

Social Studies Project Plan
Unit: Coast Salish Traditions

Cohort:
Social and Emotional Learning

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Unit Topic: Coast Salish Traditions

Class Description:

Our class is a Grade 3/4 combined class of 24 students who have their own very unique personalities. There are 16 Grade 3 and 8 Grade 4 students. Due to the nature of a combined class the students have a range of reading, writing and artistic abilities. We have 5 English Language Learners and 4 with moderately high to almost constant ADHD behaviour. These groups of students will often be reactive to instruction and spends a lot of his time speaking out. Beyond this, there are no other major behavioural issues. While some students are eager to voice their opinions, there are about 6 that are noticeable to have difficulties working co-operatively or sharing with others and need more prompting by providing guided questions. The teacher describes the group as a very loud and energized group of students and shares that her students are interested in more hands on and technology based activities. The students love having activities that involve them to be active and that required full engagement, and are not a group that enjoys sitting down and doing work that requires them to quietly work at their desks. For example, while the teacher reads a story or a novel, to the class, the students have the option to sit and listen to the story or do other activities like colouring. There are a number of students who are very intelligent and are able to grasp the content very quickly than their peers; however can easily get off task like the others. All the students seemed very engaged and ready to learn every time a new lesson is introduced. Many students are able to make many connections to what they have previously learned and are able to successfully learn the new material in class. There are a few students that are quite able to get their work done without assistance, and often lead class discussions through comments and making connections. For the most part, students engage at the task at hand and display a lot of enthusiasm towards learning.

Unit Rationale

The unit on the Coast Salish people will broaden the students understanding on the lives of the Coast Salish people and the practices that make them unique from other Aboriginal communities. By incorporating fun and engaging activities throughout each lesson we were able to keep the students involved in their learning and use their critical thinking skills to form a better understanding of the history and the traditions practiced of the Coast Salish people.

The students initially wanted to learn about totem poles and how to make totem poles; although this choice of a topic is a great idea, it is not relevant to the practice of the traditional land the school was on. The Coast Salish and Tsawwassen did not practice in creating totem poles however did practice Welcome posts. We wanted students to understand the significance and meaning behind tradition and how it varies between different families and communities; not everyone practices the same thing and same way they practiced at home because every family, culture, and religion has their own traditions.

Objective

Students will be able to:

- Use Social Studies inquiry processes and skills to ask questions; gather, analyze ideas; and communicate findings and decisions.
- Students will be able to know the history of the local community and of local First Peoples communities
 - Know the regional land of the Coast Salish & Tsawwassen First Nations.
- Know the common resources of the Coast Salish People

- Know the use and importance of water as a tool, resource, and transportation.
 - Know the role and uses of Red Cedar.
- Ask questions, and draw conclusions about the content presented in class.
 - For example, students will be able to draw on conclusions on the artifacts presented in class.
- Know the common methods, significance, techniques and shapes that are used in Coast Salish Artwork (ex: Ovals, Trignons, Crests, Circles)
- Understand the relationship between environment, natural resources and tradition.
- Understand common vocabulary common to the Coast Salish:
 - Coast Salish
 - Western Red Cedar
 - Tradition
 - Conservation
- Weaving (Plaited, Single Twined, Coiled)

Enactivism

We have designed two worksheets that help kids make the connections to the material they have been introduced and to any prior knowledge they have. The first worksheet is designed for students to investigate to what they know, what they wonder about, and what they already learned. On the backside of the handout, we have made a small take home assignment, which is comprised of two questions. Students have the option to either write or draw their answers....

The first worksheet is relevant to the students, to stop and think about the people who once inhabited the land. The second worksheet helps students understand the idea of “conservation”, in relation to the Coast Salish people and their daily life. The students will be able to define “conservation” and give an example of how they can conserve a resource at their house. Each of these 2 worksheets allows students to make connection between their lives and the Coast Salish people. The 2 designed activities give students hands on experience to the methods of weaving and crest making. Our activities explore the First Nation’s connectedness with the land. Each of our activities explains the First Nation’s relationship with the land and how tradition is interconnected and the connections form the fabric of First Nation life.

The key First Peoples Principle of Learning (FPPL), that our two worksheets connects to is “Learning is holistic, reflexive, reflective, experiential, and relational” Students focus on connectedness, reciprocal relationships, and develop a sense of place when reflecting on their daily lives vs. Coast Salish. We want the students to be engaged and to be inspired so that they are driven to ask questions and make the connections between their lives, and the connection between the Coast Salish tradition and the land.

Assessment

We based our assessment of the student’s ability to recall concepts, themes, and vocabulary associated with the Coast Salish. We looked for student’s ability to make connections from the lessons to their personal life and experiences in the community. We also looked at how engaged and involved the students were throughout our class discussions and activities. Assess if students are able to recognise their community’s local First Nation people (Coast Salish Speaking People, Tsawwassen and Musqueam) and First Nation traditional land. Also assessed their artwork produced during the unit. We want the students to be engaged and to be inspired to learn more about the Coast Salish people as well as the common traditions and the significances of each practiced within the community. We hope to leave the students to have a better

understanding of the first people who resides on their land as well beginning to create positive and meaningful connections between themselves and the animals, land, and First Nations community.

Resource Critique

One resource we used for our 4th lesson “Perpetual Salish: Coast Salish Art in the Classroom”. The website had suggested an idea for an art activity that was connected to an oral story: “Ladybug and the Flood Legend”. We decided not to use this story, as it was we felt it was not appropriate to share a legend of the Coast Salish without any proof of its authenticity. Through our Aboriginal Education seminars we have learned that it is very important for teachers to implement authentic lessons because it is very easy to find a lot of Aboriginal content that may contain inaccurate information and misrepresent the respective Aboriginal communities. However, through some research we did pick up one good thing relating to this resource. The design elements that were provided (oval, crescent, trigons, etc.) were relevant to Coast Salish art. Therefore, we decided to implement the design elements into our lesson so the students would become familiar with common shapes and designs that are present in Coast Salish Artwork. I would recommend teachers to use this site as a resource but to do extra research to verify its authenticity.

The map that we used to show the students the Coast Salish land was a great way to show the students a visual representation of the vast land the Coast Salish people come from, including where their school is located. It is a great way for teachers to present our location in respect to the Coast Salish as well as all many other Aboriginal communities with British Columbia.

The artifact images that were used in our first lesson from...was also a useful visual for the kids to make connections of the resources that were used to make the artifact and its intended purpose. Using visuals in any lesson are a great way for teachers to promote classroom conversation.

Challenges/Changes

Some of the challenges that we faced during our 4 days of teaching were quite minor but still important to discuss. One specific challenge was the time limit we had for our lessons. We realized that teaching one lesson for 40 minutes was not enough and had to cut back some of the material that we had originally planned. We also had to make some changes along the way while in the middle of our lessons when we realized that our discussions were more intense and our time was limited. It was a challenge to end the discussions, as the students were so engaged we felt that we were interrupting their learning. During our last art activities (weaving and crest making) we also ran out of time for the students to complete their work, however we were grateful that their teacher gave them extra time to finish their work. One change we could make is to split up the art activities over more than one day rather than trying to finish 2 separate activities in 2 days. However, in our situation this was hard to do, as we were limited to 4 teaching days.

One big change we made to one of our lessons was our second lesson (water as resource). We had originally planned to provide the students another visual representation of how water was used as a tool by the Coast Salish, however a couple of days before we had found out that we were not going to have access to a project. So, we decided to make a slight change to our lesson and change it to more of a discussion by framing a worksheet to work along with as we discussed the different ways water was used as a tool and the importance of conservation.

Project Plan Strengths

- Meaning and continuity – Each discussion we had in the beginning of each lesson guided the students to recall key ideas from previous lessons and continue to use key vocabulary terms. These concepts and terms become part of the students' language and, whenever we introduced something new, they were able to make connections quickly and transfer their knowledge with ease.
- The best part about every lesson was that the students always knew where they are going next and that what they are learning is always connected to something bigger. When we first presented with the slideshow of First Nations artifacts, we guided them from examining historical objects to realizing that these historical pieces are modern and relevant within their own communities. Also, they didn't create weaving for art's sake, but there was a vision and purpose.
- We had a lot planned for only 4 days but were able to cover and achieve what we wanted. From weaving as a metaphor to something the students can use at home, we were able to lead them through discussions about nature, symbols and designs in Coast Salish art, and finally making it personal for each child as a placement.

Suggestions or Extensions

With this unit plan we only introduced our students to local Aboriginal groups. There is room within this unit to add multiple more lessons that explore the Coast Salish people and their way of life. Teachers could book field trips to First Nation cultural heritage experiences. There are also a few different local museum programs that will come to you class and present artifacts that students can pick up and touch. There is also First Nation craft activities out there where students can weave with real cedar. Teachers can also acquire drum-making kits that let student's craft their own Coast Salish style drum.

Evidence of Inquiry

At our school, we were able to learn by teaching. Every week in pairs, we prepare one lesson and teach it twice, to two different classes. By performing the lesson twice, we get a chance to reflect on what worked during the instructional period. We are then given time to alter, update, and change the lesson before we teach it for a second time. This is a great experience where we learn how to teach, by teaching. We also get a chance to work with more students and their teachers. It is a bonus to get feedback from an extra pair of teacher mentors. They stay in the room as we perform and observe our lesson. Being exposed to different teachers and their classrooms is very beneficial for our development. We get a chance to observe different styles, which will help us determine our own teaching style and persona. It is also a great way to learn about the students' responses to the lesson content, and your instructing methods of the content. The students inquired through asking questions; gathering and interpreting the information presented, and analyzing ideas and visuals. The students were able to research and share information through communicating their findings and discoveries. Our lessons were designed so students will be able to inquire, make inferences, and draw conclusions about the content and features of different types of sources and information we presented. Through discovering new information students are able to begin to develop positive and meaningful connections between themselves, land, and to their local First Nations communities.

LESSON ONE
Introduction to Coast Salish & Tradition

Big Idea(s):

What students will *UNDERSTAND*?

- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.

First People's Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning requires exploration of one's identity.

<u>Curricular Competencies:</u> <u>What students will DO</u> <u>Students will be able to use the following</u> <u>creative process(es) to create and respond to</u> <u>art:</u>	<u>Concepts & Content:</u> <u>What students will KNOW</u> <u>Students will know the following concepts and</u> <u>content:</u>
<ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Students will be able to ask questions, make inferences, and draw conclusions about the content and features of different types of sources. <ul style="list-style-type: none"> ○ Students will view different artifacts from indigenous cultures and speculate on what they might have been used for • Students will be able to know the history of the local community and of local First Peoples communities 	<ul style="list-style-type: none"> • Students will know the regional land of the Coast Salish & Tsawwassen First Nations • Students will know the common resources of the Coast Salish People <ul style="list-style-type: none"> ○ Water as a food source and transportation ○ Role and uses of Cedar • Vocabulary <ul style="list-style-type: none"> ○ Weaving (plaited, single twined, Twilled, etc.) ○ Coast Salish ○ Canoe ○ Western Red Cedar ○ Tradition <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Introduce the class to the Coast Salish Language speaking group of people. • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, analyze ideas; and communicate findings and

	<p>decisions.</p> <ul style="list-style-type: none"> • Students will be able to ask questions, and draw conclusions about the content <ul style="list-style-type: none"> ○ Students will view different artifacts from indigenous cultures and speculate on what they might have been used for
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Extensions/ Possible Cross-Curricular Connections

- Social Studies
- History
- Geography
- First Nation Studies

<p style="text-align: center;"><u>Materials & Technologies</u> <i>Students will use the following materials, tools, equipment</i></p>	<p style="text-align: center;"><u>Pre-Class Preparation</u> <i>The teacher will need to make the following preparations prior to the class(es)</i></p>
<ul style="list-style-type: none"> • KWL Worksheet • Computer and Projector • PowerPoint of artifacts 	<ul style="list-style-type: none"> • Setting up PowerPoint • Researching different aspects Coast Salish life • Connecting lesson to curriculum and First Peoples Principles of Learning • Create and photocopy KWL worksheet for all students/copy for teachers?

Resources & References

- First Peoples Principles of Learning
- Big Ideas & Curricular Competencies of Gr. 3 & 4 from BC Curriculum website

Lesson (Teacher Action/Student Action)

- Hook
 - Students will be introduced to a slideshow of some examples of Coast Salish artifacts
 - Before starting the slideshow, some guided questions students will consider while looking at the pictures
 - What is it? What was the purpose of the artifact? How do you think

- it was created? What resources were needed?
 - Provide the KWL Worksheet to students
 - Give them a few minutes to fill out the KNOW section – What do they already know?
 - After slideshow, show the map of the Coast Salish people
 - The natural environment provided everything needed for survival for the Coast Salish people. There was an abundance of resources from the land
 - About Coast Salish people:
 - The Coast Salish region extends from the northern Vancouver Island and Lower Mainland areas to western Washington State. *f*
 - Archaeological evidence shows that First Nations have inhabited the region since at least 9000 BC. *f*
 - Coast Salish people refer to the Western Red Cedar as “the tree of life” because it provides materials for canoes, longhouses, clothing, tools and basketry.
 - Discuss what kind of land/water resources can be found in this area?
 - Example: What resources were used to make the baskets?
 - The oceans and rivers also provided an abundance of food resources such as salmon.
 - Land animals such as deer and bear could be found in within the land as well as different plant resources. (Nuts, fruits, etc.)
 - Clothing could also be made of woven cedar bark or animal hides.
 - Discuss: Tradition
 - What is tradition? Examples of Tradition
 - Discuss: Land & Water
 - Show pictures of artifacts
 - Canoes:
 - What resources were used to make canoes?
 - Weaving:
 - What resources were used? What was the purpose of the baskets?
 - Closure (2 sided worksheet) - Not for marks -> For participation/ assessment
 - 1st side
 - KWL Worksheet – What do you LEARN?
 - 2nd side
 - Write or draw a picture of a tradition you and your family practice
 - Teacher will provide examples: My family and I practice...
 - Write or draw a picture of First Nations art that you see in their community (ex: in the school, in the media (newspaper/TV), etc.)
 - Notify students that it is okay if they cannot find a specific example of First Nations art, it just for them to become more aware of their surroundings

<u>Assessment/ Evaluation</u>	<u>Adaptations/Modifications</u>
<ul style="list-style-type: none"> • Classroom participation, • Completion of KWL Worksheet, example of First Nations art in the community and a tradition their family practices 	<ul style="list-style-type: none"> • To be determined after the lesson is delivered

Enactivism, Assessment and Inquiry

One area of our lesson plan that is an example of Enactivism is our classroom activity. We have designed a worksheet that helps kids investigate what they know, what they wonder about the topic and what they want to learn. On the backside of the handout, we have made a small take home assignment, It is comprised of two questions, that students can either write or draw their answer. We ask the students to describe a tradition that they participate in with their families. We have also asked them to draw or write about example of a First Nation art in their community. Our lesson explores the First Nation's connectedness with nature and illustrates how their community was interconnected with the land. It is relevant to the students, to stop and think about the people who once inhabited the land. We are also going to touch on First Nation weaving and use weaving as a metaphor to explain the First Nation's relationship with the land. Weaving is interconnected. The connections form the fabric of First Nation life.

When it comes to assessment, we have not had any formal classes on the subject. We have not discussed any appropriate strategies that we can use to judge our classes progress through the topic. We have designed a worksheet that acts as a participation activity. We want the students to be engaged and ask questions during the lesson. The worksheet will provide us with evidence of the student's inquiry and learning. We want our lesson to inspire our students so that they are driven to ask questions. Through the student's inquiry we will steer them towards prepared topics that we can explore as a class. Our First Nation artifact activity, will allow students to stop, think about what they are seeing, and ask questions about it. We can also ask the students' questions to help guide our activities.

Name: _____

KWL

KNOW, WONDER, LEARN

Use words or pictures to explain what you think about the artifacts you have seen.

How were they used? How useful were they?

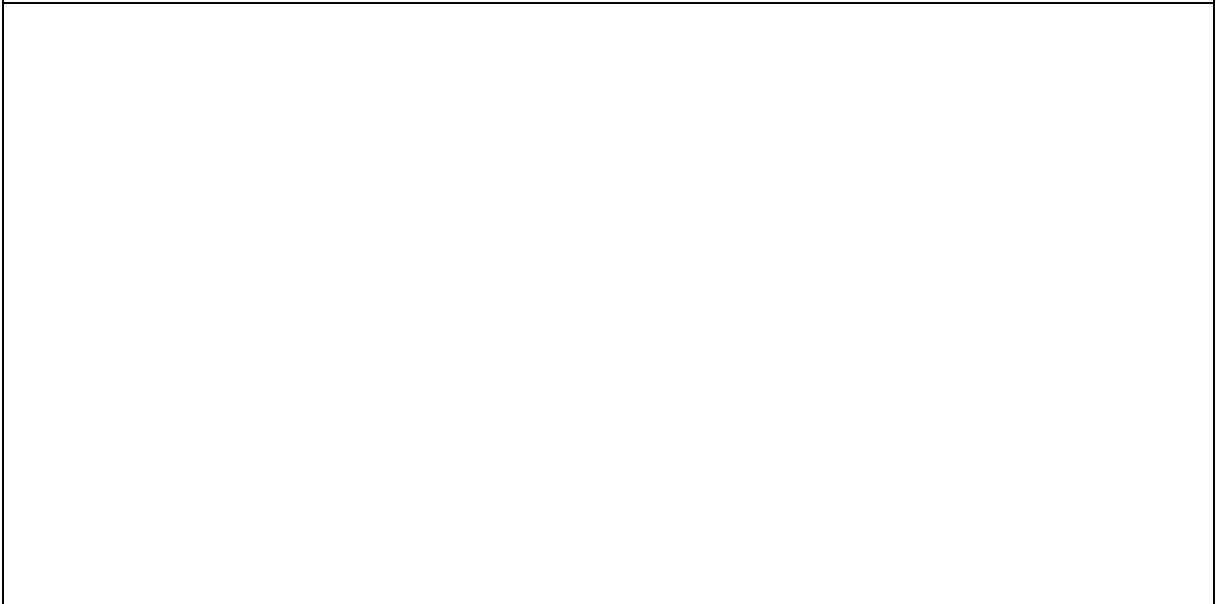
What do already KNOW about the Coast Salish?

What do you WONDER about the Coast Salish?

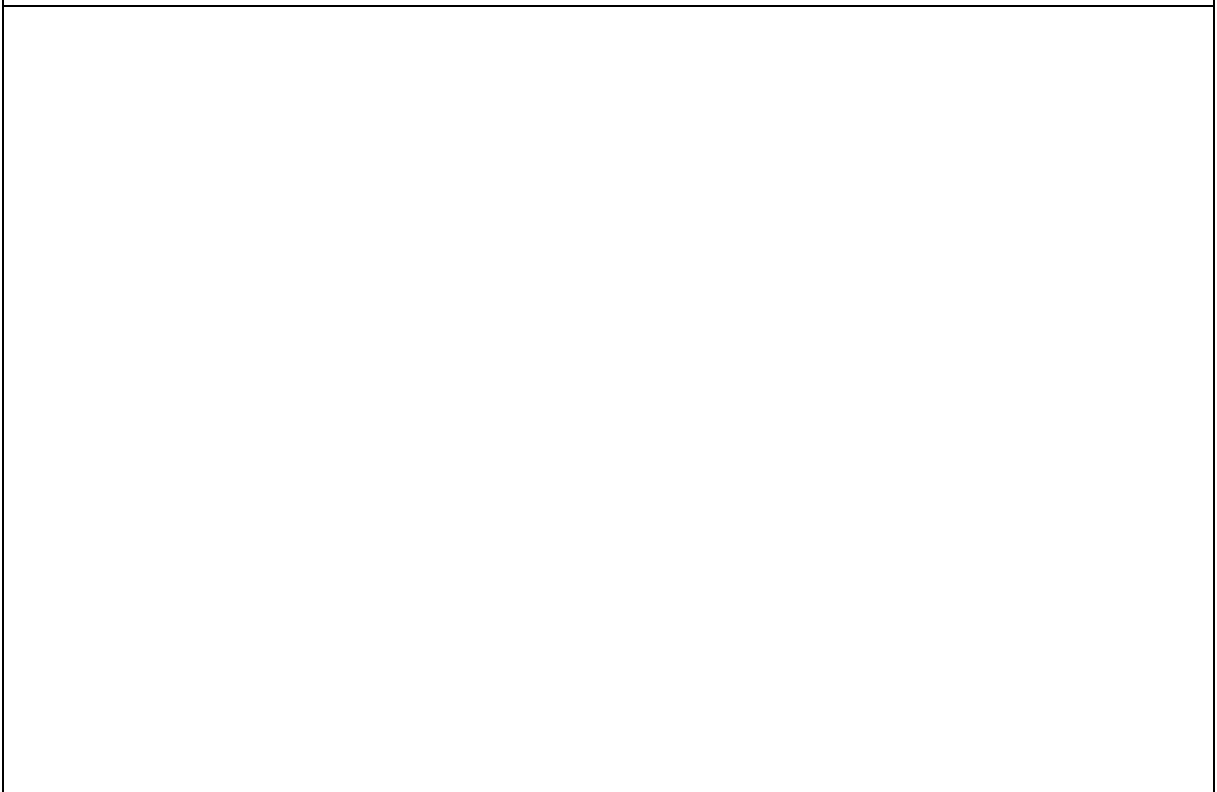
What did you LEARN about the Coast Salish?

KNOW	WONDER	LEARN

Write or draw a picture of First Nations art that you see in their community
Example: In the school, In the media (newspaper/television)



Write or draw a picture of a tradition that you and your family practice



LESSON TWO

Role & Significance of Water

Big Idea(s): What students will *UNDERSTAND*?

- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada
- Relationship between humans and their environment

First People's Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning requires exploration of one's identity.
- Learning involves recognizing the consequences of one's actions.

<p><u>Materials & Technologies</u> <i>Students will use the following materials, tools, equipment</i></p>	<p><u>Pre-Class Preparation</u> <i>The teacher will need to make the following preparations prior to the class(es)</i></p>
<ul style="list-style-type: none"> • Worksheet • PowerPoint 	<ul style="list-style-type: none"> • Send video link • Photocopy worksheets • Prepare review slideshow
<p><u>Curricular Competencies:</u> <u>What students will DO</u> <i>Students will be able to use the following creative process(es) to create and respond to art:</i></p>	<p><u>Concepts & Content:</u> <u>What students will KNOW</u> <i>Students will know the following concepts and content:</i></p>
<ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Students will be able to ask questions, make inferences, and draw conclusions about the content and features of different types of sources. • Students will be able to know the history of the local community and of 	<ul style="list-style-type: none"> • Students will know the common resources of the Coast Salish People <ul style="list-style-type: none"> ○ Water as a food source and transportation ○ Role and uses of Cedar ○ Students will know the different ways in which water is used as a resource • Vocabulary <ul style="list-style-type: none"> ○ Weaving ○ Coast Salish

local First Peoples communities	<ul style="list-style-type: none"> ○ Western Red Cedar ○ Tradition <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, analyze ideas; and communicate findings and decisions. • Students will be able to ask questions, and draw conclusions about the content • Introduce the class to the concept of water as a natural resource and as a cultural identity • The history of the local community and of local First Peoples communities
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Extensions/ Possible Cross-Curricular Connections

- Social Studies
- History
- Geography
- First Nation Studies
- Science

Resources & References

- First Peoples Principles of Learning
- Big Ideas & Curricular Competencies of Gr. 3 & 4 from BC Curriculum website

Lesson (Teacher Action/Student Action)

- Hook
 - Review and importance of water
- Discuss their KWL – an example of tradition & example of aboriginal art in their community → what did you find?
- Review Coast Salish
 - What were the artefacts that we discussed and did you find anything similar in your community?
 - Review Coast Salish people:
 - The Coast Salish region extends from the northern Vancouver Island and Lower Mainland areas to western Washington State – show map
 - Coast Salish people refer to the Western Red Cedar as “the tree of life” because it provides materials for canoes, longhouses, clothing, tools and basketry.

- Map
 - The natural environment provided everything needed for survival for the Coast Salish people.
 - The oceans and rivers provided an abundance of food resources such as salmon.
- Importance of water to living things
 - Ask the class why you need water
 - Why do we need water? Who needs water? Can you live without water? How long can you go with out water? What else is water good for? What else lives in water? Talk about transportation and food.
- As a group, discuss the topics of water and land resources. Using the board, discuss in which ways water can be used, and how land resources fit into that as well. Prompted by the teacher, get students to come up with suggestions and record them on the board. Students will work on their worksheet along the discussion
 - Define Conservation:
 - Water as a resource
 - Four major uses of water
 - Food
 - Transportation. - “Aboriginal Highway”
 - As a tool
 - Conservation
 - Stress the importance of using just as much as needed, not how much you want. We want this resource, water, to be around for a long time therefore we need to conserve it (save it) and make sure that we are only using how much we need.
- Closure: complete worksheet if not completed- For participation and assessment
 - Write down ways in which water is used within the Coast Salish culture.
 - Note ways in which conservation can be done in homes/local community
 - Teacher can provide examples/prompts
- If time, introduce and begin prepare weaving activity
 - Students will choose 2 different colors, if time they will begin cutting strips
 - If not, students will begin the weaving activity next class.

<u>Assessment/ Evaluation</u>	<u>Adaptations/Modifications</u>
• Classroom participation,	• To be determined after the lesson is delivered

Enactivism, Assessment and Inquiry

The lesson will let the students explore and discover the Coast Salish people’s uses of water. One area of our lesson plan that is an example of Enactivism is our classroom activity. We have designed a worksheet that helps students understand the idea of “conservation”, in relation to the Coast Salish people and their daily life. The students will be able to define “conservation” and give an example of how the can conserve a resource at their house.

Our lesson explores the First Nation's connectedness with nature and illustrates how their community was interconnected with the land and water. It is relevant to the students, to stop and think about the people who once inhabited the land. This lesson will explore how Coast Salish people view land and use of water. We are also going to touch on First Nation weaving and use weaving as a metaphor to explain the First Nation's relationship with the land. Weaving is interconnected. The connections form the fabric of First Nation life.

When it comes to assessment, we have not had any formal classes on the subject. We have not discussed any appropriate strategies that we can use to judge our classes progress through the topic. We have designed a worksheet that acts as a participation activity. We want the students to be engaged and ask questions during the lesson. The worksheet will provide us with evidence of the student's inquiry and learning. We want our students to discover parallels between the subject matter and their lives. We want our lesson to inspire our students so that they are driven to ask questions. Through the student's inquiry we will steer them towards prepared topics that we can explore as a class.

LESSON THREE

Weaving

Big Idea(s): What students will *UNDERSTAND*?

	Grade 3	Grade 4
Arts Education	<ul style="list-style-type: none"> • The mind and body work together when creating works of art • The arts connect our experiences to the experiences of others 	<ul style="list-style-type: none"> • Exploring works of art exposes us to diverse values, knowledge, and perspectives
Social Studies	<ul style="list-style-type: none"> • Learning about indigenous peoples nurtures multicultural awareness and respect for diversity • Indigenous knowledge is passed down through oral history, traditions, and collective memory. 	<ul style="list-style-type: none"> • The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada
Math	<ul style="list-style-type: none"> • Regular increases and decreases in patterns can be identified and used to make generalization. 	<ul style="list-style-type: none"> • Regular changes in patterns can be identified and represented using tools and tables.

<u>Extensions/ Possible Cross-Curricular Connections</u>
<ul style="list-style-type: none"> • Social Studies • History • First Nation Studies • Fine Arts • Math

First People's Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

<p style="text-align: center;"><u>Materials & Technologies</u> <i>Students will use the following materials, tools, equipment</i></p>	<p style="text-align: center;"><u>Pre-Class Preparation</u> <i>The teacher will need to make the following preparations prior to the class(es)</i></p>
<ul style="list-style-type: none"> • Construction Paper • Scissors • Glue • Pencils • Rulers 	<ul style="list-style-type: none"> • Prepare “woven” mat. • Have supplies (construction paper, scissors, glue, pencils, rulers) together • Prepare pictures of different types of weaving techniques

<p style="text-align: center;"><u>Curricular Competencies:</u> <u>What students will DO</u> <i>Students will be able to use the following creative process(es) to create and respond to art:</i></p>	<p style="text-align: center;"><u>Concepts & Content:</u> <u>What students will KNOW</u> <i>Students will know the following concepts and content:</i></p>
<ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Students will be able to ask questions, make inferences, and draw conclusions about the content and features of different types of sources. • Students will be able to know the history of the local community and of local First Peoples communities • Connect mathematical concepts to each other and to other areas and personal interests • Visualize to explore mathematical concepts • Model mathematics in contextualized experiences 	<ul style="list-style-type: none"> • Students will know the common resources of the Coast Salish People <ul style="list-style-type: none"> ○ Role and uses of Cedar ○ Role of weaving • Vocabulary <ul style="list-style-type: none"> ○ Weaving (plaited, single twined, Twilled, etc.) ○ Coast Salish ○ Western Red Cedar ○ Tradition <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, analyze ideas; and communicate findings and decisions. • Introduce the class to the concept of weaving as a tool • At the end of the lesson students will... <ul style="list-style-type: none"> ○ Look critically at pictures to compare and contrast various ways of weaving. ○ Understand the relationship between environment, natural resources and tradition with weaving in the Coast Salish culture.

Lesson (Teacher Action/Student Action)

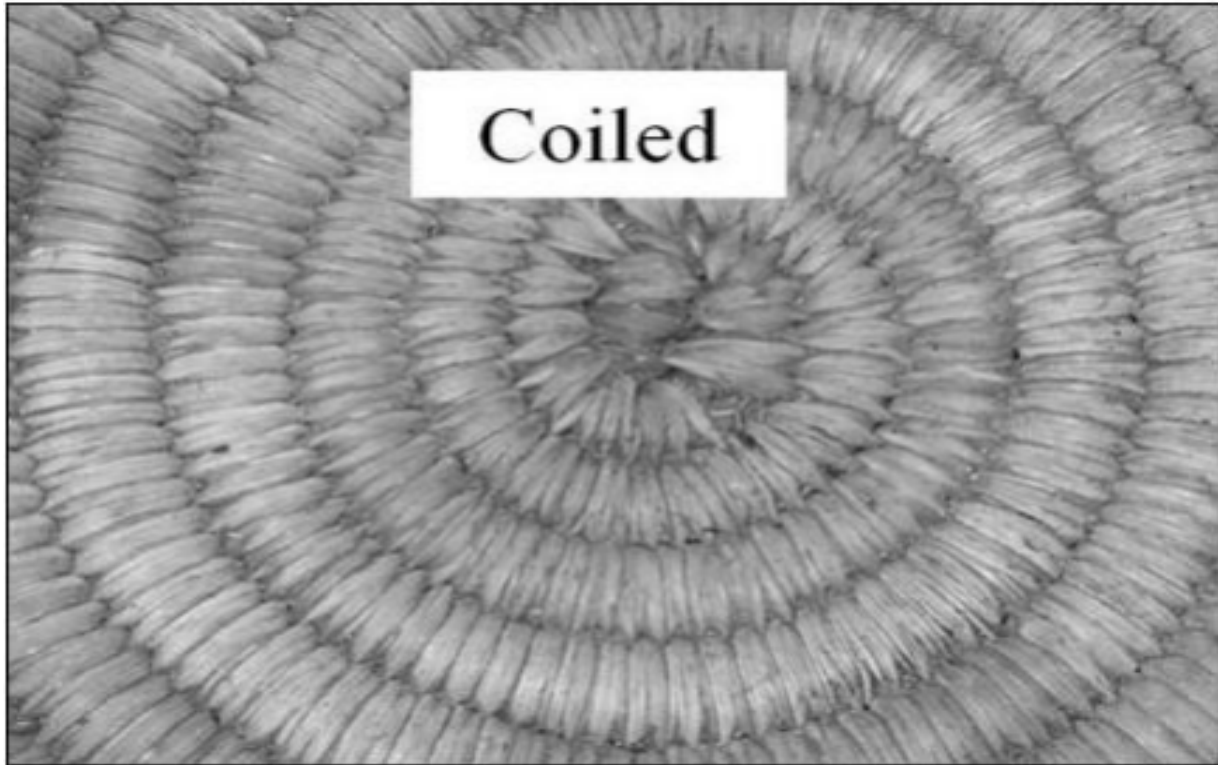
- Hook
 - Introduce the art of weaving with pictures and examples
 - Teacher will hand out pictures of different types of weaving and talk about them briefly as the pictures are passed around.
- There are many techniques to weaving along with variations in decoration.
 - Plaiting – Checker Work/Twilled/Wicker Work
 - Twining
 - Coiled
- The activity will follow an example of Plaiting/Checker Work
- Activity
 - Students will be creating a place mat by weaving 2 pieces of construction paper
 - Teacher will request all students to clear their desks and have only a scissor, glue, ruler, and a pencil out
 - Teachers will present several colour options of construction paper and student will be called in a small group (4's) to come up at a time to collect their construction papers (2 each)
 - Teacher will be modelling and guiding the students step-by-step instructions
 - The teacher will use a black marker to make the lines so it makes it easier for the students to see, however students will be using a pencil
 - The teacher and students will be doing the same steps all together, this will ensure that everyone is following and if the students are staying on task.
 - Teacher will guide and mark the lines and cut along with the class. When each piece is woven glue down strips at each end and cut of excess.
 - As you are weaving teacher will refer to the specific technique (plaiting/checker work) and as guided questions
 - Ex: If we start over, what comes next? If the first one starts with over should the next strip start the same or different?
- While students are working on weaving activity, calming music will played (waves?).
 - Music will encourage students to focus on the activity at hand and not be distracted as well as staying quiet while teacher gives the instructions
- Closure (If Time)
 - Why was weaving important? How did this technology help meet their needs? Is weaving still important today?
 - Weaving was a very important part of the Coast Salish people's traditional life. Still today, the Coast Salish people earn a living weaving baskets, sweaters and rugs.
 - Women who were responsible for creating intricate baskets and clothing and made several types of containers including baskets for collecting clams, cooking baskets, pouches for gathering materials and lidded boxes
 - Ask students to look around the classroom and at each other
 - Can you find evidence of something that has been woven?
 - (Sweaters, clothing, carpets are examples of weaving)

<u>Assessment/ Evaluation</u>	<u>Adaptations/Modifications</u>
<ul style="list-style-type: none"> • Classroom participation • Students have made the connection between natural resources and weaving • Students have understood the role of tradition in relation to weaving • Students have understood the technique of plaiting/checker work 	<ul style="list-style-type: none"> • To be determined after the lesson is delivered • If we were provided more time... <ul style="list-style-type: none"> ○ We would introduce a story involving weaving and discuss if it is a reliable source, why or why not? ○ Possibly provide pre-drawn or pre cut strips

<u>Resources & References</u>
<ul style="list-style-type: none"> • First Peoples Principles of Learning • Big Ideas & Curricular Competencies of Gr. 3 & 4 from BC Curriculum website • https://www.glenbow.org/media/coast_lp_grade_4-12.pdf

<u>Enactivism, Assessment and Inquiry</u>
<p>One area of our lesson plan that is an example of Enactivism is our classroom activity. We have designed an activity that will give hands on experience to the methods of weaving, specifically (plaiting/checker work). Students will be able to create place mats using non-traditional materials, however at the end of next week's teaching period, teachers will laminate the place mats so the students will be able to preserve it and be able to use it for many years and have it as a keepsake.</p> <p>Our lesson explores the First Nation's connectedness with nature and illustrates how their community was interconnected with the land. We are also going to touch on First Nation weaving and use weaving as a metaphor to explain the First Nation's relationship with the land and how weaving is interconnected and the connections form the fabric of First Nation life. We will specifically looking for physical evidence of the students learning. With this lesson students will produce a place mat weaving that they can eventually take home and use in their everyday life. We can assess our students based on their class participation and their finish-weaving product.</p> <p>We want the students to be engaged and to be inspired so that they are driven to ask questions and make the connections between the land, weaving, and tradition.</p>





LESSON FOUR

First Nation Artwork: Animals and Culture

Curriculum Connections

- Indigenous societies throughout the world value the wellbeing of the self, the land, spirits, and ancestors.
- The history of the local community and of local First Peoples communities

Big Ideas:

Arts Education	<ul style="list-style-type: none"> • The mind and body work together when creating works of art • The arts connect our experiences to the experiences of others 	<ul style="list-style-type: none"> • Exploring works of art exposes us to diverse values, knowledge, and perspectives
Social Studies	<ul style="list-style-type: none"> • Learning about indigenous peoples nurtures multicultural awareness and respect for diversity • Indigenous knowledge is passed down through oral history, traditions, and collective memory. 	<ul style="list-style-type: none"> • The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada

First People's Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of indigenous knowledge
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Resources & References

- First Peoples Principles of Learning
- Big Ideas & Curricular Competencies of Gr. 3,4 from BC Curriculum website

Extensions/ Possible Cross-Curricular Connections

- Social Studies – First Nations Studies
- History
- Art

<p style="text-align: center;"><u>Curricular Competencies:</u> <u>What students will DO</u> <i>Students will be able to use the following creative process(es) to create and respond to art:</i></p>	<p style="text-align: center;"><u>Concepts & Content:</u> <u>What students will KNOW</u> <i>Students will know the following concepts and content:</i></p>
<ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Students will be able to ask questions, make inferences, and draw conclusions about the content and features of different types of sources. • Students will be able to know the history of the local community and of local First Peoples communities • Students will become familiar with First Nations artwork • Students will know the particular animals which are most significant to the Coast Salish People • Students will create connections between themselves and the animals; self-reflection 	<ul style="list-style-type: none"> • Vocabulary <ul style="list-style-type: none"> ○ Artwork ○ Coast Salish ○ Tradition <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Students will be able to use Social Studies inquiry processes and skills to ask questions; gather, analyze ideas; and communicate findings and decisions. • Introduce the class to the concept First Nations Artwork • At the end of the lesson students will... <ul style="list-style-type: none"> ○ Look critically at pictures to identify specific animals and the significance behind each animal ○ Understand the relationship between environment, natural resources and tradition with art in the Coast Salish culture.
<p style="text-align: center;"><u>Materials & Technologies</u> <i>Students will use the following materials, tools, equipment</i></p>	<p style="text-align: center;"><u>Pre-Class Preparation</u> <i>The teacher will need to make the following preparations prior to the class(es)</i></p>
<ul style="list-style-type: none"> • Copies of worksheet and animal index • Projector, connector and laptop 	<ul style="list-style-type: none"> • Photocopy worksheets and animal index • Research information on First Nations Artwork -> especially those specific to Coast Salish People • Connecting lesson to curriculum and First Peoples Principles of Learning

Lesson (Teacher Action/Student Action)

Review: Cover the major points of the last three lessons.

We want to discuss what the students learned throughout the unit. Have the students take out their KWL worksheet from the first class.

- The land we reside on is on the traditional land of the Coast Salish speaking people
 - Tsawwassen and Musqueam People.
- Water was a major resource.
 - Fishing Society
 - Used water to travel
 - Used water as a tool.
- Weaving was very important to the Coast Salish
 - The weaved cedar, bark, roots, goat wool and dog hair.

Hook:

4 Pictures of First Nations

- Show three images of First Nation artwork
 - Show a representation of an animal in the art form and have the students guess what they think the animal is.
 - Ex. Show the depiction of artwork for a bear and then a real picture of a bear
 - Prompting Questions:
 1. What do you think this animal is?
 2. What are some features (looking at shapes, colours, formation) of it?
- Describe the importance and significance of animals in the First Nations culture
 - Relate to weaving. The respected everything in their environment. Believed that everything was connected, just like weaving.
- Discuss common shapes and symbols used in Coast Salish Art

Hand out worksheet activity

- Get the students to work on artwork quietly, as we read them a legend (if time)

If time

- Read a legend during the activity. While everyone is working on their activity read the student's a legend. "The First Mosquito"
 - Read the legend.
 - Pause and ask students what they think will happen.
 - After ask students they think what the lesson of the story was.
 - Mosquito: Listening to Elders.

If no time to read legend:

- Lastly, the students will cut out their completed crest signs and add them with to their weaved placemats.

<u>Assessment/ Evaluation</u>	<u>Adaptations/Modifications</u>
<ul style="list-style-type: none"> • Students have understood the aim of the crest and the significance of artifacts • Student’s ability to listen to legend. 	<ul style="list-style-type: none"> • Modification: Some students may choose to not include the self-portrait and instead draw only the animal that provides most connection

Enactivism, Assessment and Inquiry

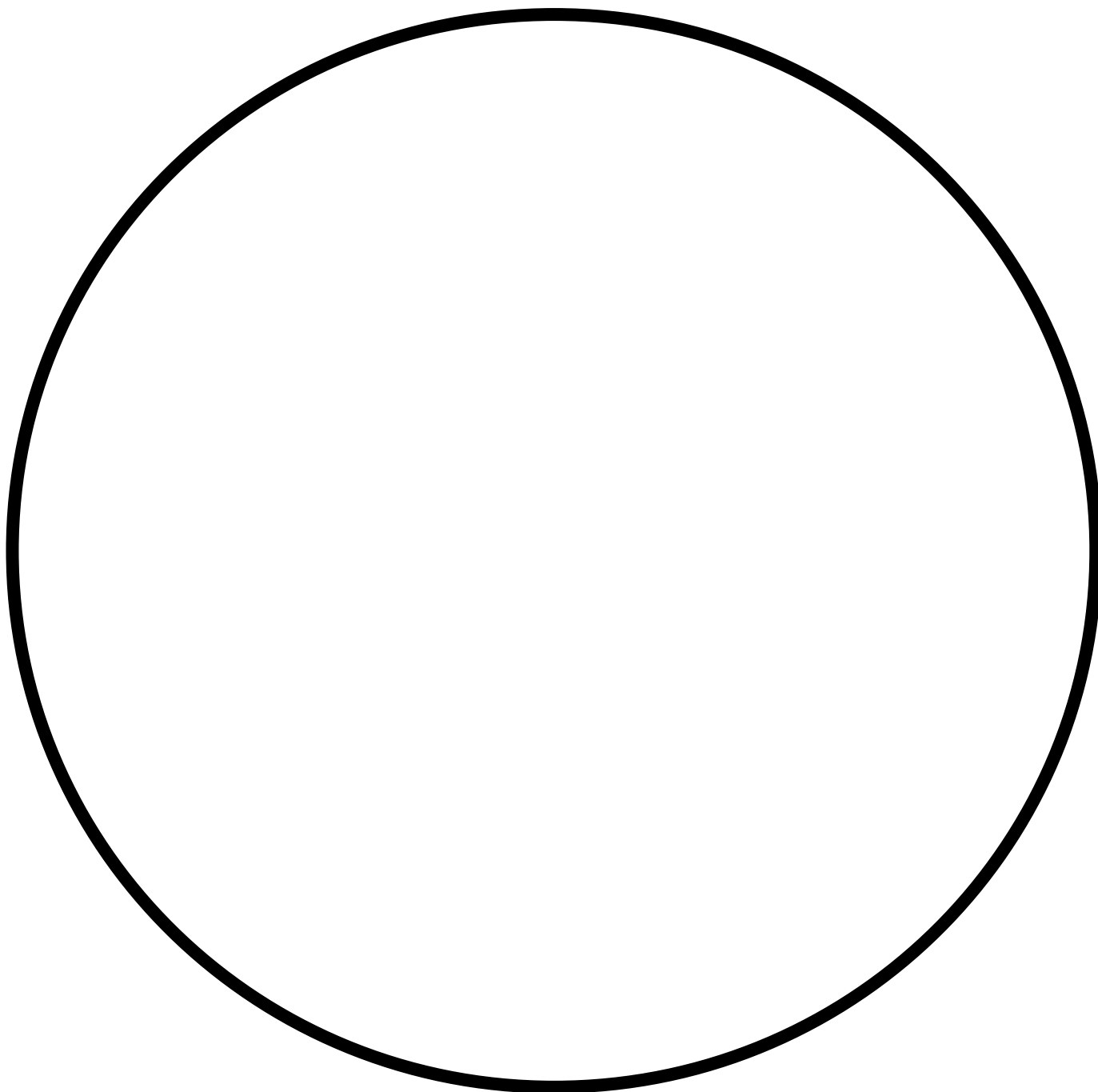
One area of our lesson plan that is an example of Enactivism is our classroom activity. We have designed an activity that will give hands on experience to the methods of Aboriginal Artwork. Students will be able to create animal crests using non-traditional materials. The students will then glue down their crests onto their placements to make it personal to themselves. At the end of the teaching period, teachers will laminate the place mats so the students will be able to preserve it and be able to use it for many years and have it as a keepsake. Our lesson explores the First Nation’s connectedness with art and tradition.

We are specifically looking for physical evidence of the students learning through their participation in the discussions and their final crest creation. With this lesson students will produce a placemat created with the weaving technique called plaiting. Alongside their personal crest will be attached to their placemats and eventually, after being laminated, take it home and use it in their everyday life.

We want the students to be engaged and to be inspired to learn more about the Coast Salish people as well as the common traditions and the significances of each practiced within the community. We hope to leave the students to have a better understanding of the first people who resides on their land as well beginning to create positive and meaningful connections between themselves and the animals, land, and First Nations community.

Name: _____

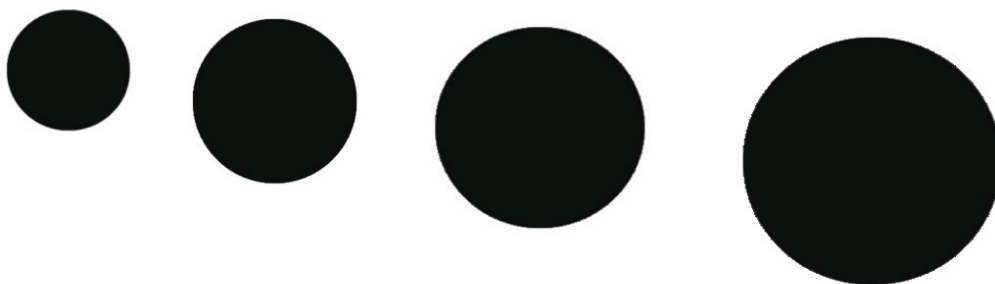
Make Your Own Crest



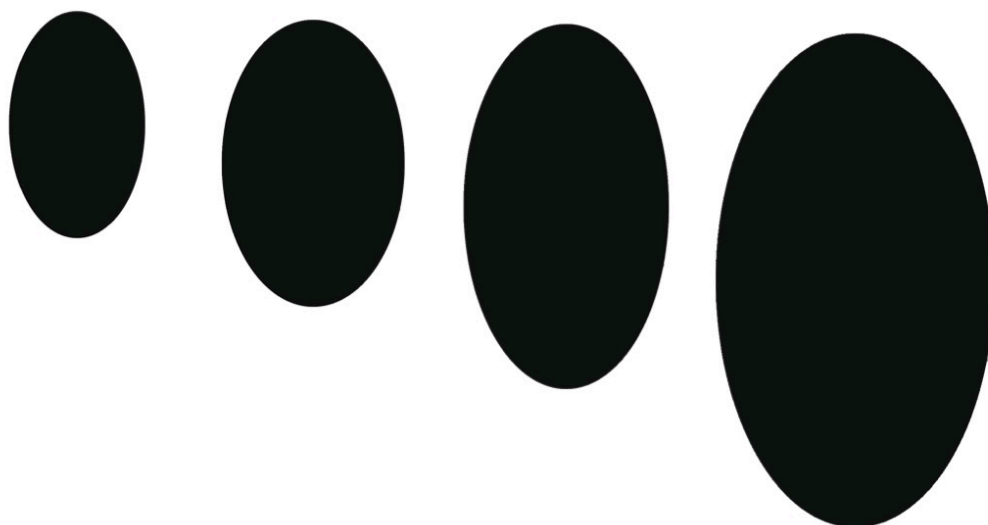
Coast Salish Design Elements

Print, glue on card stock, cut out and trace the shapes to create your own Coast Salish design!

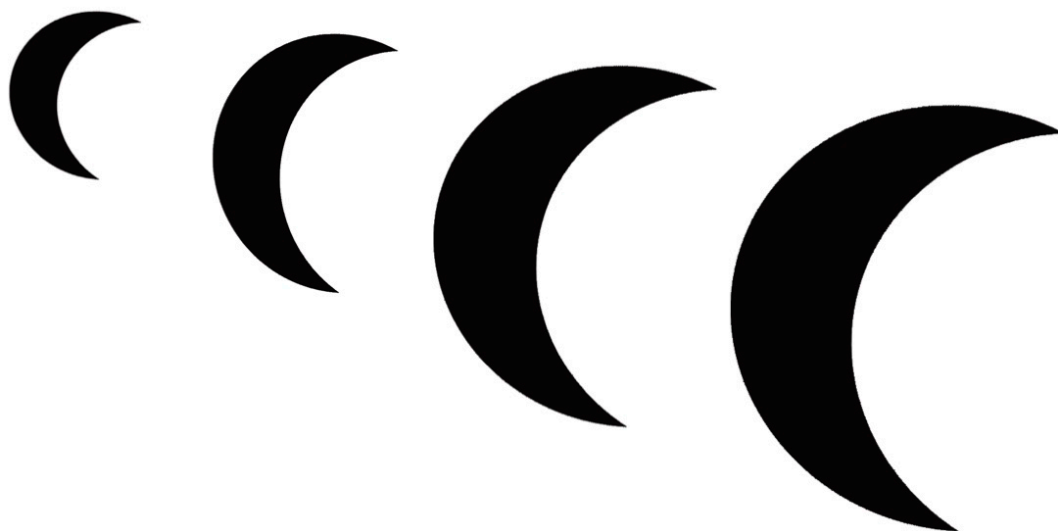
Circles



Ovals



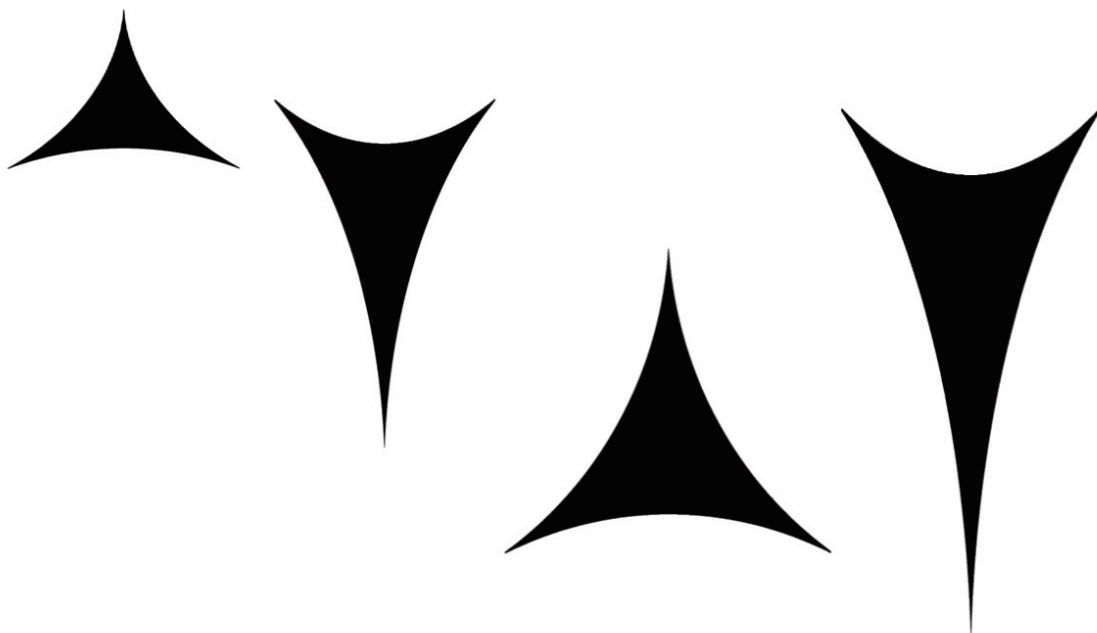
Crescents



Extended Crescents



Trigons



U-Shapes

