

Title: Storytelling with Sukaq and the Raven

Created by: Marissa Corea and Laura Cruickshank, 2020 Werklund Graduates

Marissa: I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

Laura: I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

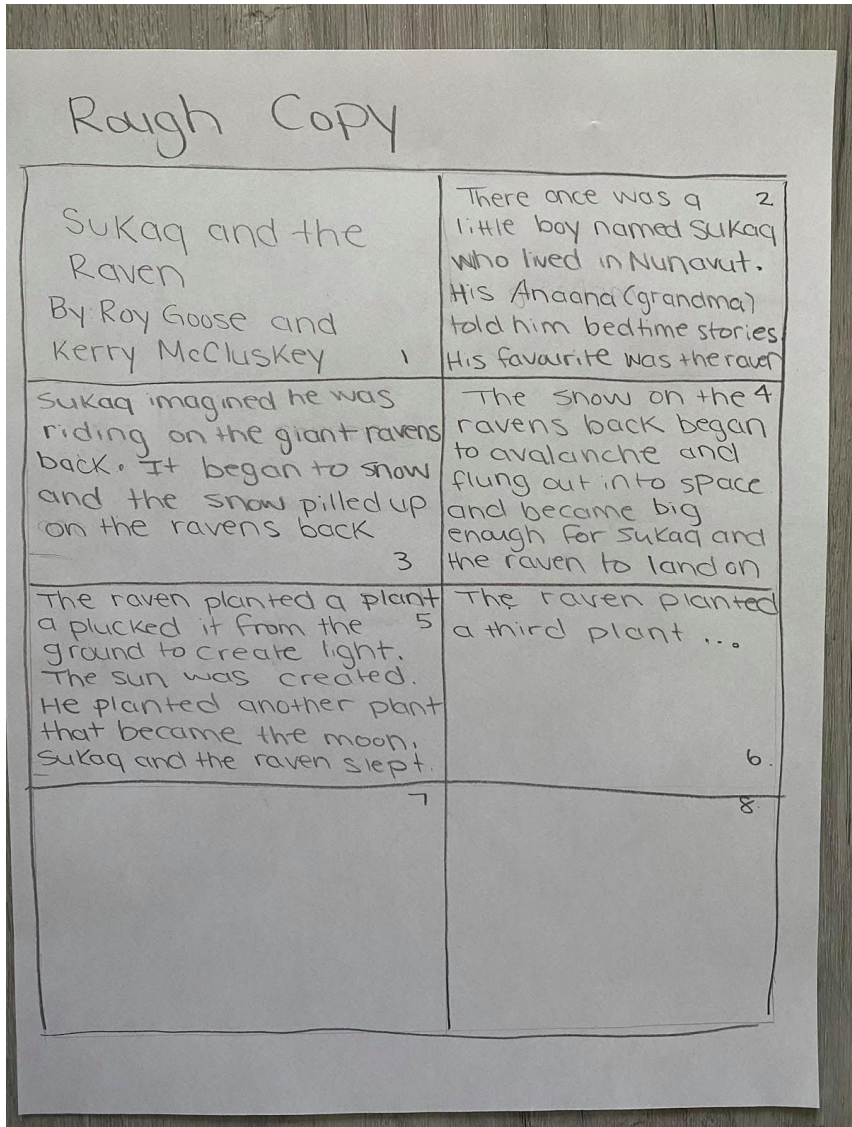
Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none">● Picture Book: <i>Sukaq and the Raven</i> <p>Possible concerns:</p> <ul style="list-style-type: none">● Pronunciation of Inuit words● Go over and practice pronunciations before reading out loud.
Author/creator and/or literature background	<p>Kerry McCluskey</p> <ul style="list-style-type: none">● Has been working as a journalist and writer in the Arctic, telling the stories of the North since 1993.● She began travelling across the Arctic in 1999 collecting stories, information, photographs, and artwork about ravens from Inuit, First Nations, and non-Aboriginal Northerners. <p>Roy Goose</p> <ul style="list-style-type: none">● Learned many of the legends he knows from his great-grandmother, Naimee Mammayuk, who left Alaska and came to Canada around 1910 with the Arctic explorer Vilhjalmur Steffansson.● Roy passed his legends on to his children to teach them important life lessons and morals. <p>Soyeon Kim</p> <ul style="list-style-type: none">● Toronto-based, Korean-born artist who specializes in work that merges real-world materials and fine

	<p>sketching and painting techniques to produce three-dimensional pieces.</p> <ul style="list-style-type: none"> • She is a graduate of the Visual Arts program at York University in Toronto.
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 435 Literacy, Language and Culture</p> <ul style="list-style-type: none"> • This lesson asks students to read and make connections to Indigenous literature. The purpose of the Literacy, Language and Culture course is to examine oral language and literacy development, culturally relevant pedagogy as well as make meaning and critically engage with a wide variety of texts. This is exactly what this lesson does, providing opportunities for critical engagement and oral literacy development while using a diverse text. <p>EDUC 460 and 535: Specialization I & II</p> <ul style="list-style-type: none"> • This lesson fits directly into the English Language Arts specialization as it asks students to work with literature. This lesson asks students to break down and summarize a text in their own words as well as make a personal connection to what they are reading. <p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> • This lesson supports the diversity course as it provides an example of how different perspectives can be introduced to a curricular outcome. By using this book, this lesson demonstrates how Indigenous ways of knowing can be incorporated into the Alberta curriculum. This lesson also allows pre-service teachers to see that picture books can be used at any grade level as an entry into the curricular subject matter through diverse perspectives.
<p>K-12 connection</p>	<ul style="list-style-type: none"> • Target age range: Grades 3/4 • English Language Arts <ul style="list-style-type: none"> • <i>1.1 Discover and Explore</i> <ul style="list-style-type: none"> • <u>Grade 3:</u> <ul style="list-style-type: none"> • Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts. • <u>Grade 4:</u>

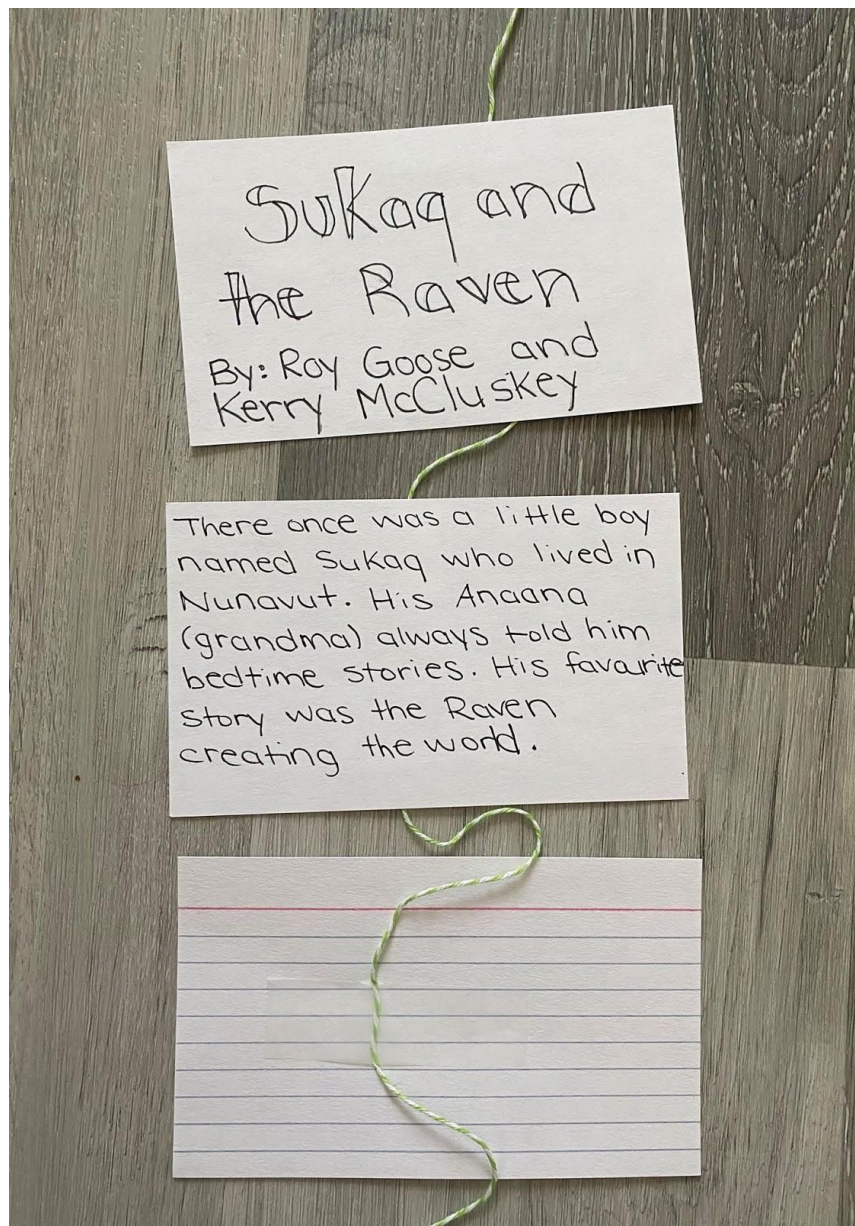
	<ul style="list-style-type: none"> ● Compare new ideas, information and experiences to prior knowledge and experiences, ● Share personal responses to explore and develop understanding of oral, print and other media texts ● <i>2.2 Respond to Texts</i> <ul style="list-style-type: none"> ● <u>Grade 3:</u> <ul style="list-style-type: none"> ● Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references ● Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences ● Summarize the main idea of individual oral, print and other media texts ● <u>Grade 4:</u> <ul style="list-style-type: none"> ● Retell events of stories in another form or medium ● Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences ● <i>5.1 Respect Others and Strengthen Community</i> <ul style="list-style-type: none"> ● <u>Grade 3:</u> <ul style="list-style-type: none"> ● Retell, paraphrase or explain ideas in oral, print and other media texts ● <u>Grade 4:</u> <ul style="list-style-type: none"> ● Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
Materials	<ul style="list-style-type: none"> ● The Picture Book, <i>Suqaq and the Raven</i> ● Pencils, paper, pencil crayons, fine liner, tape, string ● Notebook or writing paper ● 5-10 cards for retelling

	<ul style="list-style-type: none"> • Blank quality paper • Recording device (iPad or computer)
<p>Rationale</p>	<p>Big Idea:</p> <ul style="list-style-type: none"> • Incorporating the Indigenous tradition of oral storytelling and finding a personal connection to Indigenous ways of knowing as well as connecting to the past. Students will retell a traditional Indigenous story and begin to understand the importance of storytelling, specifically in Indigenous cultures. After retelling the story, students will connect themselves to the story and consider how they can relate to it. <p>Purpose:</p> <ul style="list-style-type: none"> • This lesson has students learn a traditional Inuit story and retell it to their classmates. The act of retelling allows them to connect to the story and understand how oral storytelling and the passing down of knowledge may function.
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Explain to the students that the art of storytelling and passing on stories is an Indigenous tradition that we are going to look at today. Storytelling is important because it keeps culture and traditions alive. We are going to read a traditional story about how the world was created. In different cultures there are many different beliefs about how the world began and this story is from the Inuit peoples perspective. We are going to learn it and practice telling it to one another and finally, find how we can connect to this story that has been passed down through generations. 2. Read aloud the story, <i>Sukaq and the Raven</i> 3. Read again with more intention and pause to emphasize each page 4. Explain to the students that we are going to do a retelling of this story. The first step is to find a partner and try to verbally retell it to them. Switch a couple different times and retell to different partners to make sure the story is clear. Have partners kindly help each other to include more of the story at each retelling. 5. After verbal retelling, students will break the story down into parts individually and summarize what they think is important; they should have 5-10 key

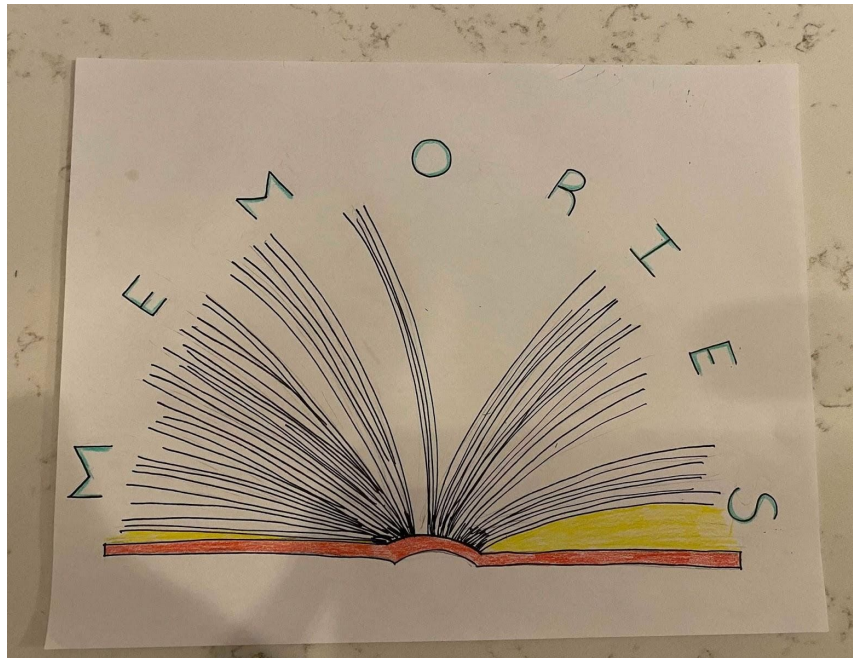
parts. (They should follow the format: First, then, next, after that, finally)



6. Once a teacher has reviewed this, they can move on to a good copy on cards with fine liner.
7. When cards are finished, you can string them together yarn or string (hang them up if desired).



8. After summarizing the story, students will then make a text to self-connection and create an infographic to represent how they connect to this Inuit story.
9. After they finalize and do a good copy (coloured, fine liner) of their infographic, they will make a video artists statement explaining why they choose that particular design and how they relate to the story. The video can be uploaded to Iris when finished



- Example of artists statement: *“I connected to Sukaq and the Raven because it made me think of a memory. When I was younger my grandma used to read me stories just like Sukaq’s grandma. She always spoke in Italian and the stories were always from Italy, which also made me think of Sukaq and how his grandma is telling him stories from her culture. That’s why I drew an open book and the word memories”*

Supporting Sources (APA):

49th Shelf. (n.d.). *Sukaq and the Raven*. Retrieved from

<https://49thshelf.com/Books/S/Sukaq-and-the-Raven>

Alberta Education. (2015). *English Language Arts Kindergarten to Grade 9:*

Program of Studies. Retrieved from

<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>