

GRADE 12 ENGLISH FIRST PEOPLES: *Monkey Beach* Novel Study

Summary of Learning Opportunity

First Peoples Principles of Learning: Learning is embedded in memory, history, and story. Learning requires exploration of one's identity.

Monkey Beach is a coming-of-age novel set in Kitamaat. The protagonist, Haisla girl Lisamarie, seeks to understand her brother's disappearance at sea and her family's and her own privileges and struggles. *Monkey Beach* explores the main character's conflict as she navigates her own and her family's Indigenous and Western worldviews. The teacher focused her lessons and assessment on Lisamarie's relationship with money and finances, and how these factors affect her decisions in the book. Students were asked to document Lisamarie's travels to Monkey Beach, connecting numerical information gleaned from the novel to plot points and pivotal decisions made by the protagonist.

Curricular Competencies and Content	English First Peoples 12	<ul style="list-style-type: none"> • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including...socioeconomic factors • Analyze the influence of land/place in First Peoples texts • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Transform ideas and information to create original texts, using various genres, forms, structures, and styles • A wide variety of BC, Canadian, and global First Peoples texts • Common themes in First Peoples literature • Text features and structures • Strategies and processes
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Literacy and Numeracy Connections

Instruction and Assessment

Competencies Developed, Practiced, and/or Assessed

LITERACY: Comprehends text—Makes connections
Applies understanding—
Extracts ideas and information



The teacher introduced the concept of personal finances and socioeconomics as literary themes and plot conflicts. Students built a knowledge base through discussions of texts such as the TV shows *Schitt's Creek*, *Trickster*, and *Ozark* and the novel *Great Expectations*. The teacher explored Indigenous worldviews such as idea of "power with" (circle) rather than "power over" (hierarchy); stories in Thomas King's "The Truth About Stories" and the tale of "Skywoman" in "Braiding Sweetgrass" by Robin Wall Kimmerer.



Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including...socioeconomic factors

LITERACY: Applies understanding—
Extracts ideas and information



2. Students use the lens of money and the influence of finances on decisions to collect information to analyze Lisamarie's decisions, major plot points in the novel, and the role of her journey.



Analyze the influence of land/place in First Peoples texts

LITERACY: Communicates—
Presents ideas and information



3. Students chose a representation of the protagonist's journey.



Transform ideas and information to create original texts, using various genres, forms, structures, and styles

LITERACY: Communicates—
Justifies and defends decisions and/or ideas



4. Students presented and discussed individually with the teacher their process, choice in representation, and defended their decisions. Student self-reflection was considered in the teacher's assessment of the process and product.



Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

