

## **Class Description**

The class we were in was a grade 6 and 7 combined class. The class had a wide variety of races and the gender combination was fairly even. The class did not have any ELL students and there was one student on an IEP. The students varied in their ability to focus and work independently during work time. Certain students liked to work with peers. The class had a variety of personalities with some students appearing outgoing, silly or serious. The classroom had a sense of community with the students placing a high regard friendships and the wellbeing of others. With this being said, we think that group activities will be very effective. Activities in the classroom should be geared towards engaging a wide variety of learning styles and learning speeds. This class likes to share what they are thinking and we need to be open to the opinions and ideas of the class.

## **Unit Rationale**

We chose Aboriginal studies for our unit because we decided we wanted to experiment with the new curriculum. We felt that this was an opportunity to try aspects of the new curriculum and see how the students responded to it. The old BC curriculum teaches Aboriginal content in grade 5 and we wanted to creatively reintroduce it into a grade 6/7 classroom. We felt that the students already had a fairly concrete background and we wanted the students to explore Aboriginal content in an inquiry based and cross curricular environment.

## **Unit Assessment**

We chose to assess our students learning through exit slips, a talking circle, art and drama. The assessment was used throughout the unit. We assessed very informally and with emphasis on students being able to explore the content through inquiry. For example; when we did exit slips, we emphasized to the students that the most important thing was for them to get their thinking onto paper.

# Group A Lesson Plans

## **Week 1**

### **Indigenous Food Lesson Plan:**

**January 15th, 2016**

### **Big Idea:**

Students will have a basic understanding about some traditional Indigenous Food In Canada

Students will add to their knowledge about Indigenous hunting/gathering techniques as well as preparing techniques.

**Content, Core and Curricular Competencies:**

Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources

Assess the significance of people, places, events, and developments at particular times and places

**Vocabulary:**

indigenous

aboriginal people

first nations

non-processed food

traditional hunting methods.

**Materials:**

Whiteboard/Smart Board

Sticky notes

If You Lived With The Indians of The Northwest Coast book

Materials for props for their plays. (Construction paper, wood doweling, string, pipe cleaners, ect.)

**Hook: (Time: 10 minutes)**

Imagine: “Imagine you were one of the first people to ever live in Canada, specifically along the West Coast. What would you eat? How would you retrieve it? ”

Have students think by themselves for about a minute.

Then have students turn to a partner to discuss what they thought about.

Bring discussion into a large class group, adding ideas onto the whiteboard.

“ Why do you think we are talking about this today? Any ideas?”

**Remember to include:**

emphasize climate, challenges, landforms...

tribe leaders would teach others how to hunt and fish.

development of certain strategies and materials.

**Learning Activities: (Time: 35 minutes)**

Ask the class what they would like to add to the list about their knowledge of Indigenous culture specifically to do with food (eg types of food, hunting, preparing). Add to our previous brainstorm with the class after reading a couple of sentences from the book for inspiration.

Change the term “Indians” to First Nations people.

Ask students to split in small groups (4-6 people) and use role play to show what they would do if they were part of a First Nations community living on the Northwest Coast of BC with no modern conveniences around. Make sure that students mention some challenges that they come across. Have students include at least gather two different types of food as well how they prepare or store the food. Ask peers to give each other feedback.

**Closure: (Time: 5 minutes)**

Students will create exit slips with two new things they learned about traditional indigenous culture/food in Canada.

**Assessment:**

Informal-Students should be able to work cooperatively in groups and use role play to come up with how they would find and prepare or store food without modern conveniences around. The role plays should include information about the environment of B.C.

Formal-students use exit slips to write two new things they learned about indigenous culture/food

**As Possible Concern:**

If short for time, we will have one or two groups perform at the beginning of next week's class.

**Week 2**

**Art Lesson**

**January 22, 2016**

Older and new art

Animals and landforms

Compare and contrast

**Big Ideas:**

Students will gain an understanding of traditional and new aboriginal art forms.

Students will get a sense of how aboriginal art is connected to landforms, animals and culture.

**Content, Core and Curricular Competencies:**

Use social studies inquiry processes and skills to:ask questions; gather interpret, and analyze ideas; and communicate findings and decisions

Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas

Assess the significance of people, places, events, and developments and particular times and places.

**Vocabulary:**

Symbolism of various animals (eg Raven, Salmon, Eagle)

**Materials:**

Photo's of art pieces

Lined Paper and Blank Paper (to draw and write on)

Pastels

Smartboard

**Hook: (Time: 10 minutes)**

Show students some popular Aboriginal art pieces that may be fairly familiar to them (eg art from the museum of anthropology or the airport). Ask the students for their thoughts on the artwork and explain the meanings behind the different artworks.

**Learning Activities: (Time: 20 minutes)**

Show the class a Roy Henry Vickers Calander for some other examples of Aboriginal artwork.

Talk about First Nations art was influenced by the land around them and discuss some of the symbols different animals had in First Nations artwork that haven't been discussed. Pay close attention to Roy Henry Vickor's Back To The Land painting. (5 minutes)

Ask the students to quickly draw and colour a sketch of a nature scene that may have meaning to them (or their family) from British Columbia. (10 minutes).

Have students write a small but descriptive meaning behind their drawings, connecting them to come of the themes and the artwork we talked about in class. (5 minutes)

**Closure: (Time: 10 minutes)**

Time permitting, allow for a gallery walk of the students art pieces.

**Assessment:**

Students will show a basic understanding of art in Aboriginal culture by comparing and contrasting it with their own art creations.

**Week 3****Environmental Impact****February 5th, 2016****Big Idea:**

Students will be able to understand the effects that society has on the environment and how this conflicts with some of the philosophies of First Nations Culture.

Students will reflect and gain a sense of closure for the ending of our small unit on First Nations culture.

**Content, Core and Curricular Competencies:**

human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources

use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas

**Vocabulary:**

climate change

**Materials:**

The Elders Are Watching Story

Newspaper Articles and Photocopies for students

Item to Use for Talking Circle

Flashcards for responses

**Hook: (Time: 5 minutes)**

Remind students of the art they did last week and the Roy Henry Vickers calendar they looked at. Read parts of the Elders are watching story. Ask student how the story ties into current events today and the themes we've talked about the past few lessons. Remembering the importance that Aboriginal people have with nature/animals and the environment (natural resources).

**Learning Activities: (Time: 20 minutes)**

We will read one or two articles about the decline of B.C.'s resources (eg salmon and forests) followed by a classroom discussion. Ask the students for further examples of environmental issues (personal stories of students?) that are currently affecting B.C. (10 minutes)

The class will have a quick brainstorm of different ideas we've talked about in class.. Students will briefly write down two thoughts they have about First Nations culture and/or environmental issues facing B.C. today.

**Closure: (Time: 15 minutes)**

Students will have a talking circle to discuss different ideas and thoughts they've had about the article today and their lessons of the past few weeks.

**Assessment:**

quality of written and spoken thoughts about First Nation's culture and current environmental issues in B.C.

## Group B Lesson Plans

**Week 1:**

<b>Grade: 6/7</b>	<b>Big Ideas:</b>  <b>Students will be able to use the activity and inquiry questions that follow to show a basic understanding of the link between oral storytelling and Aboriginal culture</b>
<b>Date: Jan 15 2016</b>	
<b>Subject: Socials Oral Storytelling of the First Nations People</b>	<b>Curricular Competencies:</b>  <b>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions</b>
<b>Content:</b>  <b>Origins, core beliefs, narratives, practices, and influences of religions,</b>	

**including at least one indigenous to the Americas**

**Vocabulary**

Indigenous  
Aboriginal People  
First Nations  
Oral tradition  
Storytelling

**Lesson Procedures:**

**Background: Author Michael Nicoll Yahgulanaas is from Haida Gwaii but the story is a Quechuan tale that he retold and illustrated in Haida style and colours**

**Hook: Environment --> block off part of the room, have carpet pieces, chairs and lights dimmed --> create a warm, inviting, and engaging storytelling environment**

**Activity 1 (5 mins)**

**Share background information**

**Read book – 5 mins**

- Reader will state that Aboriginal storytelling requires experience and storytellers are usually older with many years of experience and training.
- Tell students to keep this in mind as the activity we do will relate to it

**Activity 2 (20 mins)**

**Break into groups of 5 (3 groups)**

Groups will collectively work together to retell the story through narration and acting (presentation approx. 3 mins per group)

Groups will have 10 mins to come up with their retell/acting

The retelling of the story must have a narrator, however, the narrator does not have to be a single student

**Discussion (10 mins)**

- At the start of class, we mentioned that Aboriginal storytellers must have experience in order to share their stories. After today's class, do you agree/disagree with this? Do you see their point of view?
- What was your experience with recreating the story? Was it easy or difficult?
- How does your story compare to the other groups? Did you realize you missed some parts or added more? Did you interpret it differently?
- Is the story's message simply about the environment or does it have a bigger perspective? Does it apply to other context?
- What is something you learned today with Aboriginal oral storytelling that you did not know before?
- What was your favourite part of the lesson?

**Closure: Exit Slip**

Explain to students that an exit slip is a way for us to see what they have learned in the class in at least one written sentence.

Students will answer the question: How is oral storytelling important to Aboriginal peoples?

**Possible concerns:** Time will be tight. Emphasize 3mins for each presentation. If time is too tight, some groups may have to present at the beginning of the next class. We may also try to link the discussion to next week's class so if time is tight the discussion can continue next week.

<p><b>Materials:</b>  <b>The Little Hummingbird Book</b>  <b>Carpet pieces</b>  <b>Exit slips</b></p>	<p><b>Assessments:</b>  <b>Exit slips – Does the student show knowledge of the link between storytelling and Aboriginal culture?</b>  <b>Their answer comes through inquiry</b></p>	<p><b>Homework Connection:</b>  <b>None</b></p>
---	---	---

**Week 2:**

<p><b>Grade: 6/7</b></p>	<p><b>Big Ideas:</b></p> <p><b>Economic self-interest can be a significant cause of conflict among peoples and governments.</b></p> <p><b>(Specifically, students will understand inequality and how it relates to the treatment of the Aboriginal people of Canada)</b></p>
<p><b>Date: Jan. 22, 2016</b></p>	
<p><b>Subject: Social Studies</b> <b>- Perspective/language barriers</b></p>	<p><b>Curricular Competencies:</b></p> <p><b>Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)</b></p>
<p><b>Content:</b></p> <p><b>Global poverty and inequality issues, including class structure and gender</b></p>	
<p><b>Lesson Procedures:</b></p> <p><b>Game: “trade talks”</b></p> <p>2 groups – half settlers/half First Nations peoples</p> <ul style="list-style-type: none"> <li>- Settlers can talk/First Nations people can’t talk</li> <li>- Settlers are trying to ask the First Nations people for food but the First Nations people do not want to give the items to them and try to give the Settlers something else</li> </ul> <p><b>Debrief</b></p> <p>How did you feel? Did you get frustrated?</p> <p>How did you figure out how to communicate with each other?</p> <p>How do you think this might have affected the relationship between the First Nations and Settlers?</p> <p>How does this relate to current events? E.g., The refugee crisis</p> <p><b>Game part 2 – switch roles</b></p> <p>How did the roles differ?</p> <p>Did you try anything different?</p>	

### **Perspective writing**

Ask: what is perspective writing?

Pick a perspective – settler or First Nations

Imagine you are that person in that time period – consider: what would you have been thinking? How would you feel? What could you do to help break the language barrier?

**Closure:** Bring group back together; tell them the homework OR if most students are finished take time to discuss what this activity shows about how first contact might have felt

<p><b>Materials:</b> Paper Pencils Instructions for game</p> <p><b>Game materials:</b> orange paper green paper orange paper brown paper yellow paper blue paper pens and pencils board erasers books pencil cases</p>	<p><b>Assessments:</b> Did the student successfully use perspective writing – stating what the writer might be thinking/feeling</p>	<p><b>Homework Connection:</b> Finish writing</p>
--	---	---

### Game 1

Have the metal tools, wool blankets, vegetables, cereal crops, and the European livestock on the left side of the classroom and berries, potatoes, corn, fish, and squash on the other side.

#### **8 Settlers**

You finally made it to the new land. It is a little bit different from your home. Though you were able to bring some of the foods you are used to eating, you notice the people here are eating something different. Your goal is to trade what the Aboriginal peoples do not have for new foods to try. However, the people of this land do not understand the English language...

1. Ask the Aboriginal peoples for berries and offer your metal tools.
2. Ask the Aboriginal peoples for squash and offer your wool blankets.
3. Ask the Aboriginal peoples for potatoes and offer vegetables.
4. Ask the Aboriginal peoples for corn and offer cereal crops.
5. Ask the Aboriginal peoples for fish and offer your European livestock.

\*Do not show anyone your paper.

\*You can only accept what you are asking for.

\*You can only ask for what the items represent and not what they actually are (e.g., "I will give you my wool blanket for two of your squash").

The following information cannot be revealed to anyone:

*Books represent wool blankets.*

*Pens represent squash.*

*Pencils represent potatoes.*

*The green paper represent corn.*

*Board erasers represent fish.*

*The orange paper represent metal tools.*

*The blue paper represent berries.*

*The brown paper represent vegetables.*

*The yellow paper represent cereal crops.*

*The pencil cases represent European livestock.*

End goal: To gather the most supplies and/or food.

**Aboriginal peoples:** 3 chiefs/leaders & 4 Aboriginal peoples

### **Aboriginal Chiefs/Leaders**

European settlers have arrived on your land. Through years of trade, you have come to understand some of their language. Your goal is to conduct a fair trade with the limited English you know.

1. Do not give the Settlers all of your food.
2. Do not give the Settlers what they ask for; instead, give them an alternative that could benefit you.

The following information cannot be revealed to anyone:

*The blue paper represent berries.*

*Pens represent squash.*

*Board erasers represent fish.*

\*Due to a language barrier, you do not understand the Settlers and therefore, are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

### **Aboriginal peoples**

European settlers have arrived on your land.

1. Do not give the Settlers anything.

\*Due to a language barrier, you do not understand the Settlers and therefore, are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

## Game 2

Have the metal tools, wool blankets, vegetables, cereal crops, and the European livestock on the left side of the classroom and berries, potatoes, corn, fish, and squash on the other side.

### **8 Settlers**

You finally made it to the new land. It is a little bit different from your home. Though you were able to bring some of the foods you are used to eating, you notice the people here are eating something different. Your goal is to trade what the Aboriginal peoples do not have for new foods to try. However, the people of this land do not understand the English language...

1. Ask the Aboriginal peoples for berries and offer your metal tools.
2. Ask the Aboriginal peoples for squash and offer your wool blankets.
3. Ask the Aboriginal peoples for potatoes and offer vegetables.
4. Ask the Aboriginal peoples for corn and offer cereal crops.
5. Ask the Aboriginal peoples for fish and offer your European livestock.

\*Do not show anyone your paper.

\*You can only accept what you are asking for.

\*You can only ask for what the items represent and not what they actually are (e.g., "I will give you my wool blanket for two of your squash").

The following information cannot be revealed to anyone:

*The orange paper represent berries.*

*Board erasers represent squash.*

*The yellow paper represent potatoes.*

*Pencils represent corn.*

*The green paper represent fish.*

*Books represent metal tools.*

*The brown paper represent wool blankets.*

*Pencil cases represent vegetables.*

*Pens represent cereal crops.*

*The blue paper represent European livestock.*

End goal: To gather the most supplies and/or food.

**Aboriginal peoples:** 3 chiefs/leaders & 4 Aboriginal peoples

### **Aboriginal Chiefs/Leaders**

European settlers have arrived on your land. Through years of trade, you have come to understand some of their language. Your goal is to conduct a fair trade with the limited English you know.

1. Do not give the Settlers all of your food.
2. Do not give the Settlers what they ask for; instead, give them an alternative that could benefit you.

The following information cannot be revealed to anyone:

*The orange paper represent berries.*  
*represent fish.*

*Board erasers represent squash.*

*The green paper*

\*Due to a language barrier, you do not understand the Settlers and therefore, are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

### **Aboriginal peoples**

European settlers have arrived on your land.

1. Do not give the Settlers anything.

\*Due to a language barrier, you do not understand the Settlers and therefore, are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

### **Settlers**

You finally made it to the new land. It is a little bit different from your home. Though you were able to bring some of the foods you are used to eating, you notice the people here are eating something different. Your goal is to trade what the Aboriginal peoples do not have for new foods to try. However, the people of this land do not understand the English language...

The following is a *guideline* of what to ask for:

1. Ask the Aboriginal peoples for berries and offer your metal tools.
2. Ask the Aboriginal peoples for squash and offer your wool blankets.
3. Ask the Aboriginal peoples for potatoes and offer vegetables.
4. Ask the Aboriginal peoples for corn and offer cereal crops.
5. Ask the Aboriginal peoples for fish and offer your European livestock.

\*Do not show anyone your paper.

\*You can only accept what you are asking for.

\*You can only ask for what the items represent and not what they actually are (e.g., "I will give you my wool blanket for two of your squash" NOT "I will give you this book for two pens").

The following information cannot be revealed to anyone:

*Books represent wool blankets.*

*Pens represent squash.*

*Pencils represent potatoes.*

*The green paper represent corn.*

*Board erasers represent fish.*

*The orange paper represent metal tools.*

*The blue paper represent berries.*

*The brown paper represent vegetables.*

*The yellow paper represent cereal crops.*

*The pencil cases represent European livestock.*

End goal: To gather the most supplies and/or food.

### **Aboriginal Chiefs/Leaders**

European settlers have arrived on your land. Through years of trade, you have come to understand some of their language. Your goal is to conduct a fair trade with the limited English you know.

1. Do not give the Settlers all of your food.
2. Do not give the Settlers what they ask for; instead, give them an alternative that could benefit you.

The following information cannot be revealed to anyone:

*The blue paper represent berries. Pens represent squash. Board erasers represent fish.*

\*Due to a language barrier, you do not understand the Settlers and therefore, you are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

Game 1

### **Aboriginal peoples**

European settlers have arrived on your land.

1. Do not give the Settlers anything.

\*Due to a language barrier, you do not understand the Settlers and therefore, you are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

Game 1

### **Settlers**

You finally made it to the new land. It is a little bit different from your home. Though you were able to bring some of the foods you are used to eating, you notice the people here are eating something different. Your goal is to trade what the Aboriginal peoples do not have for new foods to try. However, the people of this land do not understand the English language...

The following is a *guideline* of what to ask for:

1. Ask the Aboriginal peoples for berries and offer your metal tools.
2. Ask the Aboriginal peoples for squash and offer your wool blankets.
3. Ask the Aboriginal peoples for potatoes and offer vegetables.
4. Ask the Aboriginal peoples for corn and offer cereal crops.
5. Ask the Aboriginal peoples for fish and offer your European livestock.

\*Do not show anyone your paper.

\*You can only accept what you are asking for.

\*You can only ask for what the items represent and not what they actually are (e.g., "I will give you my wool blanket for two of your squash" NOT "I will give you brown paper for two board erasers").

The following information cannot be revealed to anyone:

*The orange paper represent berries.*

*Board erasers represent squash.*

*The yellow paper represent potatoes.*

*Pencils represent corn.*

*The green paper represent fish.*

*Books represent metal tools.*

*The brown paper represent wool blankets.*

*Pencil cases represent vegetables.*

*Pens represent cereal crops.*

*The blue paper represent European livestock.*

End goal: To gather the most supplies and/or food.

Game 2

### **Aboriginal Chiefs/Leaders**

European settlers have arrived on your land. Through years of trade, you have come to understand some of their language. Your goal is to conduct a fair trade with the limited English you know.

1. Do not give the Settlers all of your food.
2. Do not give the Settlers what they ask for; instead, give them an alternative that could benefit you.

The following information cannot be revealed to anyone:

*The orange paper represent berries. Board erasers represent squash. The green paper represent fish.*

\*Due to a language barrier, you do not understand the Settlers and therefore, you are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

Game 2

### **Aboriginal peoples**

European settlers have arrived on your land.

1. Do not give the Settlers anything.

\*Due to a language barrier, you do not understand the Settlers and therefore, you are not allowed to speak to the Settlers as part of this game.

End goal: To gather the most supplies and/or food.

Game 2

<b>Grade:</b> 6/7	<b>Big Ideas:</b>  Cultural practices that emerged during this period have endured and continue to influence people  Economic specialization and trade networks can lead to conflict and cooperation between societies.
<b>Date:</b> Feb. 5, 2016	
<b>Subject:</b> Social Studies	<b>Curricular Competencies:</b>  Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)
<b>Content:</b>  Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration	
<b><u>Vocabulary</u></b> Indigenous Aboriginal Peoples First Nations Oral tradition Storytelling Colonialism  <b>Lesson Procedures:</b>	

**Background:** This is very much a true illustration of colonialism in Australia but is very relatable to what occurred in BC.

**Hook:** Read “The Rabbits” by John Marsden and Shaun Tan

### **Activity 1**

#### **Discussion**

- Discuss the key points in the story and write them down
  - § *The Rabbits came by water*
  - § They were different from us
  - § *They brought new food and animals, some of which made us sick and scared us*
  - § *The Rabbits spread*
  - § *They took everything away from us*
  - § “The land is bare and brown and the wind blows empty across the plains”
  - § *Who will save us from the Rabbits?*

### **Activity 2**

#### **Group Artwork**

- Organise the students into groups of 3 (5 groups altogether)
- Have each group create one scene that was listed in italics using a variety of materials and textures (e.g. different colours of paper, cotton, tin foil, etc.)
- Work with the students to arrange the artwork sequentially
- Using yarn, connect all art pieces together to tell the story

#### **Closure: Goodbye!**

Thank the students for allowing us into their classroom. Explain the expo to them and how we appreciate all of their hard work. Wish the grade 6s luck as leaders and role models at Hamilton next year and the grade 7s luck in their new high schools!

**Possible concerns:** Some students may not work well with each other. Others may have a difficult time understanding the story. We will try to combat this by putting them into groups ourselves with peers we believe will not only work well together, but also are able to support each other. Time constraints may occur.

<p><b>Materials:</b>  <b>“The Rabbits” book</b>  <b>Card paper</b>  <b>Various colours of paper</b>  <b>Cotton</b>  <b>Tin foil</b>  <b>Yarn</b></p>	<p><b>Assessments:</b>  <b>Final in class project – does the student show a clear understanding of Aboriginal storytelling and colonialism?</b></p>	<p><b>Homework Connection:</b>  <b>None</b></p>
--	---	---

**Resource Critique:**

**1) If you Lived With The Indians of The Northwest written by Anne Kamma and illustrated by Pamela Johnson**

This is an excellent resource for having students imagine what it would be like to be First Nations person on the Northwest Coast. It has simple and clear language and very vivid pictures. It was published in 2002 and although the term Indian is outdated it made for an interesting discussion with our students.

**2) Roy Henry Vickers 2009 Calendar**

This 2009 calendar was a great example for students about how the traditional philosophy of First Nations culture can be passed down through a modern artist. The pictures are beautiful and give a great representation of different places in B.C. as well as important animals in Aboriginal culture.

**3) The Elders Are Watching by David Bouchard and Roy Henry Vickers**

This book is an amazing resource, it was written in 2003 and contains many messages about the depletion of resources that are relevant to our world today. It has breathtaking pictures and poetic language that makes it for a very engaging read to students. However, the book is a bit long and this may be a factor if teachers are dealing with time constraints.

**4) Climate Change Projected To Harm First Nations Fisheries**

This article is very recent and was written in January of 2016. Although the writing is targeted towards adults it's a great example of how environmental issues in B.C. are affecting First Nations culture today. The article describes how harming First Nations fisheries affect the environment, economy and culture for First Nations groups in B.C. The one drawback of the article is that it is a bit dense for grade 6/7 students so it's important to read and go over the article with the class.

### **5) 10 Forest Problems that British Columbia Needs to Do Something About ASAP**

This article is fun, local article that addresses the British Columbia forests. It was written in in May, 2014 and talks about the massive infestation of the Mountain Pine Beetle and the effects of large forests fires and deforestation. This article was well tied into our lesson plan talking about harmful effects on the environment caused by humans and natural causes. The only drawback of the article is that the content is a bit dense for grade 6/7 students. We only skimmed the article and talked about the main points of the article, for I highlighted some of the major points beforehand.

### **6) The Little Hummingbird by Michael Yahgulanaas**

We used the book "The Little Hummingbird" by Michael Yahgulanaas. We first heard of it when Lisa Swartz did a lesson on it at the Richmond Teachers' Association. The story has a deep meaning that can be interpreted differently for each student. This book can be used in multiple grades, as it is short and intriguing. The back of the book has some more information about hummingbirds and how they apply to Aboriginal culture. The book is both interesting and informative. We would use this book as a 'hook' as well as an introduction to an activity.

### **7) The Rabbits by John Marsden and Shaun Tan**

We used the book "The Rabbits" by John Marsden and Shaun Tan. We first heard of this book during the Teacher Candidate Mini Conferences at UBC. They used fictional characters to creatively illustrate the true story of colonialism in Australia. The story is very short and concise but allows the older students to dive deeper into the meaning. However if we were to use this book in a younger intermediate class it would require a lot of direction and scaffolding for the students to demonstrate a better understanding.