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EDCO4200 - Annotated Bibliography

TRU Bachelor of Education

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Resource	Topic & Description of Resource	Grade Range & Connections to Curriculum (Post Big Idea, Curricular Competencies and/or Content, First Peoples' Principle)	Possible Key Questions for Inquiry	Teaching Ideas, Class Activities, Assessment Note, Holistic Understandings & Possible Interdisciplinary Links
<p><b>Social Media Influencer</b></p> <p><b>@eliasnotafraid</b></p> <p><b>Apsaalooké Bead Artist</b></p>	<p>Elias Jade Not Afriad is an Indigenous bead artist from Montana who specializes in eccentric and extravagant beading. Some of his work is widely recognized and has been featured in Vogue magazine and other well known magazines that promote designers. Just recently, the New York Met (museum) purchased a cradleboard that Elias created. Elias posts many Indigenous related content specializing in Indigenous design/art. He also posts process videos and how-tos.</p>	<p>Grade 5 - 7 <b>Arts Education</b></p> <p>Core competency: <b>Identifying personal strengths and abilities</b> - Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives.</p> <p>Big Idea: Experiencing art challenges our point of view and expands our understanding of others.</p> <p>FPPOL: Learning involves patience and time.</p> <p>CC: Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental</p>	<p>Why is it so important for people like Elias to bead and showcase their art on a bigger scale?</p> <p>Also, what is significant about beading in general that might relate to indigenous knowledge?</p>	<p>This resource/beader is a great source or reference for art, specifically intermediate grades. Beading in particular would be a great art lesson as it gets the students to follow direction and meet criteria. A lesson or unit could explore the history of beading, different styles, meanings and traditional aspects. For an activity we could have children bead designs on a template(s) using various colours and it could be a way for them to express themselves through indigenous art</p>

		contexts in relation to the arts		
<p><b>Indigenous Music Artist</b></p> <p><b>Drezus (Jeremiah Manitopyes) - rapper</b></p> <p><a href="https://nac-cna.ca/en/bio/drezus">https://nac-cna.ca/en/bio/drezus</a></p>	<p>Drezus is a Canadian based Indigenous rapper (from Alberta) from the Muskowekwan and Cote First Nations. His music is integrated with his life, culture and experiences as an indigenous person. I chose him because alot of kids listen to hip-hop and has won various accolades/awards such as five indigenous music awards. Although his music is a bit more harsh it is a reality of his experiences and our peoples experiences. His music is featured on Apple Music, Spotify, and Youtube music.</p>	<p>Grade 7+ Language Arts (English)</p> <p>Core Comp: Focusing on intent and purpose - Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences.</p> <p>Generating or incubating - Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions.</p> <p>Big Ideas: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p>FPPOL: Learning involves</p>	<p>Do you think that the environment Drezus grew up in influenced the way he made music?</p> <p>What process do you think Drezus goes through when writing his lyrics?</p>	<p>Drezus is definitely an artist that speaks the truth. Although his words and lyrics may be a bit more intense it speaks a reality of his experiences. This would be a great resource for grade 7+ students because it would inspire/encourage creative or descriptive writing. In order to create imagery or visuals through your writing you have to be detailed and accurate. In my belief literacy skills are drastically important academic skills so I think any musical artist is an excellent resource to bring in for the students which might help inspire writing.</p>

		<p>patience and time.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>CC2 - Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</p>		
<p><b>Book</b></p> <p><b>We Are Water Protectors by: Carole Lindstrom</b></p>	<p>We Are Water Protectors is a childrens book written by Carole Lindstrom. Lindstrom is an Indigenous woman “Carole is Anishinabe/Metis and is tribally enrolled with the Turtle Mountain Band of Ojibwe.” She wrote we are water protectors to address the current water crisis in the world and to protest pipelines that run through Indigenous communities. This book is an excellent picture book suitable for all grades even secondary. The meaning behind this book presents valuable information and</p>	<p>Grade 5 <b>Science Core Competancy Designing and developing:</b> Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs.</p> <p>Big Idea:Earth materials change as they move through the rock cycle and can be used as natural resources.</p> <p>FPPoL: Learning involves recognizing the</p>	<p>What is so important about preserving water and why is the environment so crucial to Indigenous peoples?</p> <p>What metaphors or images can you mention/notice within the book that represent something else?</p>	<p>This is a great resource for science and environmental activites. Here you can learn/teach sustainability and preservation of water/environment. We could do a nature walk and identify any ways the environemnt has been preserved or could be changed to preserve it better. Then students can make posterswith a “I will statement” which they will write related to sustainability and preservation.</p>

	<p>awareness for environmental issues which can be related to science.</p>	<p>consequences of one’s actions.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>CC: Contribute to care for self, others, and community through personal or collaborative approaches</p>		
<p>Curriculum</p> <p><a href="https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/indigenous/indigenous-resources-inventory.pdf">https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/indigenous/indigenous-resources-inventory.pdf</a></p>	<p>“This inventory is a non-comprehensive list of Indigenous education resources that has been compiled by the Ministry of Education in collaboration with the British Columbia Teacher’s Federation, the First Nations Education Steering Committee, and Métis Nation British Columbia.”</p>	<p>This resource inventory includes great individual resources for any classroom and any grade. It includes guides, books and e-books, articles reports and dissertations, websites and online resources, as well as videos and powerpoint presentations.</p> <p>I would agree that the resources listed in this inventory cover all aspects of the BC curriculum core competencies, big ideas, content and more.</p>	<p>Why is it important that Indigenous Knowledge and content is shared, and accessible to the public?</p> <p>What benefits are there to using such resources in the classroom and sharing them with younger generations?</p>	<p>I think if I was teaching Indigenous studies I would have the class go through the inventory and pick out a resource and write about it, examine it and present their findings to the class. I could also assign resources so not the same resource is covered.</p>
<p><b>Member of the community</b></p> <p><b>Kenthen Thomas</b></p> <p><b>Secwépemc Storyteller</b></p>	<p>Kenthen is a renowned Secwépemc storyteller. He has been bringing their stseptékwlls (traditional tellings) to life and using them as a teaching tool like they were</p>	<p>All grades</p> <p>This can be used for ELA with story elements, writing stories, grammar, word vocabulary, etc.</p> <p>Learning a second language - Secwepemctsin</p>	<p>How have these stseptékwll been used as a teaching tools since time immemorial</p>	<p>Story telling - read it out, act it out, hear different perspectives of their understanding. You can work on vocabulary, language, story elements, creating short/long stories,</p>

	<p>since time immemorial. I think that every elementary student would be intrigued, even into the older grades.</p>	<p>Social Studies with Indigenous people, governance, Indigenous Law, etc. PHE - nature walks showcasing story Using Indigenous knowledge through story.</p>		<p>purpose of stories, art projects (draw salmon, waters, etc.), we can do science and the salmon cycle, etc. Assessment-hearing their understanding, morals lesson, or principles.</p>
<p><b>Resource</b> <b>Project of Heart</b> <a href="https://www.bctf.ca/classroom-resources/details/project-of-heart">https://www.bctf.ca/classroom-resources/details/project-of-heart</a> <b>***Entire resource can be downloaded from this cite</b></p>	<p>“This resource is a visual journey to support classroom teachers, post secondary and adult educators to understand and learn about the hidden history of Indian Residential Schools.  This document can be used towards developing self awareness in every discipline. Developing self awareness is a key element on the journey towards reconciliation. This resource can be used from K to post secondary in a diverse manner.”</p>	<p>Stated that it is a great resource for grades K - 12. Resource will help students understand residential schools and work towards acknowledging Indigenous history, culture and traditions.</p>	<p>Can the past transgressions of the Canadian government be forgiven? Do you think that by increasing Indigenous knowledge and acknowledging the past can repair distrust amongst Indigenous peoples and the government?</p>	<p>This could be made into an entire unit, students could eventually work on small group projects, discussion/breakout groups. Also, this unit would be entirely project based learning, meaning students would engage and learn through interactive projects that relate to real world problems/events.</p>
<p><b>Curriculum</b> <b>Nsəlxcin Curriculum Project</b> <a href="http://interiorsalish.com/nselxcincurriculum.html">http://interiorsalish.com/nselxcincurriculum.html</a></p>	<p>This is a great resource for learning Nsəlxcin. The website has e-books, voice recordings, songs and stories.</p>	<p>This resource has components for K-12. It has two curriculum books that go from beginner language learning to more intermediate language learning.  C1.cultural characteristics and ways of life of local First Peoples and global indigenous peoples.</p>	<p>Why is language revitalization so important?  What are some characteristics of the language that resonate with you?</p>	<p>If you were teaching in Syilx territory this would be a great resource for teaching a second language.  If you were teaching in Secwepem’ulucw I think it would be interesting to look at with students the similarities between the two languages and look the connection between</p>

		FPPoL. Learning involves patience and time.		the two neighboring nations. The Syilx community I am from is on land that was given by TteS. I think it would be so cool to do a unit on this exchange and look at the relationships, languages, and trade relationships between the two communities.
SD73 Aboriginal Resources <a href="https://sites.google.com/gedu.sd73.bc.ca/aboriginal-resources/home?pli=1">https://sites.google.com/gedu.sd73.bc.ca/aboriginal-resources/home?pli=1</a>	The SD73 Aboriginal Resources provides an overview on the BC Curriculum of aboriginal perspectives and knowledge, territorial acknowledgments, elder protocols and supporting links. This website also provides Indigenous resources, information and lesson plans on key Indigenous philosophies for learning. Including the Medicine Wheel, and The Seven Sacred Teachings. Additionally since the website caters to the SD73 district there are also resources for teaching lessons on the Circle of Learning and the teachings and values of the local animals of the region. Swan, Salmon, Bear and Coyote.	This website, resources and supporting links can be integrated into lessons and teachings across all grades K-12.	How can we implement the teachings of the Medicine Wheel, Seven Sacred Teachings, and the Circle of Courage into our lessons and classrooms?	Reading the stories of the local four animals: Swan, bear, salmon and coyote and implementing the teachings of the Circle of Learning into the classroom, and learning environments. Supporting student core competencies.  Using the Medicine Wheel teachings in science for understanding Indigenous relationships to land, weather, the elements and resources including holistic understandings and interconnected relationships.

<p><i>The Circle of Learning</i> By Marianne Vande Pol</p>	<p>The Circle of Learning is a short story created to introduce students to the four local animal teachings ie. Coyote, Bear, Swan, and Salmon.</p> <p>This resource is a good introduction to student core competencies.</p>	<p>Grade 2 (English Language Arts)</p> <p><b>Big Ideas:</b> Stories and other texts connect us to ourselves, our families, and our communities</p> <p><b>Curricular competency:</b></p> <p>Demonstrate awareness of the role that story plays in personal, family, and community identity</p> <p>Show awareness of how story in First Peoples cultures connects people to family and community</p> <p><b>Content:</b></p> <p>Strategies and processes</p> <ul style="list-style-type: none"> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Meta Cognitive Strategies</li> </ul> <p><b>Core Competencies</b> Communion, Thinking, Personal and Social.</p>	<p>How can we use Coyote, Bear, Swan and Salmon in our classrooms?</p>	<p>Reading the short stories of Coyote, Bear, Swan and Salmon</p> <p>“Challenge Fridays” Have students participate in groups, introduce a challenge/competitive activity and discuss how they are using/using the teachings of Coyote, Bear, Swan or Salmon to effectively complete the tasks.</p> <p>Competency Self-Assessments sheets can be found on SD 73 Aboriginal resources site.</p>
<p>Community Resource</p> <p>Tk'emlúps te Secwépemc</p> <p><a href="https://tkemlups.c">https://tkemlups.c</a></p>	<p>Tk'emlúps te Secwépemc (TteS) is a progressive community committed to attaining self-sufficiency and independence</p>	<p>Grade 1 Social Studies</p> <p>Big Ideas:</p> <p>We shape the local environment and the local environment</p>	<p>What are the similarities and differences between our local community (Kamloops) and the First Nation community</p>	<p>Watching youtube video of the Kamloopa Powwow</p> <p>Powwow Dance Play</p> <p>Bringing in a local</p>

<p>a/</p>	<p>through education and economic development.</p> <p>Departments: Communications and Events</p> <p>Community Services</p> <p>Secwepemc Museum and Heritage Park</p> <p>Economic Development</p> <p>Lands, Leasing and Tax</p> <p>Planning and Engineering</p> <p>By Laws</p> <p>Language and Culture</p> <p>Tk'kemplups Day Scholars</p> <p>Education</p> <p>Housing</p> <p>Natural Resources TteS Public Works Department</p>	<p>shapes who we are and how we live</p> <p>Our Rights, roles, and responsibilities are important for building strong communities.</p> <p>Healthy communities recognize and respect the diversity of individuals and care for the local environment</p> <p><b>Curricular Competencies:</b> <i>Students are expected to be able to do the following:</i> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p> <p>Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</p> <p>Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)</p> <p>Explore different</p>	<p>(Tk'emlúps te Secwépemc) ie., Mayor vs Chiefs, resources, housing, roles and responsibilities, schools.</p>	<p>elder, story teller, knowledge keeper for:</p> <p>Drumming Nature/Plant Walk Making Bannock</p> <p>Learning the local language</p>
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