesh and his Big Sister with limited effectiveness	– uses creative writing process to describe a specific situation involving Chakapesh and his Big Sister with some effectiveness	– uses creative writing process to describe a specific situation involving Chakapesh and his Big Sister with considerable effectiveness	– uses creative writing process to describe a specific situation involving Chakapesh and his Big Sister with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure – presents few supporting details and some ideas that are not important or relevant to the topic	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs – presents some supporting details and some ideas that are important or relevant to the topic	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs – presents supporting details that are relevant to the topic	– flows smoothly, progressing logically from the beginning to the middle to the end – has sentences that are clearly organized in paragraphs to develop the story line – presents detailed information that is clearly relevant to the topic and convincing to the reader
Communication for different audiences and purposes (e.g., use of appropriate style, voice,	– the purpose of the introduction is unclear to the reader	– the purpose of the introduction is somewhat clear to the reader	– the purpose of the introduction is clear to the reader	– the purpose of the introduction is clear and engages the reader

<p>point of view) in oral, graphic, and written forms, including media forms</p>	<ul style="list-style-type: none"> – no evidence of who the audience is – only simple sentences are used – the vocabulary is limited or used inappropriately, with few adjectives and other words, phrases, or literary devices 	<ul style="list-style-type: none"> – little awareness of who the audience is – some variety in sentences is evident, but the types of sentences are limited – a limited variety of vocabulary, e.g., adjectives and other words, phrases, or literary devices, is used appropriately but with limited effect 	<ul style="list-style-type: none"> – the intended audience is clear – a variety of sentences are used – a wide variety of vocabulary, e.g., adjectives and other words, phrases, or literary devices, is used appropriately to add descriptive detail to the story 	<ul style="list-style-type: none"> – an effective appeal is made to a specific audience – a wide variety of sentences are used to enhance the writing – an extensive vocabulary, e.g., adjectives and other words, phrases, or literary devices, creates images or pictures for the reader
<p>Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, graphic, and written forms, including media forms</p>	<ul style="list-style-type: none"> – shows limited understanding of the use of conventions, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, uses capitalization and punctuation randomly, shows some evidence of spelling, uses few of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows some understanding of the use of conventions, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, makes some errors in capitalization and punctuation, uses phonetic and conventional spelling for familiar words, uses some of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows considerable understanding of the use of conventions and uses them appropriately, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, uses capitalization and punctuation accurately, uses conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, always uses capitalization and punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage
<p>Application – The use of knowledge and skills to make connections within and between various contexts</p>				
<p>Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology; concepts, and theories) in familiar contexts</p>	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with a high degree of effectiveness

Notes for students working individually:

Appendix 20: My Writing Checklist

Look for students to

Writing

Revising

- remove or reorder words
- use words from word wall, dictionary, or thesaurus
- make effective use of adjectives and other words, phrases, or literary devices
- present ideas and information in a logical order
- use ideas that are important or relevant to the topic
- write the story with an introduction, body or middle (conflict), and conclusion
- use vocabulary that persuades and involves the reader (audience)
- capture reader's attention in opening paragraph

Proofreading

- use correct indentations, spacing, margins, highlighting, fonts, and title
- use correct capitalization
- use correct spelling
- use correct grammar
- use correct punctuation
- use a variety of sentences
- write complex sentences that make sense
- connect ideas to the topic that are clear and easy to understand
- group similar ideas into paragraphs that are indented

Notes for students working in pairs and individually:

Appendix 21: Chakapesh Snares the Sun Reading and Writing Anecdotal Record

Notes for students working as a whole class and individually

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week? How has your experience of writing influenced the way you read? In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?

What Students Felt About Reading/Writing
What Students Did Well During Reading/Writing
What Students Would Like To Do Better
How Students' Experiences in Writing Influence Reading
How Students' Experiences in Reading, Viewing, and Listening Influence Writing
Teacher Comments on Student Response Journals

Appendix 22: Reading, Writing, and Omushkego Character Development Rating Scale

Look for the following:

Put a circle around the appropriate number (1 is low and 4 is high)

Reading

demonstrates a willingness to read	1	2	3	4
reads voluntarily	1	2	3	4
reads for self-enjoyment	1	2	3	4
asks for books	1	2	3	4
expects meaning from print	1	2	3	4
scans for cues	1	2	3	4
attempts to predict (semantic)	1	2	3	4
substitutes words that make sense (syntactic)	1	2	3	4
attempts to sound (phonic)	1	2	3	4
skips over words	1	2	3	4
rereads	1	2	3	4
uses phrasing	1	2	3	4
uses punctuation	1	2	3	4
uses expression	1	2	3	4
self-corrects	1	2	3	4
applies different speeds and strategies to suit occasion	1	2	3	4
retells what has been read	1	2	3	4
understands what has been read	1	2	3	4
embellishes retell with details, sequence, and conventions	1	2	3	4
reads between the lines	1	2	3	4
makes meaning	1	2	3	4
relates what has been read to one's life	1	2	3	4
sees and enjoys humour	1	2	3	4

Writing				
demonstrates a willingness to write	1	2	3	4
writes voluntarily	1	2	3	4
reveals a growing vocabulary	1	2	3	4
shows an ability to generate ideas	1	2	3	4
shows an ability to consider purpose and audience	1	2	3	4
uses various forms of writing	1	2	3	4
shows an ability to select a topic	1	2	3	4
shows an ability to gather information	1	2	3	4
shows an ability to write a first draft	1	2	3	4
shows an ability to revise and rewrite when necessary	1	2	3	4
achieves clarity of expression	1	2	3	4
shows an ability to proofread	1	2	3	4
enjoys sharing work	1	2	3	4
expresses ideas fluently	1	2	3	4
organizes ideas well	1	2	3	4
expresses ideas clearly	1	2	3	4
uses language effectively	1	2	3	4
avoids errors in spelling and grammar	1	2	3	4
uses legible handwriting	1	2	3	4

Omushkego Character Development				
listens to, is considerate of, and honours themselves (respect for themselves)	1	2	3	4
listens to, is considerate of, and honours students (respect for students)	1	2	3	4
listens to, is considerate of, and honours elders (respect for elders)	1	2	3	4
recognizes, values, and enjoys their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
recognizes and appreciates the significance of teasing and joking (humour)	1	2	3	4
controls their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
shows feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4

Notes for students working as a whole class:

Appendix 23: Retelling Our Stories: Chahkabesh the Giant Women Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies use when listening, speaking, reading, writing, ... language conventions)	– demonstrates limited knowledge of strategies associated with speaking and listening	– demonstrates some knowledge of strategies associated with speaking and listening	– demonstrates considerable knowledge of strategies associated with speaking and listening	– demonstrates thorough knowledge of strategies associated with speaking and listening
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates some understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates considerable understanding of the sequence of events in spoken text through storyboard and written and oral responses	– demonstrates thorough understanding of the sequence of events in spoken text through storyboard and written and oral responses
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses storyboard for organizing information with limited effectiveness	– uses storyboard for organizing information with some effectiveness	– uses storyboard for organizing information with considerable effectiveness	– uses storyboard for organizing information with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	– expresses and organizes main ideas and information with limited effectiveness – presents almost no supporting details	– expresses and organizes main ideas and information with some effectiveness and clarity – presents few supporting details	– expresses and organizes main ideas and information with considerable effectiveness and clarity – presents many supporting details using wording from the text	– expresses and organizes main ideas and information with a high degree of effectiveness and clarity and precision – presents almost all supporting details in his or her own words
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology; concepts, and theories) in familiar contexts	– applies storyboarding strategies and retelling in familiar contexts with limited effectiveness	– applies storyboarding strategies and retelling in familiar contexts with some effectiveness	– applies storyboarding strategies and retelling in familiar contexts with considerable effectiveness	– applies storyboarding strategies and retelling in familiar contexts with a high degree of effectiveness

Notes for students working individually:

Appendix 24: My Listening and Speaking Checklist

Look for students to

Listening

- show they are paying attention by looking at the speaker
- make sure they do not bother others when they are trying to listen
- make sure that they do not let others bother them when they are trying to listen
- listen carefully without interrupting
- know why they are listening
- concentrate on what the speaker is saying
- listen for the main ideas first and the details second
- make notes when they will be of use to them
- ask good questions when they don't understand what they have heard
- wait their turn to speak
- think about what they have heard
- use what they have heard to help themselves
- follow the conversation and make relevant contributions in a group discussion
- cite details from an oral text to support their opinions about it in a small-group discussion

Notes for students working individually and in pairs:

Speaking

- make an effort to speak clearly
- try to use new and effective words
- stay on topic and speak to the point
- concentrate on using correct grammar
- enjoy speaking to a group
- give other students a chance to speak
- participate in group discussions
- think about answers before stating them aloud
- make an effort to speak differently to different audiences
- make my speech interesting by varying the tone and volume
- use changes in pitch to differentiate voices in a storytelling session
- try to avoid using fillers like “um”, “eh”, “O.K” etc.
- make eye contact with the audience
- persuade people to accept my point of view
- respond positively to the contributions of others
- express interest in what is being said by commenting and questioning
- work towards the solution to a problem with a partner
- assume a leadership role in discussions

Notes for students working individually and in pairs:

Appendix 25: Reading Our Stories: Wisakaychak and the Woman Who Played Dead Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions) (Parts 1 to 6)	– demonstrates limited knowledge of strategies associated with reading, e.g., retelling	– demonstrates some knowledge of strategies associated with reading, e.g., retelling	– demonstrates considerable knowledge of strategies associated with reading, e.g., retelling	– demonstrates thorough knowledge of strategies associated with reading, e.g., retelling
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes) (Parts 1, 2, 5, and 6)	– demonstrates limited understanding of content – attempts to identify the main idea – reaches conclusions that are not supported by the text	– demonstrates some understanding of content – identifies the main idea, sometimes supporting it with details from the text – reaches conclusions that are supported by the text in a limited way	– demonstrates considerable understanding of content – identifies the main idea and supports it with details from the text – reaches conclusions supported by the text	– demonstrates thorough understanding of content – identifies, interprets, and supports the main idea with thoughtful details from the text – reaches well-supported conclusions
Thinking – The use of critical and creative thinking skills and/or processes				
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) (Part 7)	– uses reading process with limited effectiveness to synthesize information	– uses reading process with some effectiveness to synthesize information	– uses reading process with considerable effectiveness to synthesize information	– uses reading process with a high degree of effectiveness to synthesize information
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms (Parts 5 and 6 and 8 and 9)	– identifies the simple elements of the plot from the text in a limited way – uses examples from the text inconsistently or ineffectively to support answers – expresses ideas with limited clarity and detail	– shows some understanding of some elements of the plot from the text – selects and uses some appropriate examples from the text to support answers – expresses ideas with some clarity and detail	– conveys an understanding of the elements of the plot – selects and uses many appropriate examples from the text to support answers – expresses ideas with considerable clarity and detail	– selects the most appropriate examples of element of the plot and conveys a full understanding of them – consistently uses the most appropriate examples from the text to support answers – expresses ideas with a high degree of clarity and detail
Use of conventions (e.g., grammar, spelling, punctuation, usage)	– attempts to identify and shows limited understanding of the	– identifies and shows some understanding of the	– identifies and shows considerable understanding of the	– identifies and shows a high degree of understanding of

vocabulary, and terminology of that discipline in oral, graphic, and written forms, including media forms (Parts 3 and 4)	uses of literary and stylistic devices, e.g., foreshadowing and personification	uses of literary and stylistic devices, e.g., foreshadowing and personification	uses of literary and stylistic devices and uses them appropriately, e.g., foreshadowing and personification	the uses of literary and stylistic devices and uses them appropriately to clarify meaning, e.g., foreshadowing and personification
Application – The use of knowledge and skills to make connections within and between various contexts				
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside the school) (Part 10)	– makes connections between the text and personal experience with limited effectiveness	– makes connections between the text and personal experience with some effectiveness	– makes connections between the text and personal experience with considerable effectiveness	– makes connections between the text and personal experience with a high degree of effectiveness

Notes for students working individually:

Appendix 26: My Reading Checklist

Look for students to

Reading

- expect meaning from text
- select important information
- scan for cues
- predict words based on existing knowledge of oral and written language (semantic)
- substitute words based on word order or language patterns (syntactic)
- find familiar words within larger words (graphophonic)
- skip over words
- reread when meaning is unclear
- use visualization to clarify details
- use phrasing, punctuation, and expression when reading
- self-correct
- apply different speeds and strategies to suit occasion
- have confidence while reading
- have endurance while reading
- understand what has been read
- ask questions to focus or clarify reading
- make and confirm predictions based on evidence from the text
- make personal connections to events in the text
- see and enjoy humour in text

Notes for students working individually:

Appendix 27: Writing Our Stories: Wisakaychak and the Woman Who Played Dead Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	– demonstrates limited knowledge of strategies associated with writing	– demonstrates some knowledge of strategies associated with writing	– demonstrates considerable knowledge of strategies associated with writing	– demonstrates thorough knowledge of strategies associated with writing
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	– demonstrates limited understanding of Wisakaychak in Omushkego culture	– demonstrates some understanding of Wisakaychak in Omushkego culture	– demonstrates considerable understanding of Wisakaychak in Omushkego culture	– demonstrates thorough understanding of Wisakaychak in Omushkego culture
Thinking – The use of critical and creative thinking skills and/or processes				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	– uses very few, simple ideas that have little or no connection to the story line	– uses some simple ideas that are connected to the story line	– uses developed ideas that are connected to the story line	– uses well-developed ideas that advance the story line
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	– uses creative writing process to describe a specific situation involving Wisakaychak with limited effectiveness	– uses creative writing process to describe a specific situation involving Wisakaychak with some effectiveness	– uses creative writing process to describe a specific situation involving Wisakaychak with considerable effectiveness	– uses creative writing process to describe a specific situation involving Wisakaychak with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	– has no clear beginning, middle, or end – contains ideas and details that are unconnected and has no paragraph structure – presents few supporting details and some ideas that are not important or relevant to the topic	– shows some evidence of a beginning, middle, and an end – includes ideas and details that are somewhat connected within paragraphs – presents some supporting details and some ideas that are important or relevant to the topic	– has a clear beginning, a middle, and a logical end – has sentences that are linked together in paragraphs – presents supporting details that are relevant to the topic	– flows smoothly, progressing logically from the beginning to the middle to the end – has sentences that are clearly organized in paragraphs to develop the story line – presents detailed information that is clearly relevant to the topic and convincing to the reader
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral,	– the purpose of the introduction is unclear to the reader	– the purpose of the introduction is somewhat clear to the reader	– the purpose of the introduction is clear to the reader	– the purpose of the introduction is clear and engages the reader

graphic, and written forms, including media forms	<ul style="list-style-type: none"> – no evidence of who the audience is – only simple sentences are used – the vocabulary is limited or used inappropriately, with few adjectives and other words, phrases, or literary devices 	<ul style="list-style-type: none"> – little awareness of who the audience is – some variety in sentences is evident, but the types of sentences are limited – a limited variety of vocabulary, e.g., adjectives and other words, phrases, or literary devices, is used appropriately but with limited effect 	<ul style="list-style-type: none"> – the intended audience is clear – a variety of sentences are used – a wide variety of vocabulary, e.g., adjectives and other words, phrases, or literary devices, is used appropriately to add descriptive detail to the story 	<ul style="list-style-type: none"> – an effective appeal is made to a specific audience – a wide variety of sentences are used to enhance the writing – an extensive vocabulary, e.g., adjectives and other words, phrases, or literary devices, creates images or pictures for the reader
Use of conventions (e.g., grammar, spelling, punctuation, usage) vocabulary, and terminology of that discipline in oral, graphic, and written forms	<ul style="list-style-type: none"> – shows limited understanding of the use of conventions, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, uses capitalization and punctuation randomly, shows some evidence of spelling, uses few of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows some understanding of the use of conventions, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, makes some errors in capitalization and punctuation, uses phonetic and conventional spelling for familiar words, uses some of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows considerable understanding of the use of conventions and uses them appropriately, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, uses capitalization punctuation accurately, uses conventional spelling for familiar words and phonetic spelling for unfamiliar words, uses most of the conventions of grammar and usage 	<ul style="list-style-type: none"> – shows a high degree of understanding of the use of conventions and uses them appropriately to clarify meaning, e.g., indentations, spacing, margins, highlighting, fonts, the title of the text, always uses capitalization punctuation accurately, uses conventional spelling for most words, uses all or almost all of the conventions of grammar and usage
Application – The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology; concepts, and theories) in familiar contexts	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with limited effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with some effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with considerable effectiveness 	<ul style="list-style-type: none"> – applies knowledge and skills about harmful situations on the land and with others in the past with a high degree of effectiveness

Notes for students working individually:

Appendix 28: My Writing Checklist

Look for students to

Writing

Revising

- remove or reorder words
- use words from word wall, dictionary, or thesaurus
- make effective use of adjectives and other words, phrases, or literary devices
- use active verbs or consistent verb tenses
- present ideas and information in a logical order
- use ideas that are important or relevant to the topic
- write the story with an introduction, body or middle (conflict), and conclusion
- use vocabulary that persuades and involves the reader (audience)
- capture reader's attention in opening paragraph

Proofreading

- use correct indentations, spacing, margins, highlighting, fonts, and title
- use correct capitalization
- use correct spelling
- use correct grammar
- use correct punctuation
- use a variety of sentences
- write complex sentences that make sense
- connect ideas to the topic that are clear and easy to understand
- group similar ideas into paragraphs that are indented

Notes for students working in pairs and individually:

Appendix 29: Wisakaychak and the Consequences of Not Behaving Appropriately Reading and Writing Anecdotal Record

Notes for students working as a whole class and individually

How did you feel about reading/writing this week? Why? What did you do well during reading/writing this week? What would you like to do better next week? How has your experience of writing influenced the way you read? In what way have your experiences with reading, viewing, and listening to texts changed the way you think about the audience for your writing?

What Students Felt About Reading/Writing
What Students Did Well During Reading/Writing
What Students Would Like To Do Better
How Students' Experiences in Writing Influence Reading
How Students' Experiences in Reading, Viewing, and Listening Influence Writing
Teacher Comments on Student Response Journals

Appendix 30: My Omushkego Character Development Rating Scale

Name: _____ Date: _____

Put a circle around the appropriate number (1 is low and 4 is high).

Look for students to

listen to, be considerate of, and honours themselves (respect for themselves)	1	2	3	4
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listen to, be considerate of, and honours students (respect for students)	1	2	3	4
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listen to, be considerate of, and honours elders (respect for elders)	1	2	3	4
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recognize, value, and enjoy their own language, traditions, and culture (appreciation for their culture)	1	2	3	4
---	---	---	---	---

control their actions or feelings that may be demonstrated by listening attentively, observing quietly, asking questions properly, and participating effectively (self-control)	1	2	3	4
---	---	---	---	---

show feelings of interest or concern that may be demonstrated by the kind treatment of others, e.g., give positive reinforcement, help others, and listen to, acknowledge, and consider differing opinions (caring)	1	2	3	4
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develop a willingness to put up with anything that annoys, troubles or hurts without losing self-control (patience)	1	2	3	4
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Notes for students working individually and as a whole class:

O mushkego Education
Curriculum Units — Secondary: Grade 9

Based on *The Ontario Curriculum Grade 9:English*
and *The Omushkego Curriculum Grades 9 and 10: Culture*

Our Stories: Omushkegowuk

Legends and Review

**An Integrated Literacy Unit of Study for the Oral
Communication, Reading and Literature Studies, Writing,
and Media Studies Strands: Grade 9**

Length of Unit: 37.5 hours (30–75 minute literacy blocks)



2022

This curriculum package was developed to support the aspirations of the Mushkegowuk First Nations to include local, culturally relevant materials in the curriculum.