

STORYTELLING

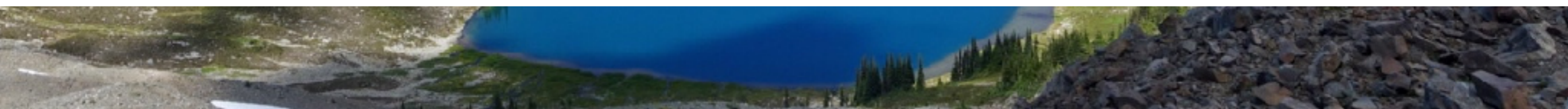
Traditional Oral Storytelling Across the Curriculum



TERRITORY ACKNOWLEDGEMENT

Skwxwú7mesh

Líl'wat



JESSICA JOHNSON

ABORIGINAL SUCCESS TEACHER
NORTH VANCOUVER SCHOOL DISTRICT



@jessicadwelder



NORTH VANCOUVER

*Squamish & Tsleil-Waututh
Coast Salish Territory*



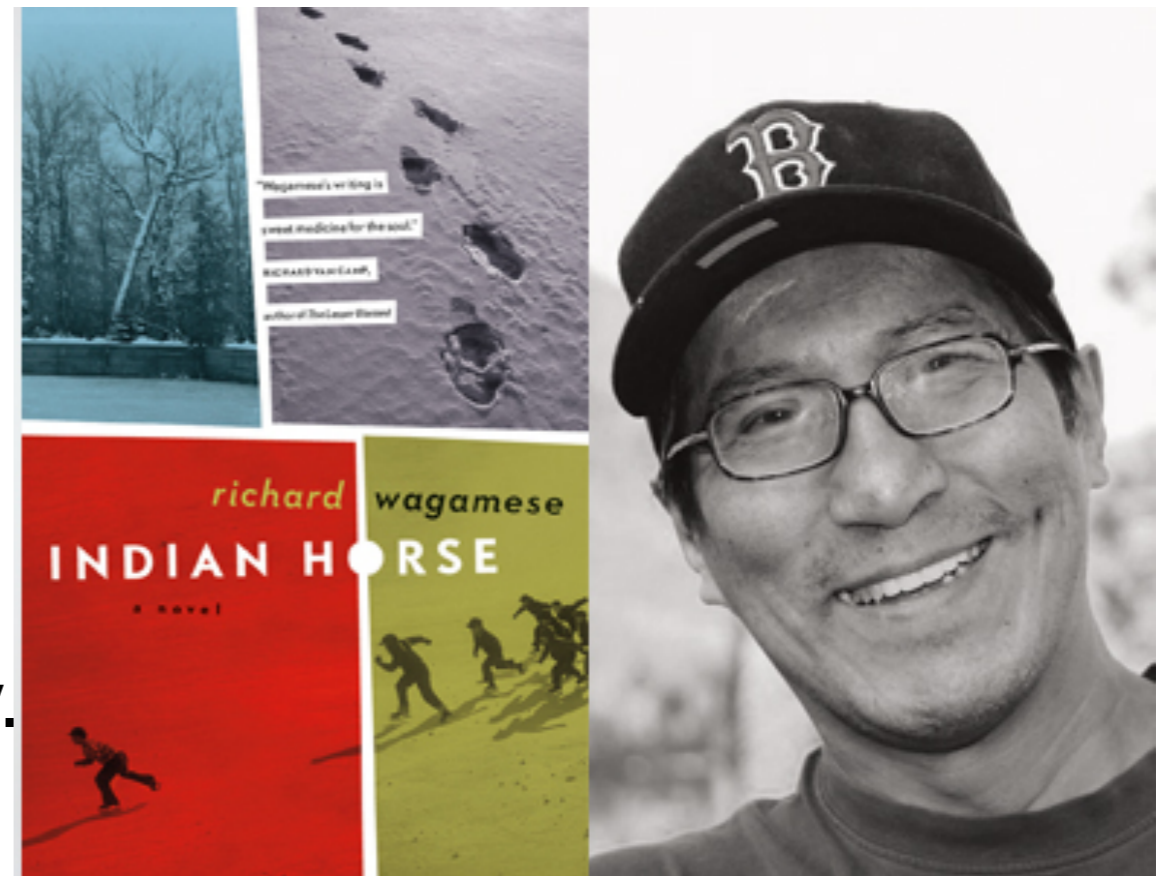
THREE PATHWAYS

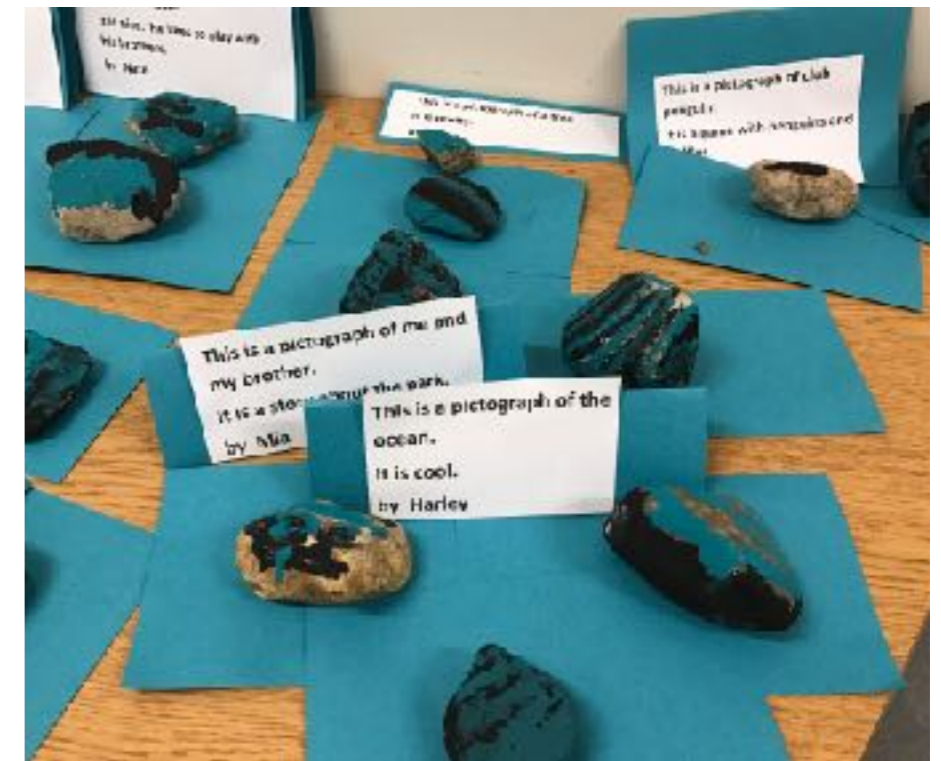


WHY STORYTELLING?

“All that we are is story. From the moment we are born to the time we continue on our spirit journey, we are involved in the creation of the story of our time here. It is what we arrive with. It is all we leave behind. We are not the things we accumulate. We are not the things we deem important. We are story. All of us. **What comes to matter then is the creation of the best possible story we can while we’re here;** you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time...”

- Richard Wagamese



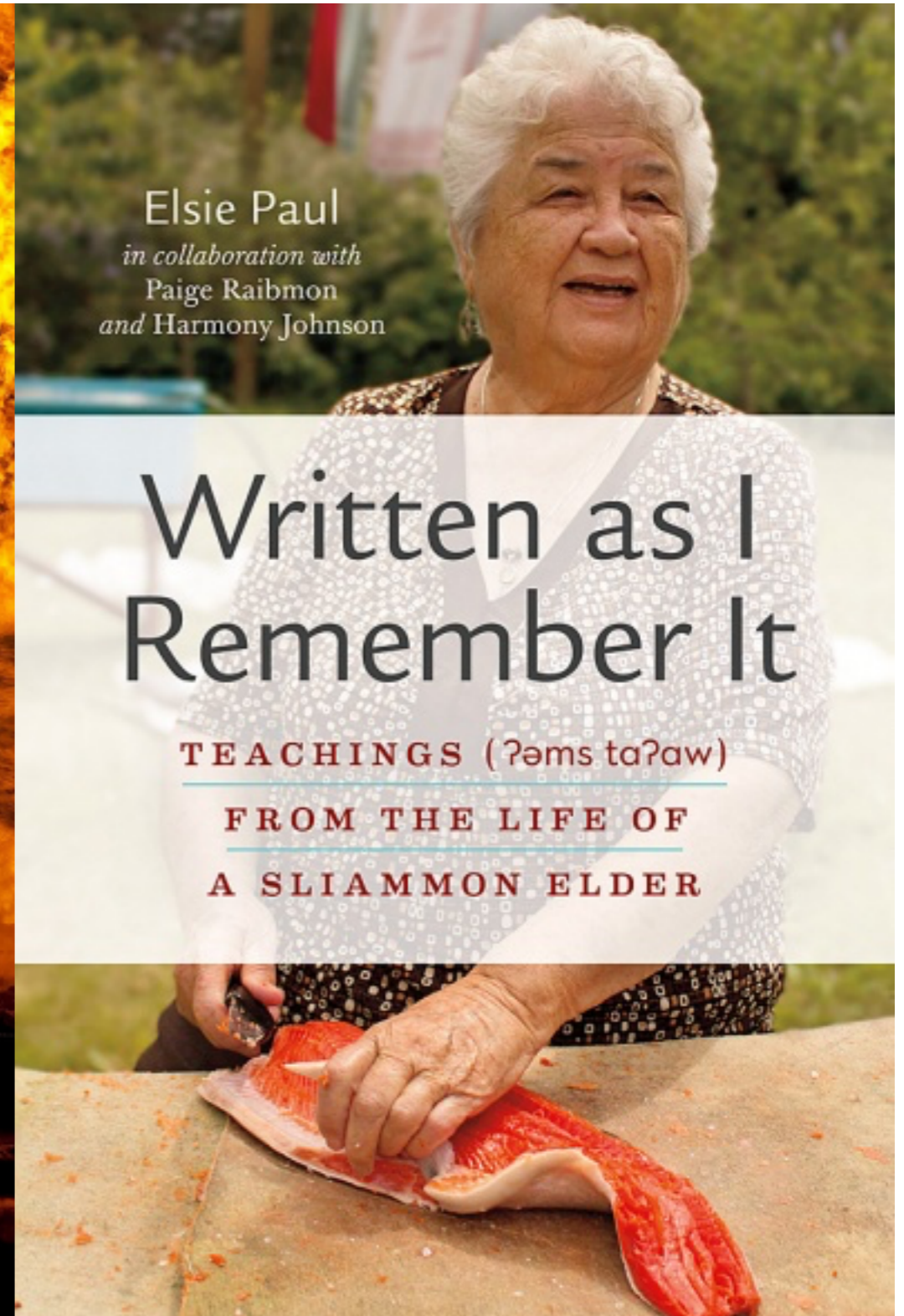


Oral Language is Foundational for Strong Literacy Skills

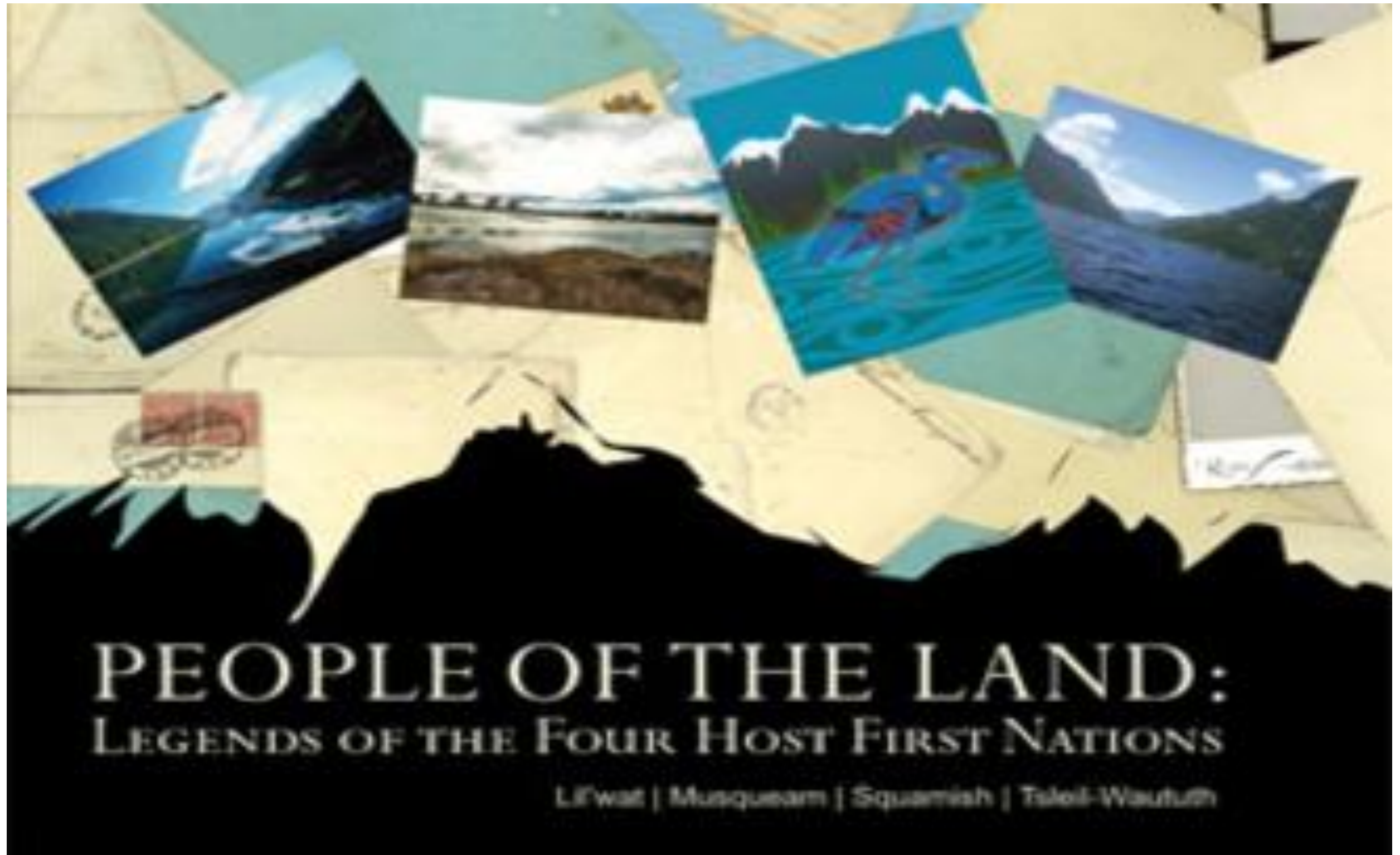
PERSONAL NARRATIVE



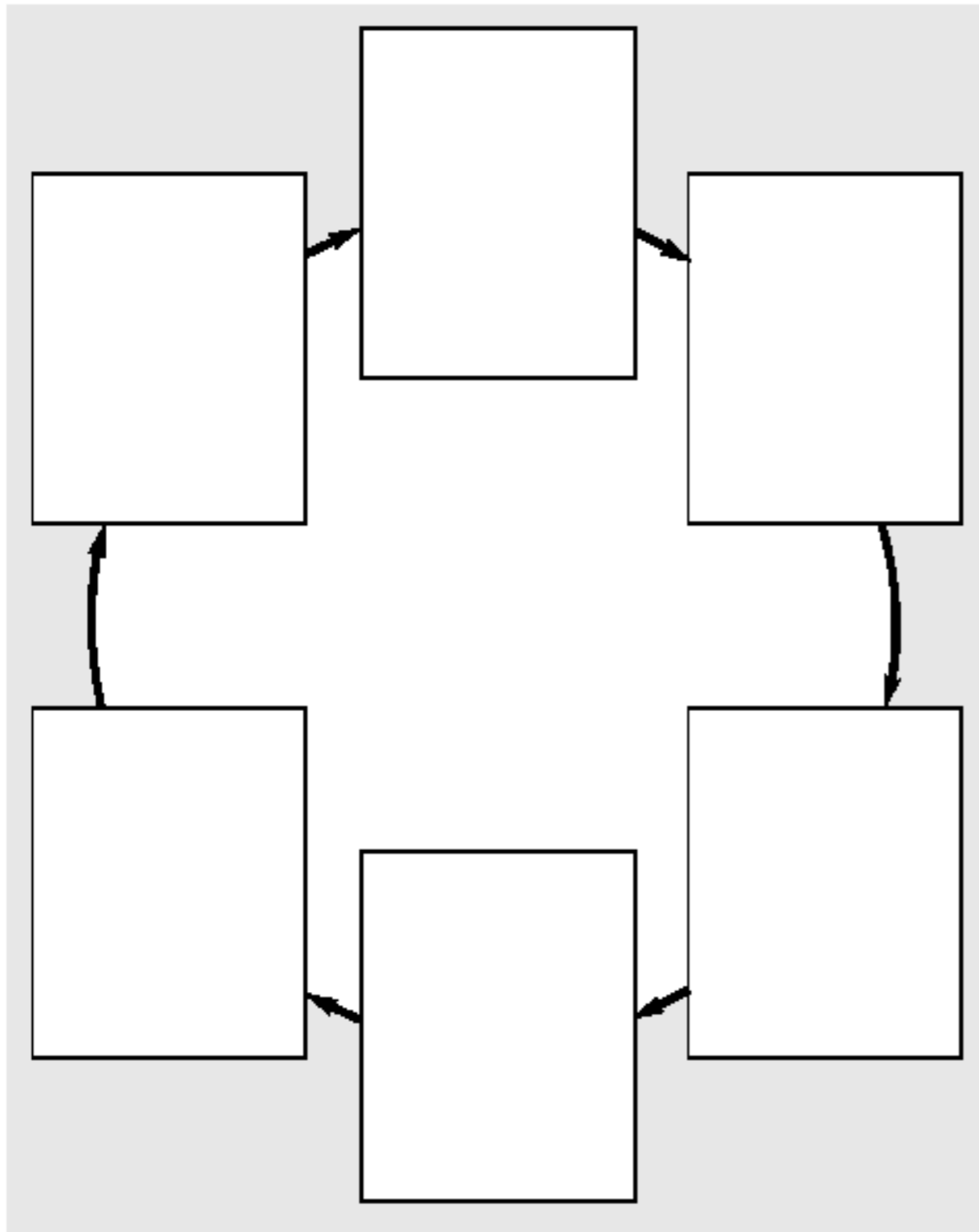
AUTHENTIC RESOURCES



STORYTELLING



Story Writing Frame 1



STORY CYCLE

.....

- Graphic Organizer
 - Helps listeners document and record story elements that aid in memory and retelling
 - “Our stories are your stories, you should tell them” - Chief Ian Campbell, Squamish Nation (personal communication Jan 31, 2017)





The Sisters - (Skwxwú7mesh)



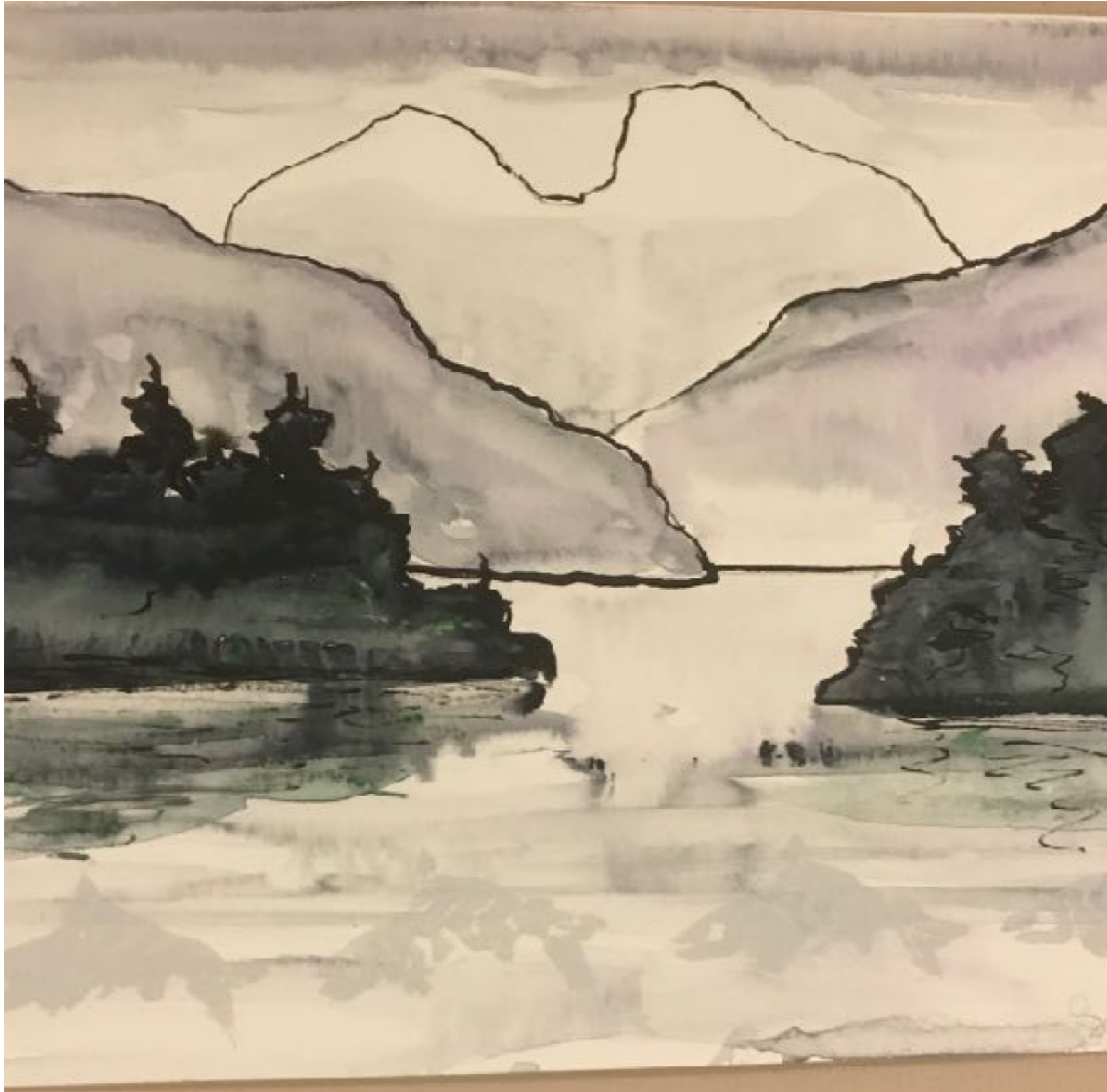
CROSS CURRICULAR

Grade 8 Science

The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

Grade 8 Social Studies

Contacts and conflicts between peoples stimulated significant cultural, social, political change.



Cross Curricular

STORIES ARE PLACE BASED



NATIVE LANGUAGE FAMILIES FROM THE 16th TO 18th CENTURIES



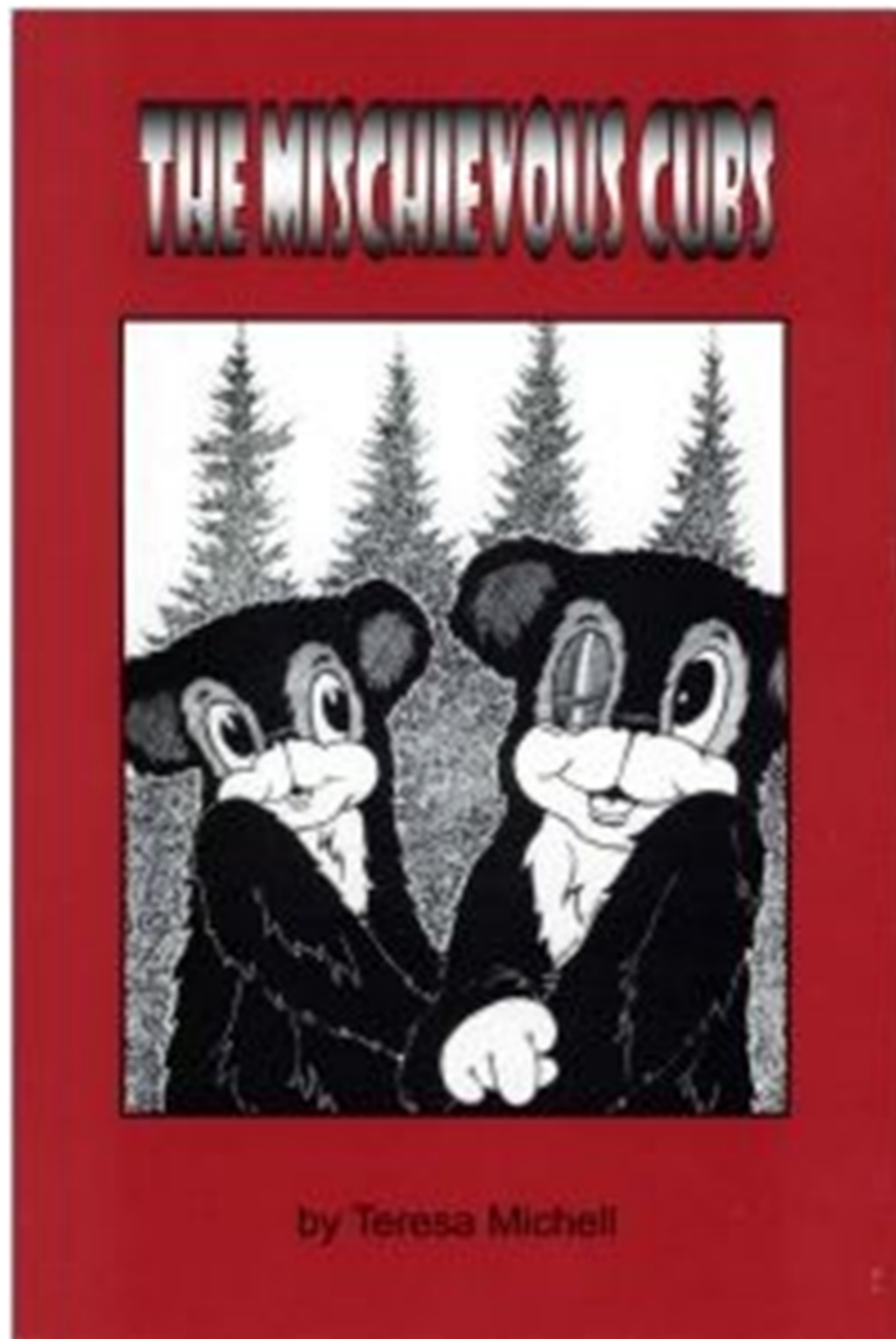
FRANKLIN EXPEDITION & ORAL HISTORY



Hulton Archive/Getty Images



Traditional purposes for storytelling

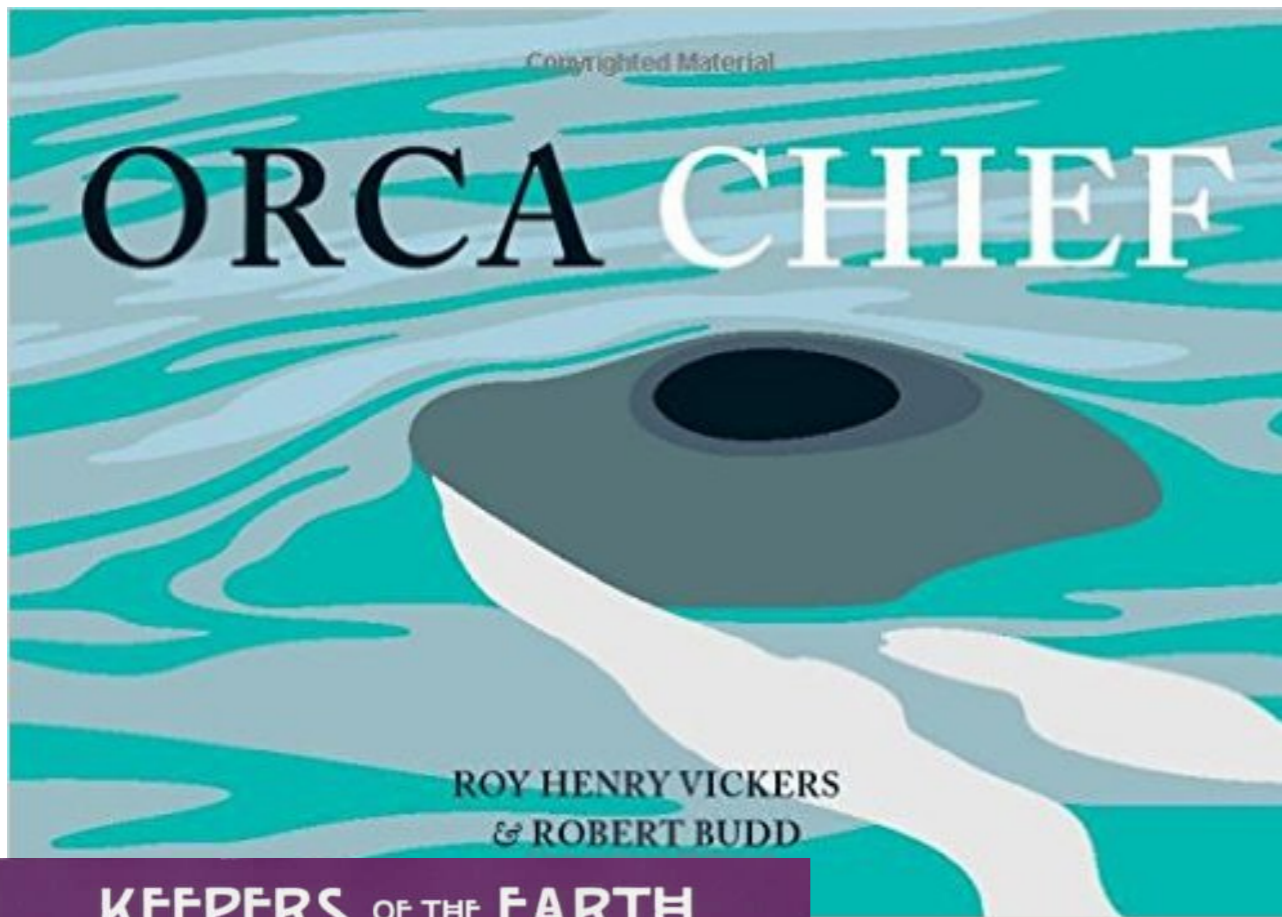


The Mischievous Cubs - Teresa Michell (Stó:lō)

INTRODUCING A STORY

- Teacher: Acknowledge where the story comes from and how you received it. “This story was shared by the Squamish Nation” or “Teresa Michell shared this story from the Stó:lō Nation”
- Listener: “Patience and trust are essential for preparing to listen to stories. Listening involves more than just using the auditory sense. Listening encompasses visualizing the characters and their actions and letting the emotions surface. Some say we should listen with three ears: two on our heads and one in our heart”. (Archibald, 1997, p.10)





KEEPERS OF THE EARTH

Native American Stories and Environmental Activities for Children



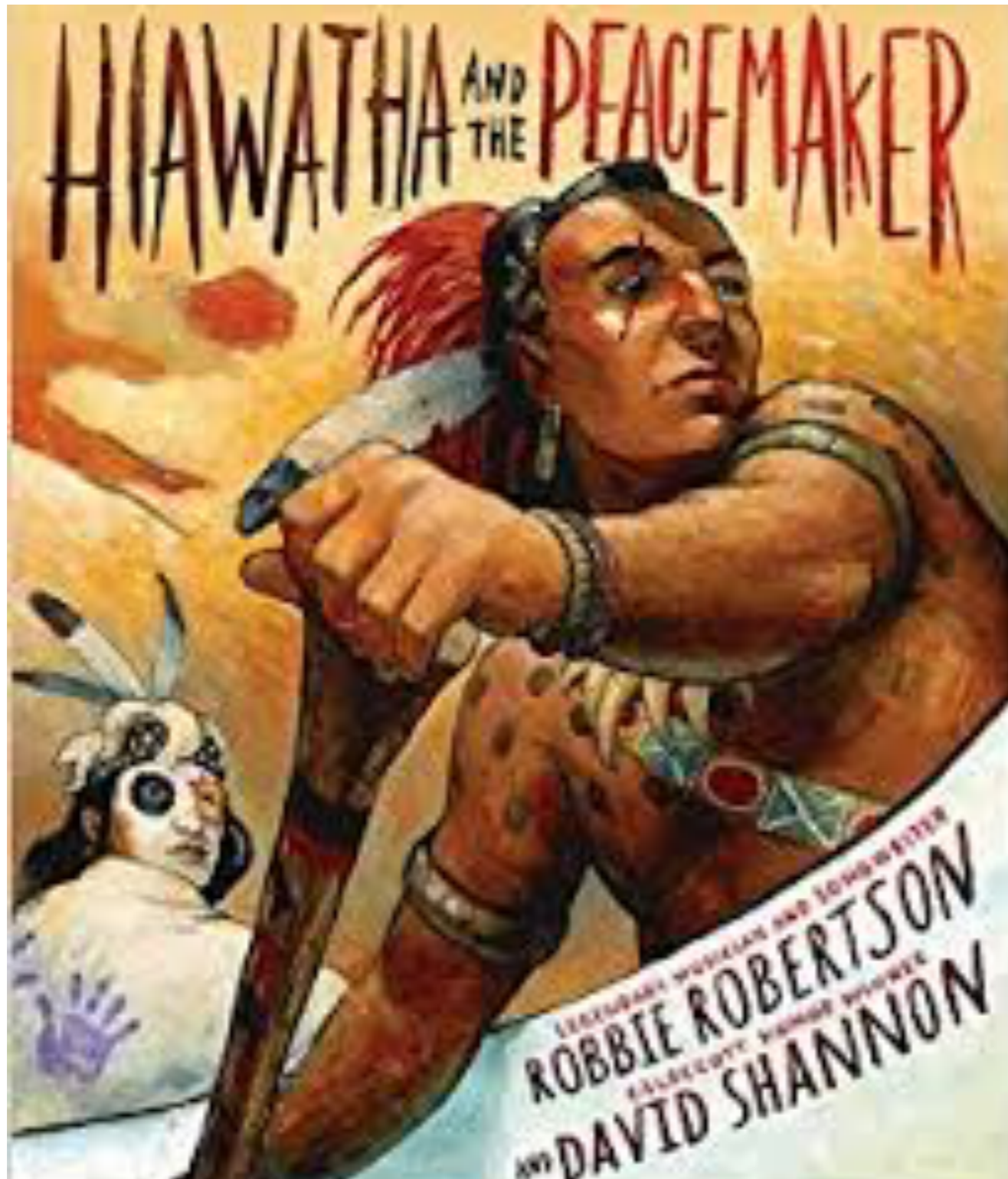
Michael J. Caduto and Joseph Bruchac

Foreword by N. Scott Momaday
Illustrations by John Kahionhes Fadden and Carol Wood



STORYTELLING AND MATH





Hiawatha and the Peacemaker - Robbie Robertson (Haudenosaunee)

TEACHINGS FOR STUDENTS BEFORE THEY BEGIN

Generosity



Independence



Belonging



Mastery



CURRICULAR CONNECTIONS

- Read one story
- Summarize/Retell the story to the group
- In your groups:
 - Pick out ways your story is connected to the curriculum at your grade/subject level
 - Plan a simple lesson that goes with the story
 - Share story and ideas with the whole group

*I challenge you to all to pick one story and try using it in your class.
Be Brave.*



TRUTH & RECONCILIATION

.....
“WE HAVE DESCRIBED FOR YOU A MOUNTAIN. WE HAVE SHOWN YOU THE WAY TO THE TOP. WE CALL UPON YOU TO DO THE CLIMBING.”

– SENATOR MURRAY SINCLAIR, CHIEF JUSTICE OF THE TRC





GO FORWARD WITH COURAGE

.....
Hai Hai, Maarsii, Niá:wen, Emote, Huy Chexw, Thank you, Merci, Kiitos

Lanyards supplied by Fairware's Lanyard Library.
Because sharing is caring.

* Please make sure you return them at the end of the event.

#LanyardLibrary @fairware