

In My Own Moccasins - A Memoir of Resilience by Helen Knott

Text Template

Engaging in Culturally Responsive and Relevant Pedagogy(CRRP)

Title of Text:	<i>In My Own Moccasins - A Memoir of Resilience</i>
Author:	Helen Knott
Genre:	Non-fiction memoir
Date of Publication:	2019

Culturally Responsive and Relevant Pedagogy Overview

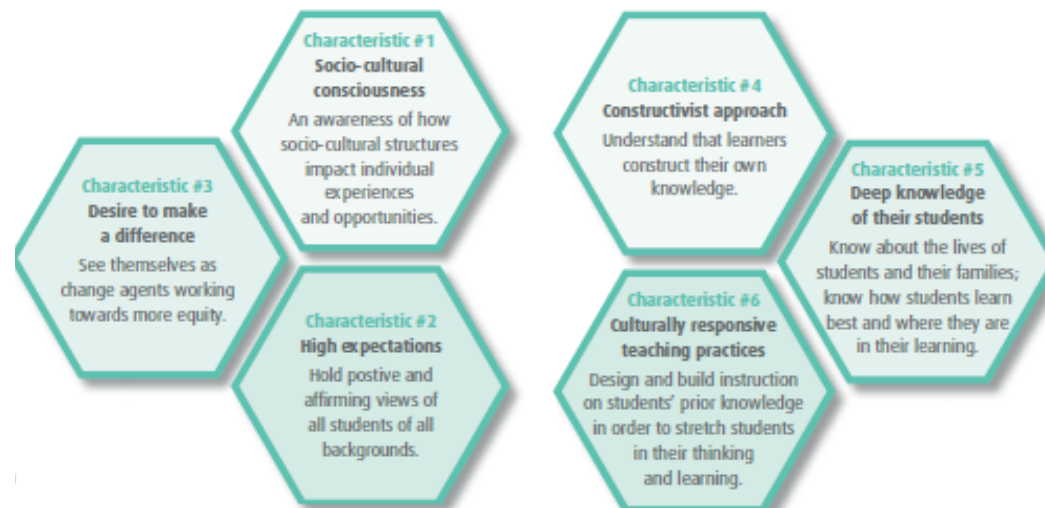
****Please ensure that you review the TVDSB CRRP Text Selection Criteria before proceeding****

**** We strongly encourage all teachers who are considering teaching an Indigenous text to review the following resource:**

<https://docs.google.com/presentation/d/1USC9mtUU49V3-FVCNJUgfMzQ1ppNxTQyIAYnkn0YDag/edit?usp=sharing>

Culturally responsive and relevant educators share a mindset - a particular set of dispositions and skills that enables them to effectively support students in diverse settings (Capacity Building Series K-12). These are identified by Villegas and Lucas (2002): socio-cultural consciousness; high expectations for all students; desire to make a difference; constructivist approach; deep knowledge of students; and culturally responsive teaching practices. Culturally responsive and relevant pedagogy also includes **adopting an ethic of critical care**, using diverse texts, **democratizing learning spaces and activities**, empowering learners to confront and challenge social injustice, and adopting an asset-based, growth mindset about students' abilities. CRRP also **encourages us to centre students' experiences and identities** in our curriculum and instructional design. These texts and the introductory activities **aim to have educators reflect intensively on classroom practices – text selection as well as instructional and assessment practices** - as we seek to be more culturally responsive.

The Mindset of Culturally Responsive Educators



-Capacity Building Series *Culturally Responsive Pedagogy*, November 2013

Reflections to Consider:	<i>What cultural contexts, interests, capabilities and lived experiences do my students bring to their learning? (Diversity of race, ethnicity, class, gender identity, sexual orientation and ability).</i>
Suggested Grade and Level (based on maturity and depth of text):	Senior grades (11 and 12)
Author Bio:	<p>Helen Knott is of Dane Zaa, Nehiyaw, and Euro descent from Prophet River First Nations, living in Northeastern B.C.. Helen is a Masters in FN Studies student at UNBC currently and holds a Bachelor's Degree in Social Work.</p> <p>Helen began this blog in the third year of her social work degree to chronicle her decolonization journey and continues writing here, and elsewhere, in order to share what lessons, insights, and challenges she has experienced. She was once taught that teachings are not yours until you give them away so her words are a part of her offering back to the people.</p> <p>She has various pieces published in places such as the Malahat Review, Chatelaine, and The New Quarterly. Her first book, <i>In My Own Moccasins: A Memoir of Resilience</i>, was released in the Fall of 2019 through the University of Regina Press and has been a national bestseller, was long listed for the RBC Taylor Prize, and is currently shortlisted for a BC Yukon Book Prize.</p> <p>Helen is eight years sober and clean on her journey and is passionate about healing. She is a mother to one, a mediocre beader, and a skilled berry picker.</p>
Synopsis:	<p>Helen Knott, a highly accomplished Indigenous woman, seems to have it all. But in her memoir, she offers a different perspective. <i>In My Own Moccasins</i> is an unflinching account of addiction, intergenerational trauma, and the wounds brought on by sexual violence. It is also the story of sisterhood, the power of ceremony, the love of family, and the possibility of redemption.</p> <p>With gripping moments of withdrawal, times of spiritual awareness, and historical insights going back to the signing of Treaty 8 by her great-great grandfather, Chief Bigfoot, her journey exposes the legacy of colonialism, while reclaiming her spirit.</p>
Potential Essential Questions/Topics/ Essential Ideas:	<p>The effects of colonialism</p> <p>Inter-generational trauma</p>
Commentary about the text:	<p>"A searingly honest self-portrait" ~ Toronto Star</p> <p>"A powerful exploration of a family, colonialism, and the potential for redemption and healing" ~ Winnipeg Free Press</p>

<p>Trigger Warnings: <i>“The purpose of trigger warnings is not to cause students to avoid traumatic content, but to prepare them for it, and in extreme circumstances to provide alternate modes of learning.”</i> (Lockhart)</p>	<p>Novel content that may trigger students and or other staff (list topics below).</p> <p>Sexual assault of a child Sexual assault of an adult Addiction Abuse Self-harm</p>
<p>Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)</p>	<p>CBC article: “In her own moccasins: Author Helen Knott explores pain, healing and resilience in debut novel”: https://www.cbc.ca/news/canada/british-columbia/in-my-own-moccasins-helen-knott-pain-healing-resilience-1.5258352</p>
<p>Reflection Questions:</p>	<p>Why are some able to heal and others not?</p>
<p>Ways to value student voice and perspective:</p>	
<p>Potential teaching strategies, lesson ideas etc.:</p>	

Template adapted from PDSB's ReThinking English: Culturally Responsive Classrooms

The above suggestions are not a complete list.

Did you come up with any new ideas or resources while using this text? Please let us know so we can add them to the template.

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