

CCT Indigenous Author Curriculum

Water, Hair, and Connection

CCT Language Program



Contents

This curriculum was made so that teachers could have more resources to go hand in hand with several Indigenous Books that are easily available to the public. The books cover several topics: Water, Hair, and Connection. While there aren't titoqatímt language lessons included (due to low staff and availability for translations), I did try and include all languages throughout this curriculum when available.

Water Beliefs Activities

- Pre-assessment
 - Draw/write out the reasons we should take care of our water & how we can do that
- Video: Wasn't Bad, Helen Thomas
<https://youtu.be/DrxqAedh6N4> and worksheet
- Read book(s): Water Protectors &/or i? siwtk^w nk^wancinəm kəl suli? (The Water Sings to Suli)
- Water vocab language lesson
- Water Protection Mural (Post Assessment)



kú•s titoqatímt

šawtk^w nxaʔamxčín

siwtk^w nsəlxcin

water unit



iʔsiwtk^w nk^wancinəm kʔəl suliʔ

The water sings to suli?



By: Harron Hall Illustrated by: Shianna Allison

Materials Needed

Pre-assessment:

- Printed copies of river page OR blank piece of paper
- Crayons / markers / drawing utensils

Video:

- Video pre-downloaded or open & ready in tab

Book(s):

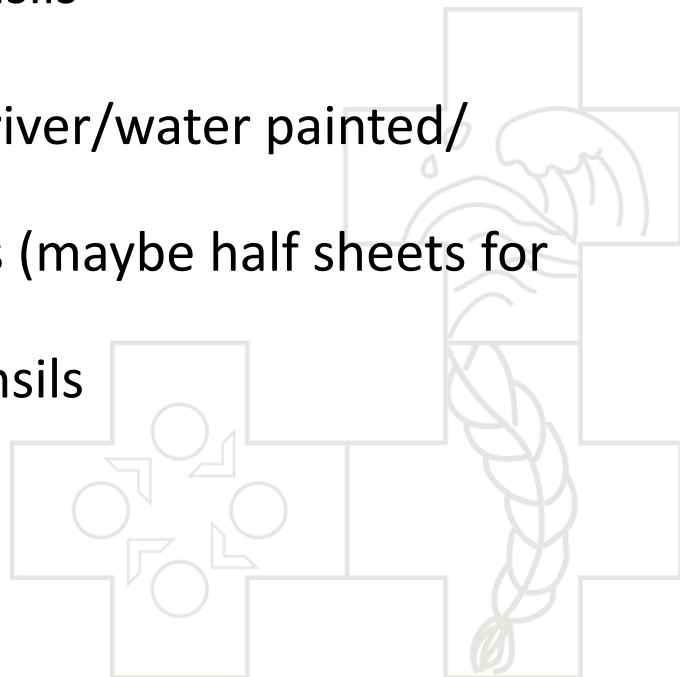
- *Water Protectors*
- &/or *i? siwtk^w nk^wancinəm kəl suli? (The Water Sings to Suli)*

Language Lesson:

- pre-printed vocab pictures (laminated if possible)
- whiteboard & markers
- or paper & drawing utensils

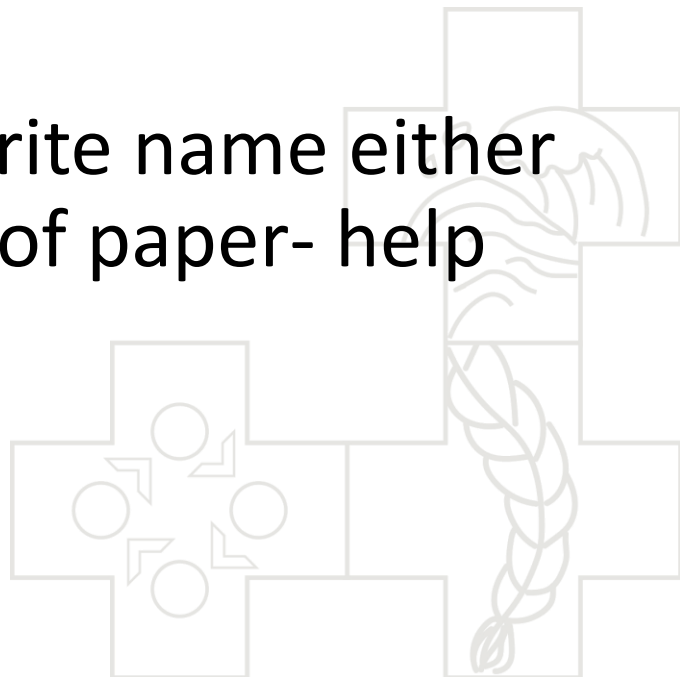
Mural/Post assessment:

- Big piece of paper with river/water painted/drawn on before activity
- Blank paper for students (maybe half sheets for less waste)
- Coloring or drawing utensils
- Scissors
- Stick glue



Pre assessment

- Print enough copies of the following page for whole class **OR** have blank pieces of paper to have students draw a river/creek and the extras below
- Then have students draw &/or write out why we should protect our water, and how we can do that.
- Have students write name either on front or back of paper- help them as needed.



Why should we protect our water? How can we protect our water?



example

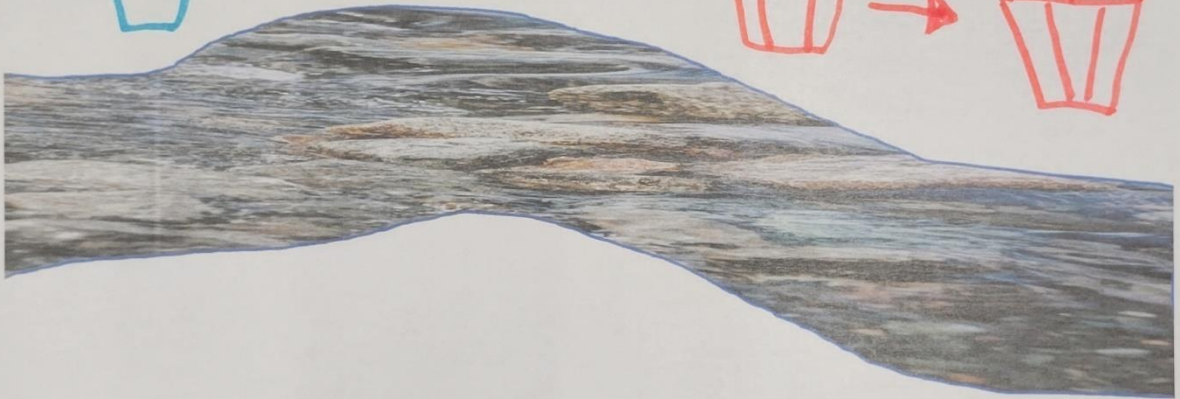
Why should we protect our water? How can we protect our water?



So we can
drink it



Reducing
garbage



sk^wist _____

Helen Video Worksheet

Write or draw answers to the following questions.

- 1) Was there anything surprising in the video, if so, what?
- 2) What was your favorite part of the video?

1)

2)

nsəlxcin Language Vocab

cx^wk^wstim

we clean

ctx̣ṭstim

we protect

cknxitntm

we help

siwłk^w

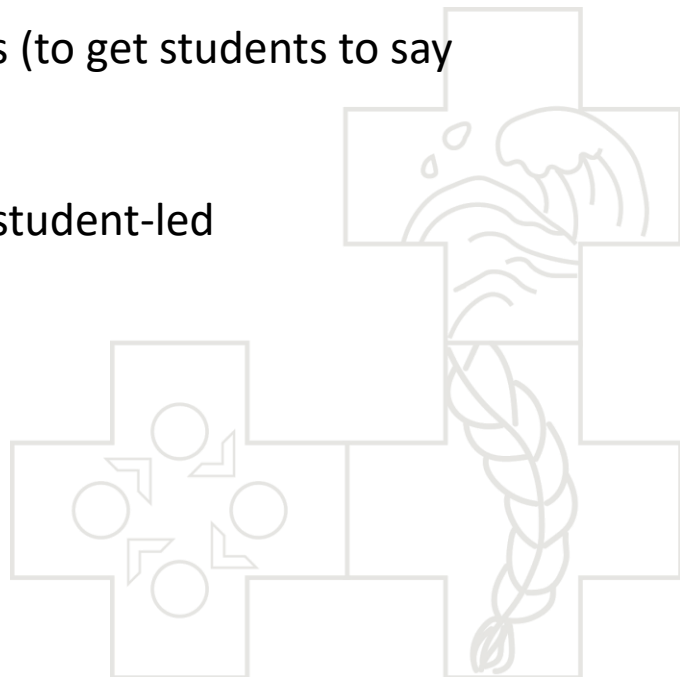
water

tmx^wúla?x^w

earth

1. Introduce vocab words by showing students pictures & telling them both the nsəlxcin & English word
2. Show & tell vocab pictures repeating each vocab word at least 6-10 times.
 1. Cycle through pictures in order
 2. Mix them up & keep showing & saying vocab
 3. Go through them backwards (this is to help students know vocab really well so they feel comfortable to play games with them)
3. Play easy game with pictures (to get students to recognize vocab)
 1. Where is -----?
 2. TPR Simon says
4. Play hard game with pictures (to get students to say vocab)
 1. Pictionary
 2. TPR Simon says except student-led
5. Review

Modify lesson as needed!



Teaching pictures

- Feel free to use these or find others, these are from pexels.com & unsplash.com
- either copy & paste to print bigger or print as-is & cut apart
- laminate if time & resources allow



cx^wk^wstim



ctx^tstim

siwtk^w



tmx^wúla?x^w



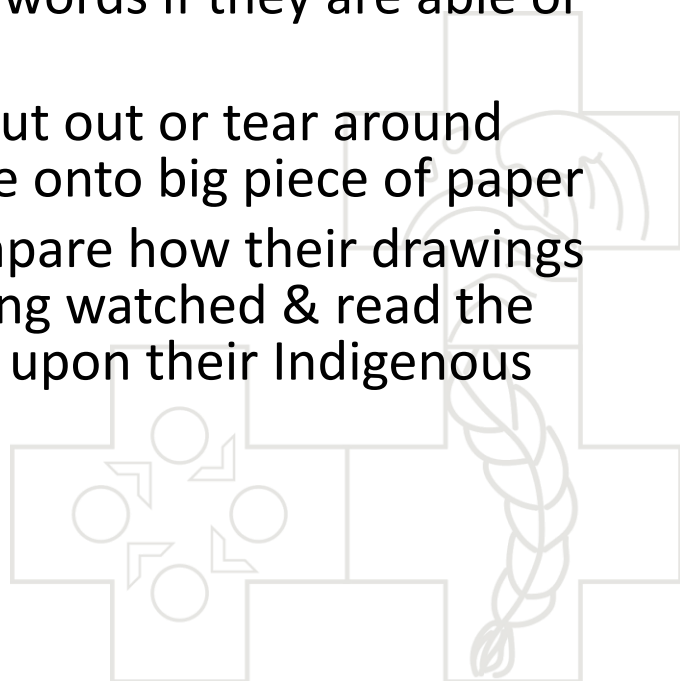
cknxitntm



Post Assessment

Have students help make a mural depicting why & how they can protect our water.

1. teacher draw/paint/make a river on a big piece of paper prior to lesson & have some nsəlxcin words displayed either on whiteboard, projector, etc.
2. review concepts from video & books about water & water protection
3. ask students “Why should we take care of our water? ... How can kids & adults take care of water?”
4. Let a few volunteers answer aloud while distributing half sheets of blank paper
5. Ask students to draw out their answers & label with nsəlxcin words if they are able or want to
6. Either have them cut out or tear around their figures to glue onto big piece of paper
7. Have students compare how their drawings changed after having watched & read the books & expanded upon their Indigenous knowledge.

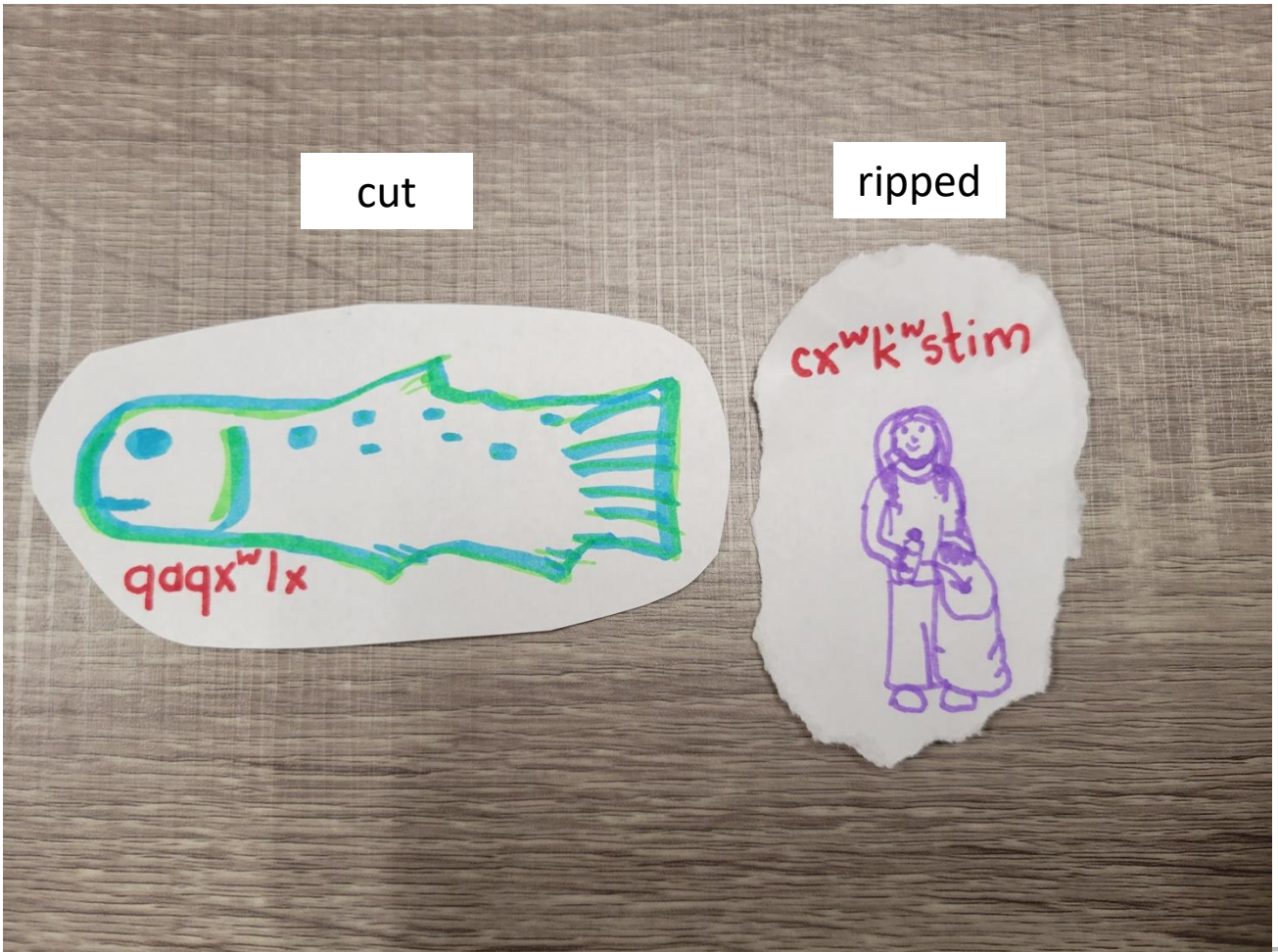


nsəlxcin Mural words

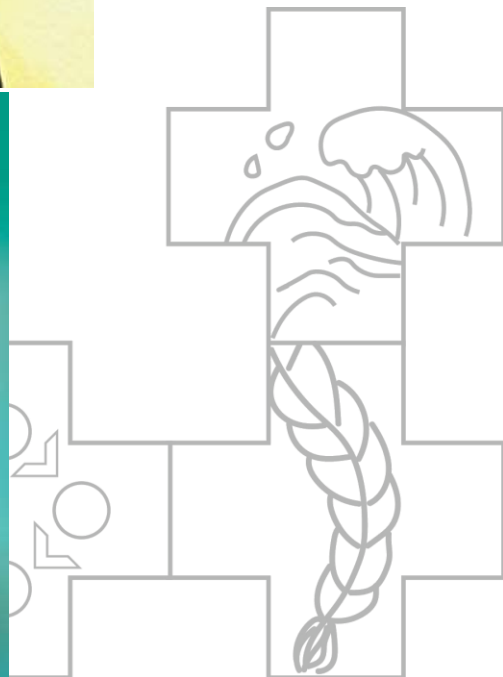
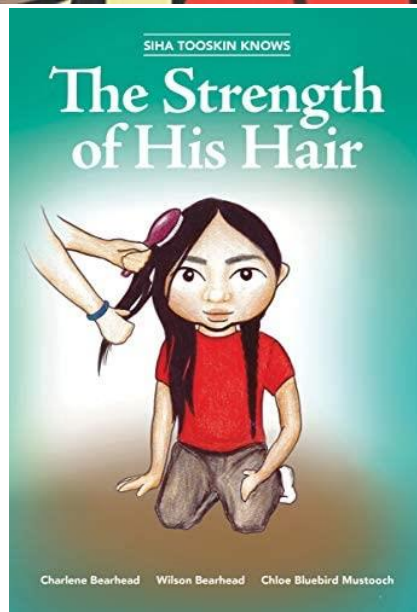
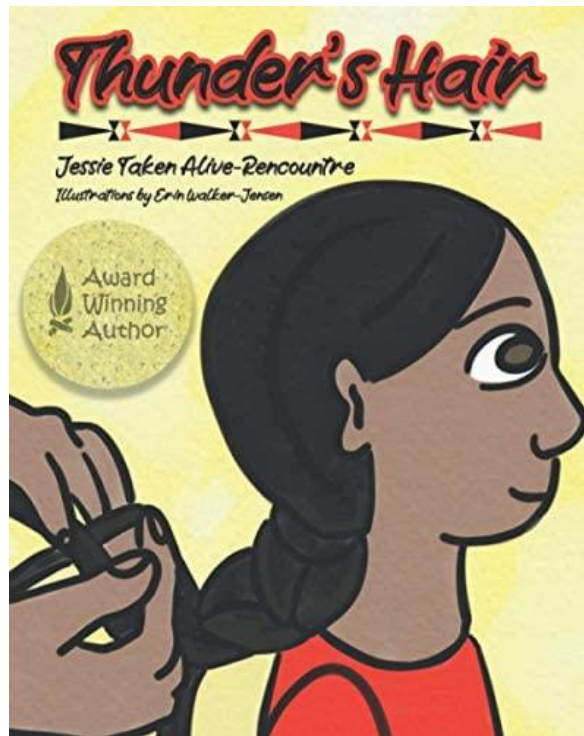
siwɫk^w	water	cx^wk^wstim	clean
ctxɫstim	we protect	cknxitntm	we help
tmx^wúlaʔx^w	earth (land)	mrimstn	medicine
sumíx	power	kmusxn	4-legged animal
qaqx^wlx	fish	skkáʔkaʔ	bird



example



hú·kux titoqatímt
škiyawqñ nxaʔamxčín
qəpqiñtn nsəlxcin
hair unit



Hair Beliefs & Traditions

Activities

- Pre-assessment
- Video: Hair Beliefs & Traditions
<https://www.youtube.com/watch?v=jENFBZQjUD4>
- Read book(s) Thunder's Hair &/or The Strength of His Hair
- Self-labeling and importance activity
 - Teaching body parts in nxa?amxčín with TPR
 - Where is ___?
 - Simon Says
- Post Assessment



Materials Needed

Pre-assessment:

- Hair pictures either printed or ready to put up on projector
- Writing utensil & paper/whiteboard space (if teacher is documenting)

Video:

- Video pre-downloaded/ready to watch

Book Readings:

- *Thunder's Hair*
- &/or *The Strength of His Hair*

Self Labeling & Self Love Activity:

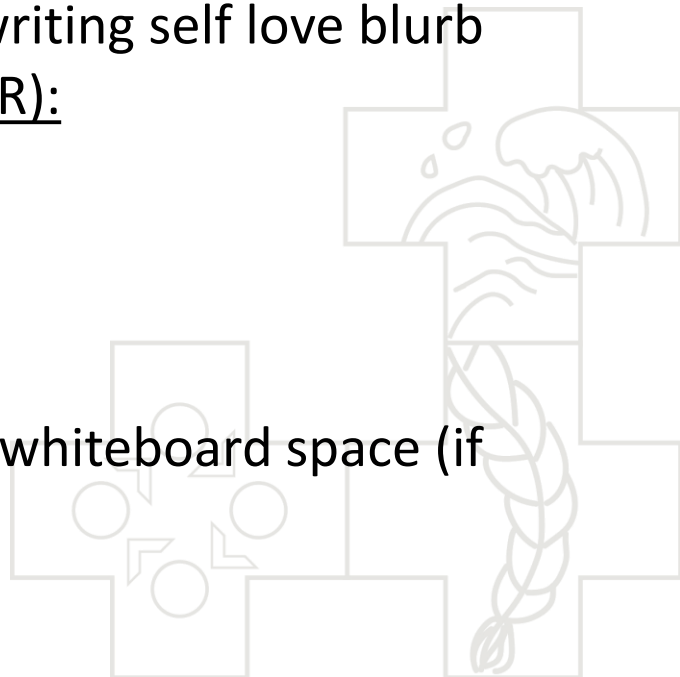
- Camera
- Printed pictures of Students
- Markers or scissors & glue- depending on how class will be labeling & writing self love blurb

Total Physical Response (TPR):

- Self
- Doll (if desired)
- Pictures (if desired)

Post Assessment:

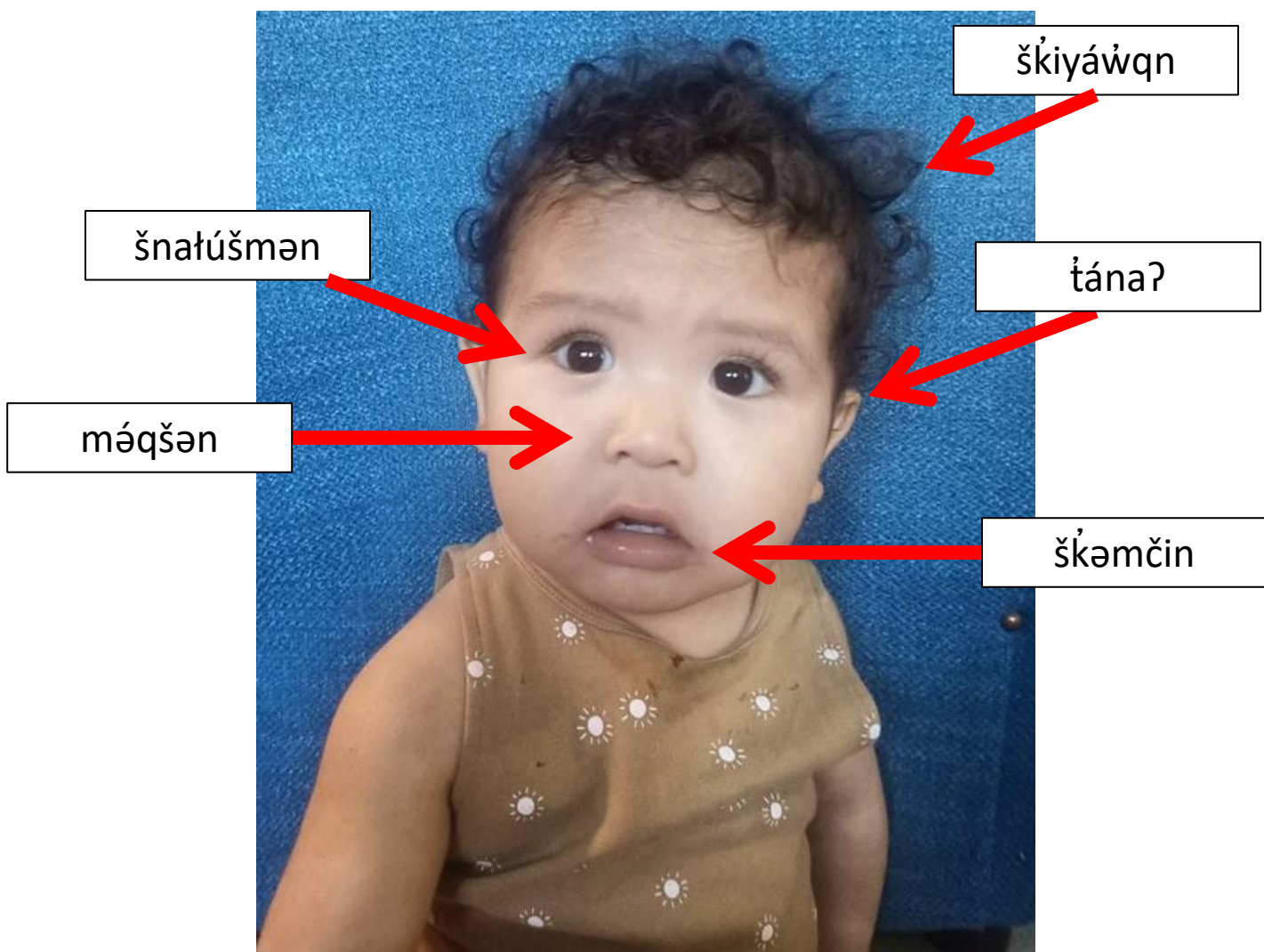
- Writing utensil & paper/whiteboard space (if documenting)







Self Labeling & self-love Lesson Plan & Example



inxmáŋk iškíyáwqŋ because it is curly. inxmáŋk iškəmčin

because it lets me eat & taste food. inxmáŋk išnatúšmən

because they let me see and they are like my ləʔáw's eyes.

nxaxamxčín vocab Instructions

škiyáwqən

hair

tána?

ear

šnałúšmən

eye

máqšən

nose

škəmčín

mouth

1. Prior to activity day, teacher or helper take students pictures (ideally with blank/white background)
2. print pictures smaller than full page so students have room to write at bottom of page & to label body parts on sides. (tip- put writing lines on picture prior to printing)
3. teach vocab words to students on projector, white board, handout, TPR, etc.
4. After students are familiar with vocab, teacher can handout students' pictures and help students label their pictures with appropriate vocab words. Can be done with markers or cutting & pasting vocab.
5. afterward have (or help) students write a sentence on 1 body part (from vocab) they like & why. If a little older, have them write 2-3 sentences.
6. review vocab if time allows.

nxaxamxčín vocab (print
enough for all students if
cutting & pasting)

š'kiyáwqən	tána?	šnałúšmən
məqšən	škəmčín	

š'kiyáwqən	tána?	šnałúšmən
məqšən	škəmčín	

š'kiyáwqən	tána?	šnałúšmən
məqšən	škəmčín	

writing lines (print enough
for all students or copy &
paste if inserting before
printing pictures)

Extra-nxaʔamxčín Total Physical Response (TPR) lesson to teach vocab

škiyáwqən

hair

tánaʔ

ear

šnaʔúšmən

eye

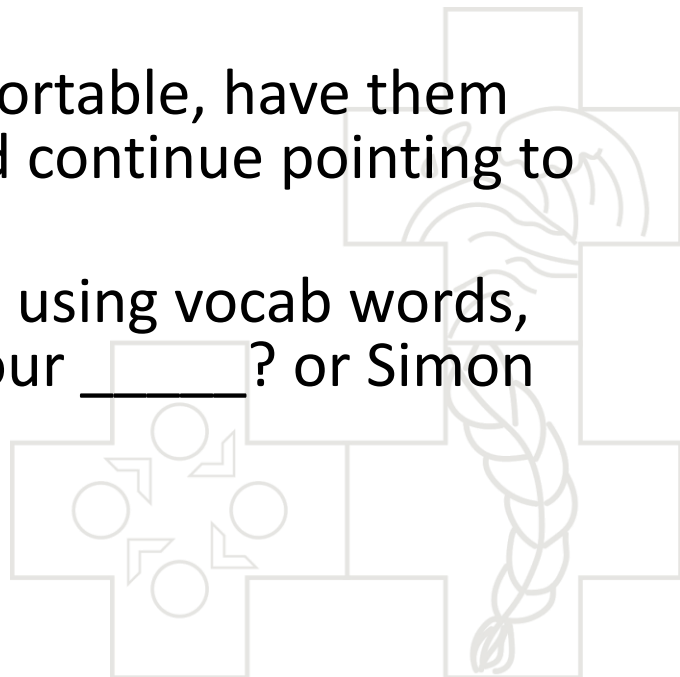
məqšən

nose

škəmčín

mouth

1. show & tell students vocab words in target language with picture of a face, your own face, or a doll.
2. For example, škiyáwqən, touch your own hair and say “škiyáwqən” several times. If using a picture or doll, show them there.
3. Have students point to their škiyáwqən, tánaʔ, šnaʔúšmən, məqšən, & škəmčín while you do the same and repeat vocab words 5 times.
4. If students are comfortable, have them repeat after you and continue pointing to vocab words.
5. Play a couple games using vocab words, such as: Where is your _____? or Simon Says



Where is your _____? & Simon Says nxaʔamxčín

škiyáwqən

tánaʔ

šnałúšmən

məqšən

škəmčín

hair

ear

eye

nose

mouth

1. teacher show & say vocab a few times in order
2. say & show vocab out of order & have students continue pointing to vocab word
3. then tell students you want them to point to their body part vocab without help, say vocab in order and help students if needed.
4. Ask students without prompting, "Where is your _____?"
5. If there are advanced students, have them ask class or friend, modify lesson as needed.
6. review all together

1. teacher show & say vocab a few times in order
2. say & show vocab out of order & have students continue pointing to vocab word
3. then tell students you want them to point to their body part vocab without help, say vocab in order and help students if needed.
4. play simon says with various verbs & vocab words
 1. simon says tap your məqšən
 2. simon says point to your tánaʔ
 3. hide your škəmčín
 4. grab your škiyáwqən
5. modify as needed to make easier or harder

Post Assessment

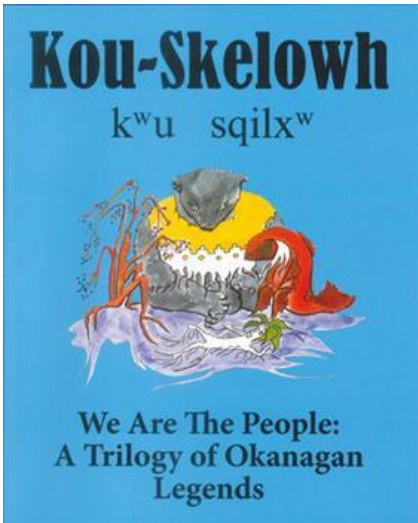
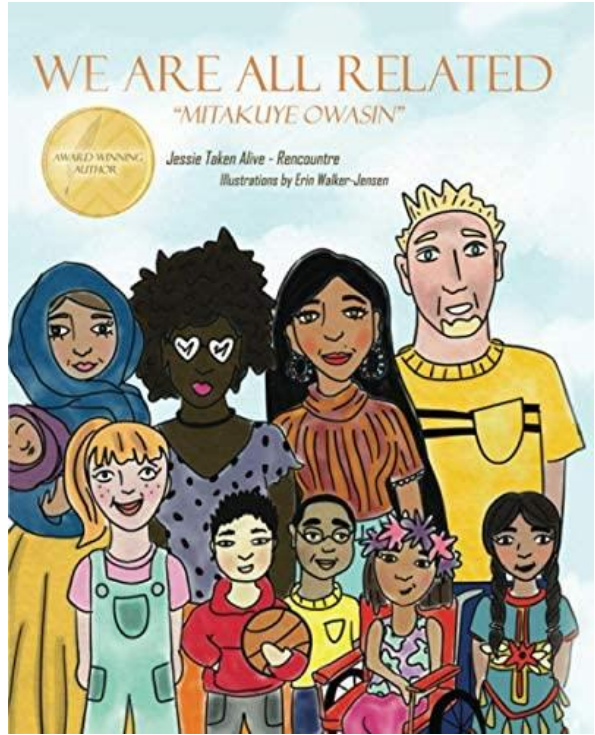
Teacher ask Students:
(document if desired)

Have your feelings about hair
changed at all?

Did you learn anything new about
hair? If so, what?

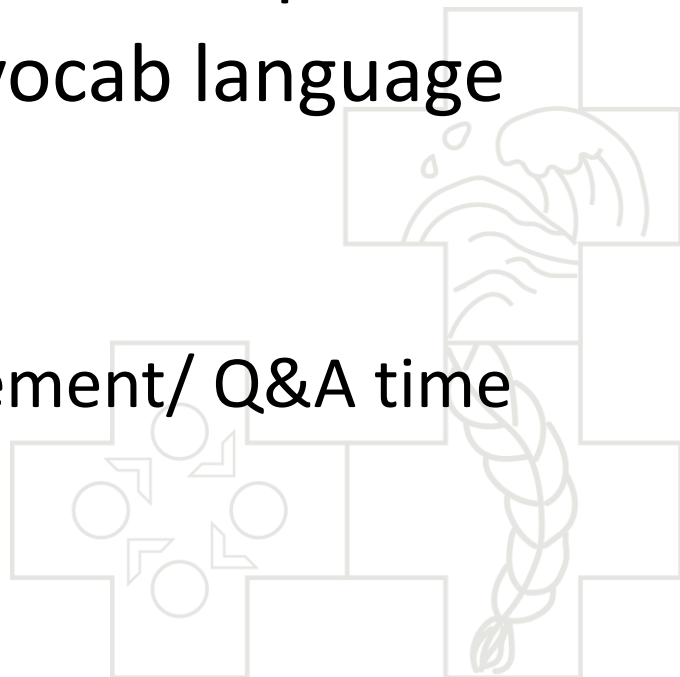


Connection unit



Connectedness Activities

- Pre-assessment
 - Drawing that shows connection to everything (name connections, i.e. water, plants, animals, etc.)
- Video: Connections
<https://youtu.be/VU1gxf80fkw>
and worksheet
- Read book(s): We Are All Related &/or Kou-Skelowh k^wu sqilx^w
- Connectedness vocab language lesson
- Post Assessment
 - Life Cycles Movement/ Q&A time



Materials Needed

Pre-assessment:

- Paper
- Crayons / markers / drawing utensils

Video:

- Video pre-downloaded or open & ready in tab

Book(s):

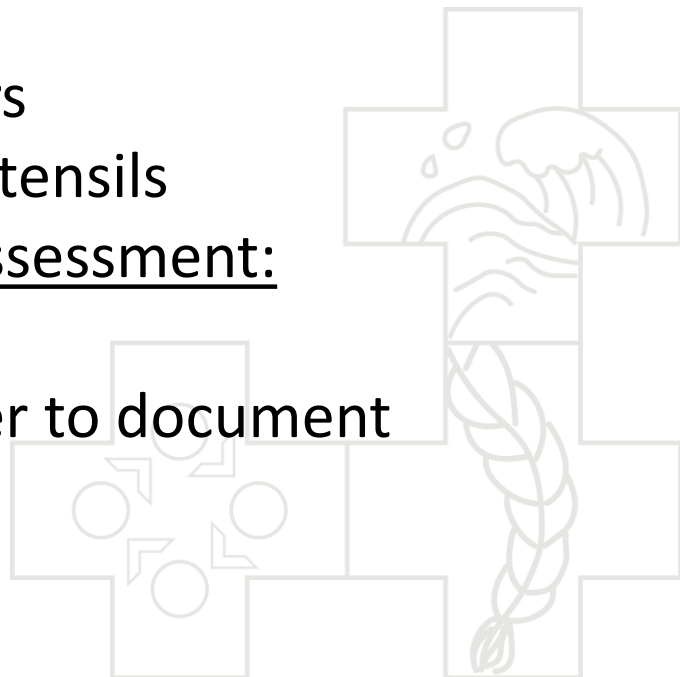
- *We Are All Related*
- &/or *k^wu sqilx^w (kou-skelowh) We Are the People*

Language Lesson:

- pre-printed vocab pictures (laminated if possible)
- whiteboard & markers
- or paper & drawing utensils

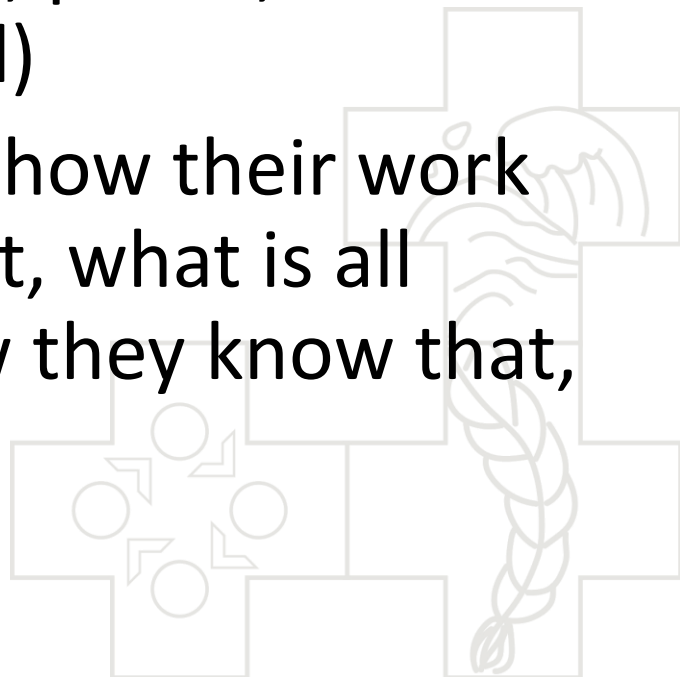
Movement/Q&A Post assessment:

- Vocab list
- Q&A sheet for teacher to document answers



Pre-assessment

1. Give all students a piece of paper & drawing utensils
2. Ask students to draw a picture that shows our connection to everything
3. When they are done have them label their pictures, i.e. water, animals, people, plants, etc. (help as needed)
4. Let volunteers show their work and talk about it, what is all connected, how they know that, etc.



Insert example here

Ernie Video Worksheet

Write or draw answers to the following questions.

- 1) Was there anything surprising in the video, if so, what?
- 2) What was your favorite part of the video?

1)

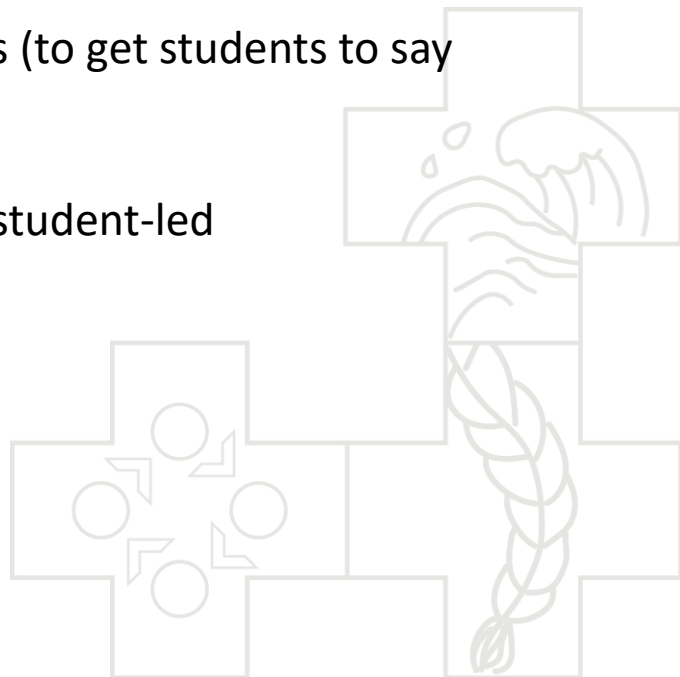
2)

nsəlxcín Language Lesson

cpútaʔstm	inǎmínk	captíkʷt	snqsilxʷ	yaʔt stiṃ
respect	I want	legends/histories/ laws	family/related	everything

1. Introduce vocab words by showing students pictures & telling them both the nsəlxcin & English word
2. Show & tell vocab pictures repeating each vocab word at least 6-10 times.
 1. Cycle through pictures in order
 2. Mix them up & keep showing & saying vocab
 3. Go through them backwards (this is to help students know vocab really well so they feel comfortable to play games with them)
3. Play easy game with pictures (to get students to recognize vocab)
 1. Where is -----?
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4. Play hard game with pictures (to get students to say vocab)
 1. Pictionary
 2. TPR Simon says except student-led
5. Review

Modify lesson as needed!



Post Assessment

Have students help make a mural depicting why & how they can protect our water.

1. teacher draw/paint/make a river on a big piece of paper prior to lesson & have some nsəlxcin words displayed either on whiteboard, projector, etc.
2. review concepts from video & books about water & water protection
3. ask students “Why should we take care of our water? ... How can kids & adults take care of water?”
4. Let a few volunteers answer aloud while distributing half sheets of blank paper
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