

LESSON PLAN – ENGLISH LANGUAGE ARTS (GRADE 8)

Lesson Title: INDIGENOUS EXCELLENCE, RESISTANCE, AND REVITALIZATION

Time Required: 1–2 class periods

Subject Area: English Language Arts (BC Curriculum)

1. OVERVIEW

In this lesson, students will read a short text by an Indigenous author and explore themes of Indigenous strength, resistance, cultural pride, and revitalization. Students will analyze the text for meaning, identify literary techniques, participate in guided group discussions, write an analytical paragraph using quotes, and complete a personal reflection. The lesson aligns with BC Curriculum competencies and incorporates the First Peoples Principles of Learning.

2. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Identify examples of Indigenous strength, resistance, or cultural pride in the text.
2. Recognize at least one literary device (e.g., imagery, repetition, voice).
3. Write a structured paragraph supported with one or two quotations.
4. Participate respectfully in group discussions.
5. Reflect on the importance of cultural revitalization and resilience.

3. CURRICULUM CONNECTIONS (BC CURRICULUM)

CURRICULAR COMPETENCIES

Students will:

- Comprehend and connect ideas in a literary text.
- Explain how stories shape and reflect identity.
- Describe how language, structure, and stylistic choices influence meaning.
- Use evidence (quotes) to support interpretations.
- Communicate respectfully, share ideas, and listen to others.

CONTENT AREAS

- Indigenous texts and storytelling
- Identity, culture, and community
- Resilience, resistance, and revitalization
- Literary devices (imagery, voice, repetition)

FIRST PEOPLES PRINCIPLES OF LEARNING (FPPL)

- Learning is relational and connected to community.
- Learning supports identity development.
- Learning involves responsibility and reflection.
- Learning is embedded in memory, history, and story.

4. MATERIALS AND RESOURCES

Choose ONE text:

- “I LOST MY TALK” – Rita Joe
- Excerpt from INDIAN HORSE – Richard Wagamese
- Excerpt from THE BREAK – Katherena Vermette

Supporting Materials:

- Journals or notebooks
- Chart paper or whiteboard
- Projector or audio recording (optional)
- Graphic organizers (optional)

5. INSTRUCTIONAL PROCEDURES

A. WARM-UP (10 MINUTES)

1. Begin with a land acknowledgement.
2. Ask one discussion-starter question:
 - What does strength mean to you?
 - Have you seen someone show resilience?
3. Introduce the lesson focus:
“Today we will read Indigenous text shows strength and the importance of keeping culture alive “

B. MINI-LESSON (5–10 MINUTES)

1. Introduce the concept of **revitalization** (restoring or strengthening culture, language, traditions).
2. Provide brief background about the chosen author.
3. Review 1–2 key literary devices students may find in the text.

C. READING AND GROUP DISCUSSION (20–30 MINUTES)

First Read:

- Students annotate or highlight ideas, emotions, or images that stand out.

Second Read (Focused):

Students look specifically for:

- Strength
- Resistance
- Cultural pride
- Efforts to keep culture alive

Small-Group Discussion Questions:

1. Where do you see strength in the text?
2. What examples of resistance are shown?
3. Which writing technique did you notice, and how does it affect meaning?
4. Why is this story important to Indigenous communities or to all readers?

D. INDEPENDENT WRITING TASK (20–25 MINUTES)

Paragraph Prompt:

HOW DOES THE TEXT SHOW INDIGENOUS STRENGTH, RESISTANCE, OR CULTURAL PRIDE? USE ONE OR TWO QUOTES TO SUPPORT YOUR ANSWER.

- Students write using a paragraph organizer if needed.
- Encourage clear topic sentences, supporting evidence, and explanation.

E. REFLECTION ACTIVITY (10 MINUTES)

Students write 3–5 sentences responding to ONE prompt:

- “WHAT DID THIS TEXT TEACH YOU ABOUT INDIGENOUS STRENGTH?”
- “WHY IS KEEPING CULTURE ALIVE IMPORTANT?”
- “WHAT SURPRISED YOU IN THE STORY?”

6. ASSESSMENT

FORMATIVE ASSESSMENT

- Observation during group discussion
- Review of student annotations
- Reflection responses

SUMMATIVE ASSESSMENT: RUBRIC

Skill	Beginning	OK	Good	Very Good
Understanding of Theme	Not clear	Some clarity	Clear	Very strong understanding
Use of Evidence (Quotes)	No quote	One quote	Clear quote	Strong quote with explanation
Writing Quality	Hard to follow	Some structure	Clear	Very clear and well-organized
Indigenous Perspectives	Weak connection	Some connection	Good connection	Strong, respectful, insightful connection

7. SUPPORTS FOR DIVERSE LEARNERS

- Audio version of text
- Sentence starters for paragraph writing
- Graphic organizers for planning
- Options to draw or record reflection
- Vocabulary support for ELL students
- Flexible grouping as needed

8. TEACHER REFLECTION (POST-LESSON)

- What worked well?
- What could be adjusted for next time?
- Did students understand key ideas?
- Did all students participate safely and comfortably?

9. REFERENCES

- BC Ministry of Education. *English Language Arts Curriculum*. <https://curriculum.gov.bc.ca/curriculum/english-language-arts>
- First Nations Education Steering Committee (FNESC). *First Peoples Principles of Learning*. <https://www.fnesc.ca/wp/wp-content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf>
- FNESC. *English First Peoples 10–12 Teacher Resource Guide*. <https://www.fnesc.ca/wp/wp-content/uploads/2018/08/PUBLICATION-LFP-EFP-10-12-FINAL-2018-08-13.pdf>
- Joe, Rita. “I Lost My Talk.” <https://poetryinvoice.ca/read/poems/i-lost-my-talk>
- Wagamese, Richard. *Indian Horse*. <https://www.goodreads.com/book/show/11994903-indian-horse>
- Vermette, Katherena. *The Break*. <https://katherenavermette.com/the-break/>