



Learning from the Storykeepers Podcast

Lesson Plan

[NBE 3C Curriculum Expectations](#)

Reading and Literature Studies

C5. First Nations, Métis, and Inuit Voices in Contemporary Literature: identify various contributions of individuals, organizations, and initiatives, including technological initiatives, to the development of contemporary First Nations, Métis, and Inuit literature, and analyse the social and cultural influence of those contributions.

C5.1 Development of Contemporary Literature: identify the contributions of several different individuals, organizations, and initiatives to the development of contemporary First Nations, Métis, and Inuit literature.

C5.2 Influence of Contemporary Literature: describe several different ways in which contemporary First Nations, Métis, and Inuit literary works contribute to identities and heritage in Canada commenting on the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities.

C5.3 Influence of Technology: identify and describe several different ways in which technology is being used to help promote the work of contemporary First Nations, Métis, and Inuit writers and publishers.

Oral Communication

B2. Listening to Understand: listen to oral texts from and/or related to First Nations, Métis, and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes.

B2.3 Using Listening Comprehension Strategies: select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts from and/or related to First Nations, Métis, and Inuit cultures, including increasingly complex texts.



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Learning Goals & Success Criteria

1. We are learning some of the ways in which contemporary First Nations, Métis, and Inuit literary works are a social and cultural force within their communities as well as contributing to identities and heritage in Canada.
2. We are learning about how individuals, organizations, and technology are being used to help promote the work of contemporary First Nations, Métis, and Inuit writers and publishers.
3. We are learning how to conduct inquiry for a research project on a student-selected episode from the Storykeepers Podcast.

Success Criteria

I can:

- Describe several significant works of Indigenous literature and their impact
- Use listening and note-taking skills to learn from a podcast series
- Generate my own questions and conduct inquiry research

Essential Question

- How do contemporary First Nations, Métis, and Inuit story keepers use literature to shape and influence identities for themselves, their communities, and beyond?

Lesson Materials and Resources

1. [Storykeepers Podcast](#)
2. Tools for sharing audio-visual content (e.g. projector, speakers)
3. [Lesson Slides](#)
4. [Episode Quotations](#)
5. [Storykeepers Podcast Inquiry Research Project](#)
6. [Not Your Noble Savage excerpt](#)



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Lesson Plan:

Estimated Timeframe: 150 minutes

(plus additional time for Inquiry Research Project)

Minds On:

Partners think-pair-share:

1. What are some stories that made a significant mark on you while growing up? Why?
2. How did you first come to know about them?
3. What do you want others to know, and how might you share this?

Connect to Learning Goals, Success Criteria and Essential Question

4. Share slides 3-5 and engage students in noting key words and clarifying any terminology related to Learning Goals/Success Criteria/ Essential Question..
5. As a class, consider the quotation [Slide 6] from Waubgeshig Rice about the concept and responsibility of being story keepers. Explore the context for Storykeepers Podcast [slide 7] and invite students to open and browse the [Storykeepers Podcast](#) homepage [slide 8].
6. As a whole class, discuss the podcast medium: how it differs from other media forms, how users can engage with podcast listening, and how podcasts present an important platform for First Nations, Métis, and Inuit content creators. [Slides 9-11].
7. Share quotations from Connie Walker and UNDRIP [slides 13-16] and discuss the questions posed about centering and amplifying Indigenous voices.

Active Learning: Listening & Note-Taking

8. Prepare to listen to [Episode 1](#) (38 mins) by using speakers to stream for the whole class [Slide 18]. Ask students to **think-pair-share** the pre-listening questions [Slide 19].
9. Engage students in choosing a note-taking strategy as a support to active listening skills during the podcast. Three note-taking strategies are outlined on Slides 20-22: Cornell-style notes, mind-mapping, and the Outline method.
10. Play [Episode 1](#) and have students employ their chosen note-taking strategy to record ideas and wonderings as they listen. Leave Slide 23 visible to help students track the episode topics and take notes.

Consolidation: Discussing the Episode and Launching Inquiry Research Project

Based on the pace best suited to your community of learners, some of these Consolidation steps may take place over the next instructional period(s).



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11. Following the episode, provide time for students to review and refine their notes. As per slide 25, students create an episode summary based on 5w's and note anything that surprised them or made them wonder. [Slides 24-25]
12. Provide students with this [Episode Quotations](#) worksheet. Individually, they should select one quotation that strikes them as meaningful and jot down any connections and questions it elicits. What does the episode make them want to know more about? Next, students join a partner or small group to discuss their quotations, connections, and questions for further inquiry. [Slide 26]
13. Together, partners/small groups will **write a short review of Episode 1** [optional to submit to Apple Podcasts]. Students should describe several different ways in which contemporary First Nations, Métis, and Inuit literary works contribute to identities and heritage in Indigenous communities and in Canada. Also, ask students to consider how writing a positive review might be considered a small act of reciprocity for the learning they received by listening to the episode (e.g., by promoting the podcast to other potential listeners). [Slide 27-29]
14. Introduce the [Storykeepers Inquiry Research Project](#) [Slides 30-38] which will play out over a number of days or weeks according to how the educator wishes to schedule it. The task invites students to select a second [episode from the Storykeepers Podcast](#) based on student choice and interest. They will use their listening and note-taking skills to generate questions for inquiry research. An important emphasis will be on the use of reliable and accredited research sources, including primary research as possible. Connect with your board's Indigenous Education lead for suggestions about responsible ways to connect with possible Indigenous partners such as Knowledge Keepers.

As the educator sees fit, students may work alone or in small groups based on episode choices. The end product will provide students with choices for multiple ways in which to communicate their learning. Students should propose the mode of communication they think best suits their topic and then seek out some mentor texts to become more aware of the forms and conventions particular to this format.

Build in opportunities for self and peer assessment as well as teacher conferencing as check-points along the way, prior to evaluation.



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Extension Opportunities

1. Read this essay, "[Not Your Noble Savage](#)," from *A Mind Spread Out on the Ground* by Alicia Elliott's (2019). Compare and contrast Elliott's identification of "literary colonialism" (154) with the approach taken by Waubgeshig Rice and Jennifer David in the Storykeepers Podcast.
2. Explore the work of Tlicho Dene author, Richard Van Camp, in terms of his work on story keeping: transcribing the stories of elders in his community and sharing how storytelling brings people together. These articles will provide some starting points: ['Heaven's like West Edmonton Mall': Collecting stories from elders](#) and [Richard Van Camp on storytelling and its power to combat loneliness](#).

Disclaimer

The images and many of the text pieces included in these resources are available in the public domain.



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Materials: Episode 1 Quotations

The following quotations come from [The Storykeepers Podcast, Season 1, Episode 1](#), “Why Indigenous Literatures Matter” hosted by Waubgeshig Rice and Jennifer David, focusing on Daniel Heath Justice’s 2018 book.

INSTRUCTIONS:

1. Read all five quotations and then select one that stands out to you as the most meaningful. Jot down any connections or questions that this quotation suggests to you.
2. Join a partner or small group to discuss the connections and questions related to your chosen quotations.

1.

“Our lives are incarnations of the stories we tell, the stories told about us, and the stories we inherit. We are both the process and the consequence of the transformations into the fullness of our humanity. Indeed, without those stories, without the teachings about the who, how and why of us, something is profoundly, almost existentially, amiss.” ~ Daniel Heath Justice, *Indigenous Literatures Matter* (quoted by Jennifer David at 35:10)

2.

“That’s partly why Indigenous literatures matter and why absolutely we need to hear Indigenous voices. This is it, right? It’s like Thomas King said, right: ‘Stories, that’s all we are.’ So what are those stories? And what are the stories that are getting the space to be able to be told.” ~ Jennifer David, *Storykeepers Podcast, Episode 1*(35:40).



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3.

Regarding residential schools and resilience: “What authorities didn’t take into account was the capacity for old bonds to be rewoven and new links to be formed as people began to share their experiences in person and in print. Shame and silence were no match for Story. Suppressed truth couldn’t remain hidden forever.” ~ Daniel Heath Justice, *Indigenous Literatures Matter* (quoted by Waubgeshig Rice, 36:15)

4.

Regarding Truth and Reconciliation: “If we’re serious as a country and as a broader multi-national, multicultural, and multi-vocal community, then we *must* return our attention to Indigenous voices, perspectives, and experiences.” ~ Daniel Heath Justice, *Indigenous Literatures Matter* (quoted by Jennifer David at 37:14)

5.

“This is the fire we keep: to hold what we were given and pass it on, maybe even add to its strength along the way. We belong to this time, as we belong to those that came before, and as we will belong to those times and places and relations that come after us--in all our difference and uniqueness, in all the ways our diverse peoples recognize meaning and belonging, in this world that our kin have inhabited since before spoken word and inscribed thought. Indigenous literatures matter because *Indigenous peoples matter*. And that, to me, is a mighty good cause for celebration.” ~ Daniel Heath Justice, *Indigenous Literatures Matter* (211) quoted by Jennifer David



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Storykeepers Inquiry Research Project

Based on your interest, select an episode from [The Storykeepers Podcast](#) which you will use as the springboard for your inquiry research project. You may find that some of your classmates choose the same episode and your teacher may provide opportunities for you to collaborate on your inquiry process.

In the Storykeeper Podcast episode you select, you will hear about another piece of classic or contemporary Indigenous literature. You may research topics related to the book, the author, the guest host and/or any associated issues discussed in the episode. A central question to guide your inquiry should be **how this literature has contributed to identities and heritage in Canada and the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities.**

To learn more about Inquiry Research, refer to the Ontario [First Nations, Metis, and Inuit Studies curriculum document](#) (24-25). Work with your teacher to develop a timeline for each of the steps below as part of your research plan.

Steps to Conducting Inquiry Research

1. Formulate Questions

- Based on the episode description, make a list of things you may already know and wonder about topics mentioned.
- Listen to the episode and use a note-taking strategy to take Listening Notes.
- Identify topics about which you are curious to learn more.
- Generate a research question or questions, as well as any predictions you may have about the topics.
- Consider how this literature has contributed to identities and heritage in Canada and the role of literature as a social and cultural force in First Nations, Métis, and Inuit communities.

2. Gather and Organize

- Create a research plan. Work with your teacher to create a timeline.
- What do you want to know? Where might you find this information?
- Can you include primary research such as connecting with treaty partners, Knowledge Keepers, Indigenous authors, scholars, or community members? If you are unsure, seek advice from your teacher about how to do this in responsible and appropriate ways.
- Use your note-taking skills to sort and record your research (e.g., graphic organizer, Cornell-style notes)



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- Be sure to quote and cite using [MLA style](#) so you remember which information came from where. It is very important to attribute knowledge to its source, including oral communication.
- Evaluate the research you have found:
 - Do you have enough material to answer your inquiry questions?
 - Can you determine the purpose, intent and point of view of each source?
 - Can the sources be considered valid, reliable, and accredited? How can you tell if the information may be misleading (e.g. biased or appropriated)?

3. Interpret and Analyze

- Review your research notes and identify key points.
- Note where you may be missing information, or where you may detect bias. Use your critical thinking skills and consult with your teacher and peers to see how you can counteract these obstacles.
- How does this information answer and add to your initial inquiry questions?

4. Evaluate and Draw Conclusions

- Examine your research to spot connections and make informed critical judgements.
- How can you use your own knowledge and experience to reach conclusions about the events, issues, artistic expression etc. that you have researched?
- What evidence from your research can you use to support these conclusions and make any predictions?

5. Communicate

- What will be the best way to communicate your findings to an interested audience of your peers and teacher?
- Options can include audio, visual, creative, informational, and written formats. Propose a format to your teacher for what you think will be the ideal way to share your learning on this particular topic.
- Once you have chosen the format you will use to communicate your learning, locate some mentor texts that can provide an example to follow in terms of format, style, and conventions.
- Reflect on your research process and identify steps for improvement.



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Assessment & Evaluation of Inquiry Research Process and Product

The rubric below should be referred to at several points throughout the inquiry process, for self-assessment, peer assessment, teacher conferencing, and as final evaluation.

	Level 1	Level 2	Level 3	Level 4
Knowledge Knowledge of content (e.g., facts and concepts from the Storykeepers Podcast episode) Understanding of content (e.g., concepts and issues from the podcast episode and inquiry research)	Demonstrates limited knowledge or understanding of content	Demonstrates some knowledge or understanding of content	Demonstrates considerable knowledge or understanding of content	Demonstrates thorough knowledge or understanding of content
Thinking Use of planning skills (e.g., formulating inquiry questions; generating ideas; gathering and organizing data, evidence, and information; setting goals; focusing research; selecting strategies; using graphic organizers) Use of processing skills (e.g., interpreting and analysing data, evidence, and information; synthesizing and evaluating data, evidence, and information; detecting point of view and bias; formulating conclusions)	Uses planning and/or processing skills with limited effectiveness	Uses planning and/or processing skills with some effectiveness	Uses planning and/or processing skills with considerable effectiveness	Uses planning and/or processing skills with a high degree of effectiveness
Communication Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Application Application of appropriate forms and conventions to particular modes of writing and/or documentation (e.g. note-taking, MLA format, conventions appropriate to chosen format for communicating learning about Inquiry Project)	Applies appropriate forms and conventions with limited effectiveness	Applies appropriate forms and conventions with some effectiveness	Applies appropriate forms and conventions with considerable effectiveness	Applies appropriate forms and conventions with a high degree of effectiveness
Comments and next steps:				