



Date: \_\_\_\_\_

## Cecil's Story: Teachings from Ma and Pa

### ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

This story is generated from an Anishinaabe individual who grew up on Manitoulin Island, but lived and worked most of his life out west in Saskatchewan, (within Treaty 6 Territory). Sourced from Chapter One of Cecil King's memoir, *The Boy from Buzwah*.

### LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:
  - identity (e.g., Diversity of Being);
  - social responsibility (e.g., Degrees of Responsibility); and
  - social action (agency) (e.g., Justice and Fairness).

[English Language Arts CR B10.1]

2. Identify how human experiences and values are reflected in texts. [English Language Arts CR B10.1e]

### LIST OF ACTIVITIES

1. Instruction of Lesson & Class Discussion

### MATERIALS

- Growing Up with Pa, Mama, and Kohkwehns (Chapter 1) by Cecil King

**AB** ✓ English  
Language  
Arts

Origin  
Anishnaabe, Manitoulin  
Island, Ontario  
Saskatchewan

Learning Level / Grade

**10**

Also: 9, 8

 **60 mins**

Related Subjects  
Family and Parenting,  
Indigenous Ways of Knowing  
& Being

## DESCRIPTION

In this lesson students will listen to the story of Cecil growing up in Buzwah and will reflect on the teachings of the story. Students will learn about Cecil's grandparents' teachings from an Anishnaabe family.

The aim of this lesson plan is for students to listen to the story and for them to realize and articulate what they learn from it.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Language and Culture
- Relationship with family, ancestors
- Nurturing healthy relationships in school and community
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life
- Ethics in the classroom: care, truthfulness and trust, respect, integrity

## TEACHERS' GUIDE

### Background/Foundational Information

- Educators may want to be acquainted with the history of [Manitoulin Island](#) and its location.

This lesson may also meet the following [Saskatchewan Curriculum](#) outcomes and indicators.

- [ELA 8, CR8.1 \(j\)](#)
- [ELA 8, CR8.6 \(a, g\)](#)
- [ELA 9, CR9.6a \(c, d, f, g\)](#)

## ACTIVITIES

## 1 - Instruction of Lesson &amp; Class Discussion

**Purpose**

The students will learn about Cecil's grandparents' teachings from an Anishnaabe family.

**Time:** 45 mins

**Activity Instructions**

The teacher will read aloud Chapter One of the memoir on Cecil's story about "Growing Up with Pa, Mama and Kokwehns." Since the chapter is 31-pages long it may involve reading every day for a week. Once the story is finished, the teacher can ask the students what they liked and what they learned. After recalling the story with teacher, the students are asked to think about their grandparents and reflect on their relationship with them. Students can write their experiences and in particular what they have learned from their grandparents. When they are finished writing, those who would like to share may share with each other. An extension activity would be to go home and ask about their family tree and who are additional people in their lineage and write it down.

The students will have time for class discussion about what knowledge was shared in the teachings and for asking questions.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

The following activities reflect the four principal learning styles:

1. Physical: the students will listen to the story and learn about the teachings passed on from grandparents to child. Listening is the most important element for active learning.
2. Emotional: sharing stories is a gift that teaches something important for life. Listen carefully to decipher the teachings in this instance.
3. Spiritual: the spirit and emotion are tied here as both are moved through listening to story.
4. Intellectual: proper attention and listening in order to decipher teachings being shared.

**Materials**

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Growing Up with Pa, Mama, and Kohkwehns (Chapter 1) by Cecil King	File (The Boy from Buzwah by Cecil King-Chapter 1.pdf) 
This chapter is from the book <i>The Boy from Buzwah</i> by Cecil King.	

## TEACHING NOTES

## ASSESSMENT

*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

Student's discussion group and reflective journals will show their learning. Using an *assessment for learning strategy*, it is recommended that instructors make notes of student participation and work completed through Anecdotal Notes.

## ADDITIONAL RESOURCES

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
<b>Office of the Treaty Commissioner</b>	<a href="#">Link</a> 
The Office of the Treaty Commissioner has resources for groups or individuals in school or in workplaces who want to be educated.	
<b>Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework</b>	<a href="#">Link</a> 
The Saskatchewan Ministry of Education's <i>Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework</i> is being followed. It contains guidelines and protocols for Indigenous content, as well as the content itself.	
<b>Full Circle: First Nations, Métis and Inuit Ways of Knowing</b>	<a href="#">Link</a> 
"Full Circle: First Nations, Métis and Inuit Ways of Knowing is the fifth in a series of Common Threads classroom resources produced by and for Ontario Secondary School Teachers' Federation (OSSTF/FEESO) members. Each project in the series tackles an important social issue that is cross-curricular in nature and compels students to examine their beliefs, choices and actions."	

## HOLISM AND ALL OUR RELATIONS

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<b>Language and Culture</b>
The focus here is to listen to the story and realize what you learn about it. Linguistic terms in Ojibwe related to worldview are discussed in the memoir.
<b>Relationship with family, ancestors</b>
Students are encouraged to share what they learn and study in school with their parent(s)/guardian(s). They could ask their parent(s)/guardian(s) to share something about what they have learned from their grandparents to discuss at school the next day.
<b>Connections are made with everyday life</b>
Many students have grandparents who have shared stories or teachings with us. Give students time to think about this and share in a discussion circle. If students do not have grandparents, have them think about someone in their life that has taught them something significant.
<b>Intergenerational learning with Elders/Knowledge Holders</b>

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes  
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? No

**Ethics in the classroom: care, truthfulness and trust, respect, integrity**

Care, respect, and integrity are all a part of this teaching and learning process. It requires attentive listening, learning, and sharing experiences. The teacher creates the respectful way of sharing by reminding the students "everyone has the right to a respectful audience as you would want for yourself."  
The students are respectful to the group in all aspects of their learning especially if they have a question or want to share something.

**Healthy relationship with self and identity**

Learning about someone's childhood experience can be enriching, especially if they were raised by their grandparent(s) or have meaningful connection with other generations of people in their communities, because the knowledge and wisdom goes farther back in history.

**Personal reflection time (connecting with thoughts and feelings)**

Students can reflect on their experiences and consider whether they have been given teachings. Students may share their reflections orally as a group or they may write about their reflection in their journals.

OTHER DETAILS

Stream: Academic

CONTRIBUTORS

Name	Role/Job Title	Place
Anna-Leah King	Curriculum Developer, NCCIE	University of Regina
Cecil King	Author, Kitayak	Wikwemikong, Manitoulin Island
Steffany Salloum	Research Assistant, NCCIE	First Nations University of Canada
Dustin Brass	Regional Lead, NCCIE	First Nations University of Canada

QUESTIONS/MORE DETAILS

For Questions contact: Bettina Schneider (bschneider@fnuniv.ca) for more information.