

## Designing Critically Informed Comprehension Lessons (Secondary)

1. Select a text that lends itself to critical engagement. The text can be read/listened to/viewed, etc. For this lesson, the text is from #NotYourPrincess: Voices of Native American Women (2017), edited by Lisa Charleyboy and Mary Beth Leatherdale, publisher: Annick Press. This sample lesson focuses on the poem “My Parents’ Pain,” by Madelaine McCallum (Cree/Métis), pp. 20 and 21.
2. Select a comprehension strategy as the focus strategy for the lesson (e.g., predicting, connecting to prior knowledge, inferring, summarizing, sensory-emotional images, questioning, synthesizing, vocabulary, text structure, etc.). Through modeling and discussion, continually integrate the focus strategy into the lesson.
3. Select a content objective e.g., to interrogate the relations of power that led to and maintained the inequity (in this lesson, Boarding Schools).
4. Select Key vocabulary: (e.g., in this lesson, “fractured family”)
  - Identify discussion points that invite readers to question relations of power impacting the story.
  - Design questions that will generate discussion around multiple perspectives from across the classroom:

*Who do you think is in the two photographs and when were the two photographs taken?*

*How do the two photographs represent the intergenerational pain connected to residential schools?*

*What does the author of the poem mean by “my family is fractured”?*

*Who created the schools and why?*

*Why might the author be angry?*

*Why might the author be hopeful?*

*How is this poem an example of resistance, rebellion and resiliency?*
  - Engage students in discussion that is respectful and inclusive regarding varying positions.
  - Discuss awareness and action. As students uncover inequities, it is critical to talk about places of resistance, rebellion, and resiliency that might lead to action.
5. Encourage relevant research, writing, real world experiences, classroom visits, etc.

Note: #NotYourPrincess: Voices of Native American Women, was reviewed by [americanindiansinchildrensliterature.blogspot.com](http://americanindiansinchildrensliterature.blogspot.com) on October 4, 2017.

“This is one of those books that is stunning in so many ways; it is kind of hard to decide where to start...”

## Resources

Working definition of Critical Literacy: An approach to text that **questions** the everyday, routine, unquestioned ways that those in power create and maintain their power.

### Video:

*Unspoken: America's Native American Boarding Schools*. Retrieved from <https://video.kued.org/video/unspoken-americas-native-american-boarding-schools-oobt1r/>

### Critical Literacy Resources:

#### General:

Sutliff Sanders, J. (2018). *A literature of questions: Nonfiction for the critical Child*. Minneapolis, MN: University of Minnesota Press.

#### Elementary:

Lewison, M., Leland, C., & Harste, J. (2015). *Creating critical classrooms*. New York: Routledge

#### Secondary:

Morrell, E. (2008). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. New York: Routledge.

### Book Sources and Reviews:

#### American Indians in Children's Literature:

[https://americanindiansinchildrensliterature.blogspot.com/p/search\\_18.html](https://americanindiansinchildrensliterature.blogspot.com/p/search_18.html)

goodreads: <https://www.goodreads.com/book>

Lee and Low: <https://www.leeandlow.com/about-us>

#Ownvoices: Children's Books by Native American and First Nations Authors and

Illustrators: <https://seattle.bibliocommons.com/list/share/606674457/725561467>