

**Legends**  
**A Project Plan**

**UBC CITE Cohort**  
**February 12, 2015**

## **Class Description**

My classroom consists of 29 students, 15 girls and 14 boys. I will be teaching a combined class of grade 4 and 5 whose ages range between 9 -11. There are 2 students who require special attention in regards to language development. There is a part-time Education Assistant in the classroom during the morning. Half the class is of Asian decent but can speak English fluently and is at English Language Learning (ELL) level 4 or 5. There are no students on Individual Educational Plans (IEP). The class is highly motivated to learn and respect the use of technology. Interruptions are common in the classroom as visitors come into and out of the classroom.

## **Rationale**

The students in the classroom learned about legends in First Nation culture and in the European culture. I wanted students to know that there are different ways to explain the great phenomenon of this world and that they are all valid. I used multiple First Nation legends in each theme to highlight the diversity that exists.

As an introduction lesson, I read “The Raven Story” from the Haida Gwii nation together as a class. Students were then divided into 2 groups: The Turtle Island and The Old Man In The Sky. These tales are from the Ojibway nation and the Salish nation respectively. At the end, students had a group presentation where they told the other half of the class about their story. These creation stories were all different, but they have one common goal: to explain the beginning of mankind.

First Nation tribes used animals on their totem poles to symbolize what they believed and what they valued. I shared the story “The Salmon Twins” by Carol Simpson with the class and then explored the animals in First Nation culture. The students made totem poles to represent what they valued.

One of the most important teachings revolves around the Medicine Wheel. Composed of 4 colours of the same size, it is used to remind us of equality and respect. As a class, we explored different Cycles of Fours and what each sector resembles.

For our fourth and final lesson, we had students act out First Nation legends about the four seasons. Students were given a legend and each group was responsible for one season. They were given time to add dialogue to make their story more engaging and practice their skits. We used iPads in our lesson for students to film their skit. The videos were shown at the end of class and we celebrated each other’s work.

## **Unit Objective**

The focus of this unit was around legends. We decided to focus on a theme each week starting with creation stories, then morals and values and ending the unit with the different seasons. Students learned about legends in the First Nation culture as well as in the European culture. The reason for the different culture was to help students understand that each culture has their own set of legends even though the theme was the same.

Students also saw how different nations within a culture may have different stories to explain the same idea.

### **Unit Assessment**

During the unit, I assessed students for their participation. I wanted students to understand the legends. To assess this, I had students do presentations or quick sentences that summarized their learning. There were no formal assessments in this unit.

## Lesson 1: Legends/First Nations

Grade Level: 4/5

### **BIG IDEAS**

To understand what legends are and begin to understand that there are many forms of legends created to explain the unknown.

### **LEARNING OBJECTIVES (Student Needs/Interests, PLOs/IRPS, Professional Choice)**

Grade 4 and 5

- A1 – apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A4 – identify alternative perspectives on a selected event or issue
  - Identify and discuss differing points of view on a selected historical event or issue

Grade 4

- B1 – distinguish characteristics of various Aboriginal cultures in BC and Canada
  - Give examples of how specific Aboriginal stories incorporate the natural and the supernatural

### **SWBAT**

- SWBAT distinguish characteristics of Aboriginal legends and the use of animals.
- SWBAT see the different representation of the same theory by different Aboriginal cultures

### **RATIONALE**

Students will begin to understand characterization in different cultures.

### **BODY OF LESSON**

#### Materials:

- Pencils and erasers
- Blank paper
- Creation stories (Raven's Tale, The Story of Turtle Island and Old-Man-In-The-Sky Salish Creation Story)

#### Hook and Activating Prior Knowledge:

- 1) Introduce and discuss what are legends and the characteristics of legends with students.
- 2) Ask students what other stories they have heard before that also carries a moral.

#### Procedure:

- 1) Gather students at the carpet.
- 2) Introduce legends to students and discuss the characteristics of legends.
- 3) Read Raven's Tale together and discuss characterization and plot with students. Put ideas on chart paper so students can see and refer back if needed.
- 4) Teacher briefly introduces two stories that students will be working with. Introduce terminology such as the First Nations tribe.
- 5) Divide group into 2 smaller groups and have students read different creation story at tables/desks.
- 6) In the small groups, come up with a drawing of the main character in their story.
- 7) Gather students together at the carpet and have small group present their story.
- 8) Discuss similarities and differences between the two stories and the Raven's Tale. Teacher writes down ideas onto chart paper.
- 9) Students will give teacher their finished product.

#### Extensions/Adaptations:

Have students write a few sentences to support their characterization and explain what makes the chosen character the main character. Students will also be encouraged to make comparisons to The Raven's Tale with their story and compare and contrast the characters.

#### Classroom Management

Students with ideas will raise their hand and wait for teacher to call on them before speaking

Attention cue: High ten, wide ten, tight ten and silent ten.

#### **ASSESSMENT**

Teacher will visit each small group to make sure students understand the objectives and are on task.

#### **REFERENCES**

What Is A Legend: <http://www.ux1.eiu.edu/~cfder/GenreCharacteristicsChart.pdf>

Raven's Tale: <https://www.collectionscanada.gc.ca/settlement/kids/021013-2061.2-e.html>

Turtle Island: <http://www.turtleisland.org/front/article3.htm>

Salish Tale: <http://historyarchive.whitetree.ca/pages/article0018.html>

## Lesson 2: Legends/First Nations

Grade Level: 4/5

### **BIG IDEAS**

To understand every culture has their own collections of fables. Students will begin to make connections between the stories that have been read to them.

### **LEARNING OBJECTIVES (Student Needs/Interests, PLOs/IRPS, Professional Choice)**

Grade 4 and 5

- A1 – apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- A3 – gather information from variety of sources
  - Construct a simple bibliography

Grade 5

- B2 – Assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada
  - Create a presentation on the heritage(s) of their own families

Grade 4

- B1 – distinguish characteristics of various Aboriginal cultures in BC and Canada
  - Explain the significance of symbols in specific Aboriginal cultures in Canada

### **SWBAT**

- SWBAT create a totem pole that represents their identity.
- SWBAT make connections to stories that they have heard or read
- SWBAT understand the importance of animals in Aboriginal culture

### **RATIONALE**

Students will begin to understand characterization in different cultures.

### **BODY OF LESSON**

#### Materials:

- “The Salmon Twins” by Carol Simpson
- Animal template for making totem poles
- Legal size construction paper
- Pencil crayons or other colouring materials
- Scissors
- Glue sticks

### Hook and Activating Prior Knowledge:

- 1) Introduce and discuss what are fables and the characteristics of fables with students.
- 2) Ask students what other stories they have heard before that also carries a moral.

### Procedure:

- 1) Gather students at the carpet.
- 2) Introduce fables to students and discuss the characteristics of fable.
- 3) Read “The Salmon Twins” by Carol Simpson out loud to students. Discuss the different animals in the story and talk about what the animals symbolize.
- 4) Teacher briefly introduces totem poles and the different animals students will be choosing from.
- 5) Teacher will call on students to choose 3 different animals to represent themselves for their totem pole.
- 6) Students will return to their desks and colour their chosen pieces.
- 7) Once the students coloured all the pieces, they will use scissors to cut out their animal and glue animals onto legal size construction paper.
- 8) Students will hand in their finished product at a designated location.

### Extensions/Adaptations:

Students will write a short paragraph explaining what their totem poles stand for.

### Classroom Management

Students with ideas will raise their hand and wait for teacher to call on them before speaking

Attention cue: High ten, wide ten, tight ten and silent ten.

### **ASSESSMENT**

Teacher will visit students individually to make sure students understand the objectives and are on task.

### **REFERENCES**

<http://shop.slcc.ca/legends-symbology?page=1>

<http://indigenousfoundations.arts.ubc.ca/home/culture/totem-poles.html>

## Lesson 3: Medicine Wheel

Grade Level: 4/5

### **BIG IDEAS**

To understand the Medicine Wheel and how it symbolizes the circle of life.

### **LEARNING OBJECTIVES (Student Needs/Interests, PLOs/IRPS, Professional Choice)**

Grade 4 and 5

- A1 – apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues

Grade 4

- B1 – distinguish characteristics of various Aboriginal cultures in BC and Canada
  - Model ways in which Aboriginal peoples preserve identity and culture
  - Explain the significance of symbols in specific Aboriginal cultures in Canada

### **SWBAT**

- SWBAT make connections to the Medicine Wheel and how it is cyclical
- SWBAT understand the importance of the Medicine Wheel in Aboriginal culture

### **RATIONALE**

Students will begin to understand the cycles and the Medicine Wheel.

### **BODY OF LESSON**

#### Materials:

- Medicine Wheel
- Cue cards with the Cycle of Four

#### Hook and Activating Prior Knowledge:

- 1) Ask students where have they seen a wheel before.
- 2) Have students to begin to wonder about what wheels can be used to represent.

#### Procedure:

- 1) Gather students in a circle on the carpet.
- 2) Introduce the Medicine Wheel.
- 3) Have students inquire about the wheel and its purpose.
- 4) Talk about circles and cycles.
- 5) Have students with the colour cards stand up and label the wheel.
- 6) Have students with the cardinal direction stand up and label the wheel.

- 7) Talk about Unity Teaching. The Medicine Wheel teaches us about equality and respect. Each quadrant is the same size and thus, equal.
- 8) Continue to explore the different Cycles of Four.
- 9) Have students write a sentence on a piece of paper something they learned or found interesting as an exit slip.

Extensions/Adaptations:

Students will think of a new Cycle of Four to share with the class.

Classroom Management

Students with ideas will raise their hand and wait for teacher to call on them before speaking

Attention cue: High ten, wide ten, tight ten and silent ten.

**ASSESSMENT**

Teacher will ask students questions about the wheel as the activity happens.

**REFERENCES**

[http://www.ddsb.ca/Programs/aboriginal/Resource/LearningWheels/Learning%20Wheels/ddsb\\_welcome\\_wheel\\_series\\_-\\_intro\\_the\\_the\\_medicine\\_wheel.pdf](http://www.ddsb.ca/Programs/aboriginal/Resource/LearningWheels/Learning%20Wheels/ddsb_welcome_wheel_series_-_intro_the_the_medicine_wheel.pdf)

<http://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>

## Lesson 4: Seasons

Grade Level: 4/5

### **BIG IDEAS**

The objective of this lesson is to gain an understanding of First Nation legends with the theme of seasons and how legends are used to explain seasons.

### **LEARNING OBJECTIVES (Student Needs/Interests, PLOs/IRPS, Professional Choice)**

Grade 4 and 5

- A1 – apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues

Grade 4

- A4 – identify alternative perspectives on a selected event or issue identify and discuss differing points of view on a selected historical event or issue (e.g., Aboriginal and European perspectives of a first contact meeting, a trade exchange, or residential schools)
- B1 – distinguish characteristics of various Aboriginal cultures in BC and Canada
  - Model ways in which Aboriginal peoples preserve identity and culture
  - Explain the significance of symbols in specific Aboriginal cultures in Canada

Grade 5

- A3 – gather a body of information from a variety of primary and secondary sources

### **SWBAT**

- SWBAT make a short video to explain a season

### **RATIONALE**

Students will begin to understand the cycles of the season.

### **BODY OF LESSON**

#### Materials:

- Pencils
- Erasers
- Printed copies of First Nations legend about seasons
- iPads – one for each group

#### Hook and Activating Prior Knowledge:

- 1) Ask students about a Cycle of Four that we experience annually.
- 2) Discuss how to handle iPads.

Procedure:

- 1) Have teacher split students into 5 groups.
- 2) Gather students at their desks.
- 3) Review the seasons.
- 4) Talk about how to handle an iPad.
- 5) Tell students the criteria for their video projects. Max of 5 minutes and everyone has to be in the video.
- 6) Hand out legends to students
- 7) Students will work in their group to divide rolls. Students will practice their skits before getting an iPad from the teacher to record their video.
- 8) Gather students back and share videos starting with the Spring group and ending with Winter.
- 9) At the end of each video, have students give compliments and wishes to the presenters (2 stars and a wish).

Extensions/Adaptations:

Have students write or draw their depictions of the characters.

Classroom Management

Students with ideas will raise their hand and wait for teacher to call on them before speaking

Attention cue: High ten, wide ten, tight ten and silent ten.

**ASSESSMENT**

Check understanding through questions and the skits.

**REFERENCES**

Spring: <http://www.filmwest.com/guides/Spring.pdf>

Summer: <https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659#un2>

Fall: <http://www.wilderutopia.com/traditions/bear-dancing-into-autumn-hunting-the-big-dipper/>

Winter:

[http://www.wdm.ca/skteacherguide/SICCRResearch/FNWeather\\_TeacherGuide.pdf](http://www.wdm.ca/skteacherguide/SICCRResearch/FNWeather_TeacherGuide.pdf)

## Resource Critique

### Lesson 1

To give the students some background information, I found the definition of the legend from the website: <http://www.ux1.eiu.edu/~cfder/GenreCharacteristicsChart.pdf>. This site was really helpful since it gives characteristics and elements of different kinds of stories. I was able to get a definite description of a legend and know the similarities and differences of different kinds of stories.

I used the Raven's Tale (<https://www.collectionscanada.gc.ca/settlement/kids/021013-2061.2-e.html>) and read it to the class. This story is easy to understand and short enough to keep students' attention. For the group activity component, I used the Turtle Island (<http://www.turtleisland.org/front/article3.htm>) and The-Old-Man-In-The-Sky (<http://historyarchive.whitetree.ca/pages/article0018.html>). The Turtle Island was more popular with the students. The Turtle Island group was more interested and it was easier to understand.

### Lesson 2

I read "The Salmon Twins" by Caroll Simpson. It was a wonderful fable with beautiful illustrations. There were a lot of characters, which made it hard to follow at times. Students needed more support from the teacher to understand the fable and make connections.

I used colouring sheets of First Nation artwork to make totem poles. I used a website (<http://shop.slcc.ca/legends-symbology?page=1>) to explain the symbolism of each of the chosen animals.

### Lesson 3

I found a lesson plan for the Medicine Wheel ([http://www.ddsbc.ca/Programs/aboriginal/Resourses/learningWheels/Learning%20Wheels/ddsb\\_welcome\\_wheel\\_series\\_-\\_intro\\_the\\_the\\_medicine\\_wheel.pdf](http://www.ddsbc.ca/Programs/aboriginal/Resourses/learningWheels/Learning%20Wheels/ddsb_welcome_wheel_series_-_intro_the_the_medicine_wheel.pdf)) and adapted most of the lesson there. I found more Cycles of Fours from another website (<http://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>) to support my lesson. The two websites were great resources for this particular lesson. I made cue cards for the Cycle of Fours with their significance written on the back as well as a handmade Medicine Wheel. The language may still be a little hard for the students but with the help of a teacher, they were able to understand the lesson.

### Lesson 4

We used legends that explained the different seasons from the First Nations perspectives. The language in some of the legends was difficult and the teacher needed to explain the vocabulary. For the legends, we had one for each season. The Ojibway nation has a tale of the spring that can be found on a website

(<http://www.filmwest.com/guides/Spring.pdf>). I found a great website (<https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659#un2>) which has lessons and even a teaching for the summer season. This story was more difficult and students needed to add dialogue to make the video more engaging. The Bear Dancing into Autumn is a legend that explains the fall and can be found on a website (<http://www.wilderutopia.com/traditions/bear-dancing-into-autumn-hunting-the-big-dipper/>). The winter legend was called The Snowman taken from a website ([http://www.wdm.ca/skteacherguide/SICCRsearch/FNWeather\\_TeacherGuide.pdf](http://www.wdm.ca/skteacherguide/SICCRsearch/FNWeather_TeacherGuide.pdf)). All of these legends needed to be modified since the language is a little difficult. Also, teacher can spend time to change the story into dialogue for students to make it more manageable.

In this lesson, we used iPads to film the videos. While the iPads were great and students treated them appropriately, the transfer process from the iPads to the computers was very difficult. We had to email the videos from the iPad to ourselves before doing anything to the video clips. We also used the projector to show the video in class. While the projector was easy to use, the speakers were not working. Backup speakers would be needed for future reference.