

## Extending ELA 10 Learning through Brightwater Experiences

### English 10A

The overall themes of ELA 10 are foundational stories, worldview, and social agency. The first unit or theme is *The Challenges of Life (Explaining the World through our Foundational Stories)*. It has the following inquiry questions:

- What do foundational stories teach us about life's challenges?
- How do foundational stories equip us for life?
- What are some of the challenges and struggles that have shaped society?
- What are the important decisions we will have to make in our lifetime?
- What are the consequences of making informed and uninformed decisions?

**Outcome: CR A10.1**

**Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:**

- **identity (e.g., Foundational Stories);**
  - **social responsibility (e.g., Destiny and Challenges of Life); and**
  - **social action (agency) (e.g., Human Existence).**
- a. View, listen to, read, and respond to First Nations and Métis resources and other texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language, social structures, and decision making).
  - b. Identify connections between self, texts, and culture.
  - c. Develop understanding and interpretations of a variety of texts by drawing upon personal experiences and prior knowledge of texts and language.
  - d. Comprehend key ideas and supporting details (both explicit and implicit), and determine their literal and implied meaning.
  - e. Identify and evaluate effectiveness of text organization and elements.

- f. Respond thoughtfully and critically to text providing support from text to justify response.
- g. Generate significant and thought-provoking questions about what is viewed, listened to, and read.
- h. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.
- i. Generate relevant questions about texts on issues related to identity, social responsibility, and social action (agency).
- j. Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviors.

### **Before Going to Brightwater**

Read traditional and contemporary non-fiction and fiction with themes related to environmentalism and place. Co-construct criteria for finding clues about identity, communities, and values in text that you read. If possible, read traditional stories from local Indigenous Nations, like the Cree perspective in *Nokum is my Teacher* or oral narratives, and generate some questions about the relationship between the land and the values expressed in the themes of the stories.

### **During Your Brightwater Visit**

At Brightwater, your students can listen to a traditional story that relates to land use or caring for Mother Earth. They can collectively generate questions related to the identity, social responsibility, and social agency of the people whose story it is. During your Brightwater visit, your students can generate an understanding of how Métis, First Nations, and Inuit stories are born from the land and express the values and beliefs of their peoples. The Traditional Knowledge Keeper can make explicit connects between local land and personal identity and beliefs.

In addition to the story, your students can explore the land with you to connect the landscape to local traditions and culture.

### **After Your Visit**

Read contemporary events re First Nations and Métis connected to the land in various news sites. Protests about environmental issues and treaty rights are excellent examples on non-fiction your class might read to “Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.” Your students should connect the themes to their lived experiences.

**Good sources include:**

- CBC Archives <http://www.cbc.ca/archives/teachers/>
- Current Indigenous news stories <http://www.cbc.ca/news/indigenous>
- Collection of online traditional stories  
<https://www.collectionscanada.gc.ca/stories/020020-4002-e.html>
- Connections to viewing activities, like looking at Allen Sapp's art work (use in the before activities) to understand Cree worldview  
[http://www.allensapp.com/about/the life and art of allen sapp.html](http://www.allensapp.com/about/the%20life%20and%20art%20of%20allen%20sapp.html)
- Examining non-fiction texts that demonstrate an Indigenous perspective like  
<http://www.eaglefeathernews.com/> or <http://www.indigenoustimes.ca/>