

## **Project Plan ANONYMOUS VERSION**

University of British Columbia

EDCP 331

February 2017

Topic: Our Connection to Land

### **Class Description:**

This class is a 6/7 combined made up of 21 grade 7 students and 8 grade 6 students. It is an ethnically diverse class and there does not appear to be any one dominant culture. They do not have any ELL level one or two students in the class nor do they have any students requiring an EA. However, this class does have a very wide range of literacy levels and at times they have difficulty staying on task. This could be reflective of the fact that they generally come from families with a lower socioeconomic status. Despite their tendency to go off task, when they are given an activity that requires them to work together in a hands on manner they become very engaged. They also seem to be more responsive when they can relate the subject matter back to their own lives. This class requires a little extra effort in planning to make sure that they have activities to participate in, rather than just listening to lectures, but when this is done they are eager to learn.

### **Resource critique:**

We used the book *Salmon Boy: A Legend of the Sechelt People* by Donna Joe (1999). This is an Aboriginal story about the Sechelt people's connection to salmon. This is an extremely useful resource because it showcases the importance of salmon to a local BC First Nation. It explains through story how the Sechelt First Nation's identity is deeply connected to salmon. It also covers issues of conservation and the importance of protecting the land and resources. It also introduces students to the idea of an oral history where they learn about the past through stories.

Joe, D. (1999). *Salmon boy: A legend of the sechelt people*. Gibsons, BC: Nightwood Editions.

## Lesson One: First Nations' Loss of Land and Resources (*Past*)

<p><b>Lesson:</b> 1(of3)</p> <p><b>Subject:</b> Social Studies</p> <p><b>Time:</b> 50 min.</p> <p><b>Grade:</b> 6/7</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Envelopes with pictures of resources and materials to be used in activity enclosed (halibut, salmon, shellfish, seal, seaweed, roots and bulbs, nuts, berries, vegetable sprouts (camas, bracken, wapato), reeds, rocks, western red cedar trees, earth/dirt).</li> <li>• Lined paper, pens, pencils</li> <li>• Chart paper</li> <li>• Markers</li> </ul>	<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>• How has land use changed over time in British Columbia?</li> <li>• How has this affected local First Nations?</li> </ul> <p><b>Prior Knowledge:</b> Students who have played on sports teams or have participated in group work have experience with community, negotiation, and agreement.</p>
<p><b>Big Ideas:</b></p> <p>Grade 6: Systems of government vary in their respect for human rights and freedoms</p> <p>Grade 7: Religious and cultural practices that emerged during this period have endured and continue to influence people</p>		<p><b>Curricular Competencies:</b></p> <p>Grade 6/7: Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <ul style="list-style-type: none"> <li>• Use comparing, classifying, inferring, imagining, verifying, identifying relationships, and summarizing to clarify and define a problem or issue</li> <li>• Draw conclusions about a problem or issue</li> </ul>
<p><b>Content:</b></p> <p>Grade 6: Global poverty and inequality issues, including class structure and gender</p> <ul style="list-style-type: none"> <li>• Treatment of indigenous people</li> <li>• Land usage/access to water</li> </ul> <p>Grade 7: Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas.</p>		<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• To help students develop awareness of how land was and still is an essential component of Indigenous life. Through time/contact with settlers, the traditional land area has shrunk and First Nations have suffered.</li> <li>• To build students' awareness of their own relationship/connector to land.</li> </ul>
<p><b>Vocabulary:</b> First Nations, Indigenous</p>		

Part of lesson	Min.	Teacher Activity	Student Activity	Questions teacher will pose
<b>Introduction and Hook:</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Intro: Our names, the overall topic, expectations</li> <li>• Discussion about natural resources and our relationship with the land.</li> <li>• Talk about how resources would have sustained a traditional way to living for First Nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Share knowledge and ideas as part of group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of examples of natural resources that are found in British Columbia?</li> <li>• What do you think the land here looked like hundreds or thousands of years ago?</li> </ul>
<b>Body (part 1)</b>	<b>20</b>	<ul style="list-style-type: none"> <li>• Divide students into 3 groups</li> <li>• Explain shape of the lesson: students are to imagine that they are living in Richmond/Lower Mainland more than 100 years ago. There are three groups that represent a community that must relocate because of flooding.</li> <li>• Hand out materials to class: 10 items from nature (natural resources) in envelope</li> <li>• Remove two of the natural resources from each group and ask the groups if they think their communities could still survive on what they have available</li> <li>• Remove two more resources</li> <li>• Activity ends once every community has decided they can no longer survive, or all resources have been removed.</li> </ul>	<ul style="list-style-type: none"> <li>• Take materials out of envelope and as a group, discuss and decide on how each of the items can be used.</li> <li>• Write down ideas on chart paper</li> <li>• Working together, students come up with new uses for resources, trade, or share their supplies to survive</li> <li>• Decide if your group can survive.</li> <li>• Repeat above process.</li> <li>• Make list/notes on chart paper of actions/possible solutions that your community did to survive</li> </ul>	<ul style="list-style-type: none"> <li>• Don't forget to look at the picture carefully because anything in the environment of the photo can be used.</li> <li>• Do you think your community could continue to survive after losing these resources?</li> <li>• If you decide not to trade, how will you survive?</li> </ul>

<b>Body (part 2)</b>	<b>10</b>	<ul style="list-style-type: none"> <li>Facilitate group discussion about the experience and outcomes that the various groups had.</li> <li>What did the students notice about the importance of resources and the effects of having them taken away.</li> </ul>	<ul style="list-style-type: none"> <li>One group at a time, share your experience.</li> </ul>	<ul style="list-style-type: none"> <li>What did your group do to survive?</li> <li>Was your strategy successful?</li> <li>What was the most difficult resource for your community to lose?</li> <li>Can you draw a connection to where these resources come from? (land)</li> </ul>
<b>Closure:</b> (Summary, review, celebration, what comes next?)	<b>10</b>	<ul style="list-style-type: none"> <li>Wrap up: we worked through the challenge of losing precious resources from the land today.</li> <li>Impact on First Nations.</li> <li>Hand out lined paper and ask students to write a personal reflection on their experience of the lesson.</li> <li>Write prompts for students on board</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on what stood out and what you learned.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Prompts: Is there anything you want to know more about? What?</li> <li>What was the most challenging resource to lose? Why?</li> <li>How did you adapt to losing this resource?</li> <li>How did this activity make you feel?</li> </ul>

**Assessment:**

- Students were engaged during the group activity and contributing ideas on how to support their community with the given resources.
- At the end of the lesson, check what knowledge was gained by students through a short journal reflection.

**Adaptations:**

- There can be different roles in each community for those who struggle with contributing new ideas, they can be the mediator if conflict arises. There can be a writing role to take notes for the discussion as well. If students have a hard time writing, they can draw ideas and participate in the discussion. This way, every student has a chance to be involved in the community.

**Extensions:**

- For students who are ahead of the game, ask them to think about their own lives and what resources/materials they use daily. Could they survive without these? If these resources became really rare or disappeared, how would their life change? Ex. What would happen if drought caused a shortage of wheat? Could you still eat bread? What happens to the fields?
- Potential Case study (or quick example) about the erosion of the salmon populations caused by various activities, industries, and environmental conditions. This case study links this lesson to the next one by laying the groundwork for looking at sustainable development. The second lesson will focus on what is currently being done to develop better relationships. One way that this is happening is by looking at the protection of habitat, climate change, pollution, fish farming, size of commercial salmon fleet, and the protection of threatened stocks and species.

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**Enacted learning:**

This lesson attempts to bring to life the struggles of losing land and resources for the students. Students are critically think about what they have in the natural world around them and how these resources can be used to survive and thrive. Students are required to work together, which is what would happen in the real world outside of the classroom. In this way, the learning experience is enacted because the situation is made “real” for the students. This will hopefully internalize and personalize their learning.

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## Lesson Two: Salmon and First Nations' Worldview (Present)

<p><b>Lesson:</b> 2(of3)</p> <p><b>Subject:</b> Social Studies</p> <p><b>Time:</b> 50 min.</p> <p><b>Grade:</b> 6/7</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Books: <i>The Rabbits</i> by Shaun Tan; <i>Salmon Boy: A Legend of the Sechelt People</i> by Donna Joe.</li> <li>• White board (newsprint if not enough whiteboard space available)</li> <li>• Dry-erase markers (regular markers)</li> <li>• Newspaper articles/clips</li> </ul>	<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>• How are salmon and land connected through nature and our actions?</li> <li>• Why is salmon so important to First Nations and surrounding ecosystems?</li> </ul> <p><b>Prior Knowledge:</b> Students have already read <i>The Rabbits</i> and have identified the major themes of the book: colonialism and environmentalism.</p>
<p><b>Big Ideas:</b></p> <p>Grade 6: Economic self-interest can be a significant cause of conflict among peoples and governments</p> <p>Grade 7: Economic specialization and trade networks can lead to conflict and cooperation between societies</p>		<p><b>Curricular Competencies:</b></p> <p>Grade 6: Differentiate between short-term and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</p> <p>Grade 7: Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
<p><b>Content:</b></p> <p>Grade 6: Economic policies and resource management, including effects on indigenous peoples.</p> <ul style="list-style-type: none"> <li>• Sample topics: Deforestation, mining, oil and gas, fisheries, infrastructure development, and relocation of communities</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>• How should decisions about economic policy and resource management be made?</li> <li>• How should societies balance economic development with the protection of the environment?</li> </ul> <p>Grade 7: Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources.</p>		<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• To help students develop awareness of how land was and still is an essential component of Indigenous life.</li> <li>• The Sechelt People (BC First Nations) have a close relationship to the salmon and have protected them. Western society has not taken care of the species. How do these worldviews differ?</li> <li>• To build students' awareness of their own relationship/connector to land.</li> </ul>
<p><b>Vocabulary:</b> Conservation, ecosystem</p>		

Part of lesson	Min.	Teacher Activity	Student Activity	Questions teacher will pose
<b>Introduction and Hook:</b>	10	<ul style="list-style-type: none"> <li>• Read <i>The Rabbits</i> by Shaun Tan.</li> <li>• Read <i>Salmon Boy: A Legend of the Sechelt People</i> by Donna Joe.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and think about how the two stories are connected.</li> </ul>	<ul style="list-style-type: none"> <li>• What ideas do students have about the relationship of the Sechelt people with salmon?</li> <li>• Does anyone have ideas about how this has changed?</li> <li>• Thinking about our local setting, how do you think this has affected the economy, land, ocean, animals, First Nations?</li> </ul>
<b>Body (part 1)</b>	20	<ul style="list-style-type: none"> <li>• Divide students into 3 groups</li> <li>• Explain shape of the lesson: Divide class into groups of 3. Explain what a carousel activity is.</li> <li>• Front-load the students by prompting them for the carousel questions: <i>How does the economy help/hurt the health of the environment? How does the health of a salmon population affect the land/animals of the land? How does the health of a salmon population affect the ocean/animals of the ocean? What is the relationship between humans and salmon/environment?</i> For all of the above questions, also ask students: <i>What do you think the First Nations' perspectives might be?</i></li> <li>• Hand out materials</li> </ul>	<ul style="list-style-type: none"> <li>• Read/scan newspaper articles/facts about salmon/local environment to get more ideas.</li> <li>• As a group, discuss the question on the chart paper.</li> <li>• Brainstorm ideas, write them down.</li> <li>• Rotate to next question and repeat process</li> </ul>	<ul style="list-style-type: none"> <li>• What you are reading about in newspaper are current issues, what do you think were issues of the past? How do you think people dealt with this?</li> </ul>

		<ul style="list-style-type: none"> <li>• After 5 minutes rotate groups</li> <li>• Once groups have been to all stations, wrap up.</li> </ul>		
<b>Body (part 2)</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Have students do gallery walk to see what their peers ideas are.</li> </ul>	<ul style="list-style-type: none"> <li>• Gallery walk and peer discussion</li> </ul>	<ul style="list-style-type: none"> <li>• If you have an idea that you want to share with your group, make sure everyone is listening before you speak.</li> </ul>
<b>Closure:</b> (Summary, review, celebration, what comes next?)	<b>10</b>	<ul style="list-style-type: none"> <li>• Wrap up: we looked at current issues/challenges that involve salmon and our local environment.</li> <li>• Impact on First Nations.</li> <li>• Hand out lined paper to write a personal reflection</li> <li>• Write prompts for students on board</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on questions and hand in at end of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Prompts: Is there anything you want to know more about? What?</li> <li>• How do our actions have an effect on the environment and salmon?</li> <li>• What First Nations' perspectives and solutions can you think of?</li> </ul>
<b>Assessment:</b>				
<ul style="list-style-type: none"> <li>• Students were engaged during the group activity and contributing ideas to carousel brainstorm activity.</li> <li>• At the end of the lesson, check what knowledge was gained by students through a short journal reflection.</li> </ul>				

**Adaptations:**

- Students who do not want to write on the board can be idea contributors. Instead of reading individually, students can read the news article out loud for the rest of their group. All students will be engaged in some way whether it is through contributing, listening, or writing. Students have the opportunity to develop their ideas based on oral collaboration in the group discussion and based on reading other students' responses.

**Extensions:**

- If there is extra time, discuss as a class how the message to respect the salmon was told through story, introducing the idea of an oral history. *What kind of knowledge is passed down in oral storytelling? Are the meaning obvious or are there hidden messages? Does anyone have a story that they would like to share?*

**Enacted learning:**

The students are making connections with the salmon that they are raising in the classroom to larger issues that are present in British Columbia. By pulling information out of newspaper and internet articles, the students will build on their knowledge. Students will also be able to connect to the issues that are present because they are current and local! This will connect well to our next lesson - the first lesson was about the past, the second lesson is about the present, and the final lesson is about the future! The design of these lessons will help to situate students in the present and give meaning to their "I wonder..." questions and future inquiry related to the topic of salmon and Indigenous worldview. Students will have a chance to read about their peers ideas and develop their own in a safe environment.

## Lesson Three: Life in the Plains/Community Garden Planning (*Future*)

<p><b>Lesson:</b> 3(of3)</p> <p><b>Subject:</b> Social Studies</p> <p><b>Time:</b> 50 min.</p> <p><b>Grade:</b> 6/7</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Books: <i>The Rabbits</i> by Shaun Tan; <i>Salmon Boy: A Legend of the Sechelt People</i> by Donna Joe.</li> <li>• White board (newsprint if not enough whiteboard space available)</li> <li>• Dry-erase markers (regular markers)</li> <li>• Newspaper articles/clips at appropriate reading level</li> <li>• Essential oils (lavender, calendula, mint)</li> <li>• Herbs (basil, mint, garlic)</li> <li>• Lavender flowers</li> </ul>	<p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>• How can community gardens connect to the land and help us care for our environment?</li> <li>• What connections can you make between yourself and the land, the environment and pesticides, and food?</li> <li>• Where does the food in our grocery stores come from?</li> </ul> <p><b>Prior Knowledge:</b> Many of the students in the first lesson wanted to know more about how the plants as resources could be used for food/medicine.</p>
<p><b>Big Ideas:</b></p> <p>Grade 6: Economic self-interest can be a significant cause of conflict among peoples and governments</p> <p>Grade 7: Geographic conditions shaped the emergence of civilizations</p>		<p><b>Curricular Competencies:</b></p> <p>Grade 6: Develop a plan of action to address a selected problem or issue.</p> <p>Grade 7: Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.</p>
<p><b>Content:</b></p> <p>Grade 6: The urbanization and migration of people</p> <p>Grade 7: Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources.</p>		<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• To help students develop awareness of how land was and still is an essential component of Indigenous life.</li> <li>• To build students' awareness of their own relationship/connector to land and food.</li> <li>• To engage students with ideas and actions that will affect their future</li> </ul>
<p><b>Vocabulary:</b></p>		

Part of lesson	Min.	Teacher Activity	Student Activity	Questions teacher will pose
<b>Introduction and Hook:</b>	5	<ul style="list-style-type: none"> <li>• Watch video on food security <a href="https://youtu.be/Xht90xEoFX4">https://youtu.be/Xht90xEoFX4</a></li> <li>• Introduce concept of food security and some of the issues that are impacting First Nations (and other societies)</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video</li> </ul>	<ul style="list-style-type: none"> <li>• What kinds of food do we grow in British Columbia?</li> <li>• Where does our food come from?</li> <li>• How does the way we grow food impact us? Pesticides? Green houses?</li> </ul>
<b>Body (part 1):</b> <i>Power-point summary of 10 local edible plants.</i>	20	<ul style="list-style-type: none"> <li>• Introduce the purpose of the activity: we will go through the slides and talk about the different uses of the plants – food/ medicinal/herbal. Students will take notes on each plant because they will use this information in the next part of the activity.</li> <li>• Ask students if they know what any of the pictures are of before we share the answer</li> <li>• After we have gone through the slides, pass around the flowers, seeds, and oils for students to investigate</li> <li>• Discuss the issues that are facing First Nations and food (see talking points at end)</li> <li>• Record student ideas on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Each student has a template that they will fill in with notes about each plant as we go through the slides.</li> <li>• Students take notes that can be used as support for when they are deciding on what to plant in their community garden.</li> <li>• Pass around the samples and ask students to use all of their senses to investigate the items.</li> <li>• This is related to a holistic way of experiencing things – part of the First Peoples Principles of Learning (FPPL)</li> </ul>	<ul style="list-style-type: none"> <li>• Did anyone notice anything interesting about the wild strawberry vs. the ones we buy in stores? Is bigger always better? What makes them so big?</li> <li>• Are these issues of food security more global? Do they just affect First Nations?</li> </ul> <p><b>Prep:</b></p> <ul style="list-style-type: none"> <li>• Print 30 templates: The plant names are already on the template with space below for students to fill in with their own notes</li> <li>• Bring in a pack of seeds to look at/feel, lavender, calendula essential oil to smell, and lavender flowers to feel/see/smell</li> </ul>
<b>Body (part 2):</b> <i>Planning a community garden</i>	20	<ul style="list-style-type: none"> <li>• Explain instructions: Using your notes on the different plant uses, your personal aesthetics, your senses (touch, smell, taste, etc.),</li> </ul>	<ul style="list-style-type: none"> <li>• Students get into 2 groups – chosen by teacher.</li> <li>• Each group will get a garden plot (brown construction paper) and</li> </ul>	<ul style="list-style-type: none"> <li>• What will you use to protect against pests? Bugs/animals?</li> <li>• Where do you think food in the grocery store comes from? What</li> </ul>

		and what you now know about food security, work in your groups to plan and design a community garden.	chalk to draw with <ul style="list-style-type: none"> <li>• Students will discuss and design a community garden – draw the plants (or a representation) in desired pattern on brown paper</li> <li>• Students will discuss and use their notes to support their choices.</li> </ul>	would a local community garden have to do with groceries? <ul style="list-style-type: none"> <li>• Are these gardens just a good idea for First Nations or do you think everyone could benefit?</li> </ul>
<b>Closure:</b> (Summary, review, celebration, what comes next?)	5	<ul style="list-style-type: none"> <li>• Have each group share their garden design and explain what they chose and how they plan to care for it.</li> </ul>	<ul style="list-style-type: none"> <li>• Each group shares their ideas and design for garden</li> </ul>	
<b>Assessment:</b>				
<ul style="list-style-type: none"> <li>• Students will be assessed based on whether or not they can verbally express the rationale behind the design of their gardens. For example why they chose the plants that they did and what goals they were trying to meet with their gardens.</li> </ul>				
<b>Adaptations:</b>			<b>Extensions:</b>	
<ul style="list-style-type: none"> <li>• Students who are shy are able to draw and express their ideas through drawing with chalk</li> </ul>			<ul style="list-style-type: none"> <li>• Plan a meal that you could grow from what you have planted in your garden and other food items that you know are available locally (ex. salmon)</li> </ul>	
<b>Enacted learning:</b>				
This is displayed through the active participation in exploring this topic and contributing to each other's funds of knowledge. The students will plan their own community garden and draw it out to present to their peers.				

**Pre-activity talking points:**

- Preservation of First Nations' traditional lifestyles, cultures and health (physical, mental, spiritual and emotional) depends on the persistence of 'country foods' in First Nations' traditional territories.
- Loss of access to traditional foods (through contamination, at-risk populations, extirpations or extinctions) translates into a loss of food security, as these foods are the culturally acceptable staples of First Nations' diets.
- Loss of access to traditional foods must be remediated by provision of access to safe, affordable and culturally acceptable alternative food choices and through environmental stewardship action aimed at restoring endangered plant and animal populations and minimizing exposure to environmental contaminants, as well as managing the risks associated with consumption of traditional foods.