Class Description:

My grade four/five combined class consists of thirty students. Two of the students have autism, one of which has a full time E.A, is on a modified IEP, and has considerable skills in visual arts. Several of the students in the class have been identified as struggling learners and have access to a resource teacher for smaller group learning. These students regularly leave the classroom to receive special attention and support, or often the resource teacher will assist them within the classroom. Specifically, one students has been identified as ELL level 2. Collectively, the students are enthusiastic, energetic, and relatively independent. The teacher has organized his classroom in varying sizes of table groups, including a mix of grade fours and fives. There are weekly class helpers, whose names are posed on wall.

Overview:

The lessons included in this unit will cover material surrounding two different aspects of Northwest Coast First Nations' culture. First, students will be taught about the significance and purpose of legends and oral tradition. Students will be instructed to compare two legends from different First Nations groups but about the same topic as a means of understanding the core components, common characters and importance of place within a legend. Students will also participate in their own talking circle in order to appreciate the procedure, rules and responsibilities of such an event. To solidify students' knowledge of legends, they will be asked to collaborate and develop a dramatization of a First Nations legend. Finally, students will individually create their own legends in writing.

The second aspect of this First Nations unit will allow students to explore the history and cultural elements of the Potlatch. After students gain an understanding of what a traditional Potlatch ceremony entails, they will make comparisons to their own cultural celebrations. A story based on real events will be used to explain the devastation and confusion of the Canadian government's law to ban Potlatch. Students will write a letter to the Canadian government on behalf of First Nations Peoples, as a means of expressing their sentiment about the ban. The final two lessons in this unit will require students to draw from all that they have learned thus far. It will be explained that Canada's Potlatch ban was repealed and that students will be able to prepare and host their own Potlatch. The class Potlatch celebration will be comprised of making and presenting a banner of First Nations spirit animal artwork, reading their written legends aloud to their peers, as well as making and eating bannock.

Lesson 1: (Friday, January 16, 2015) - LEGENDS

Lesson Topic: Comparing First Nations Legends
Grade Level: 4/5
Lesson Date: 01/16/15

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

Objectives:
- SWBAT learn about oral tradition and how stories are transmitted
- SWBAT identify the historical and social significance of legends
- SWBAT learn about and analyze two First Nations legends on how the sun was created
- SWBAT compare and contrast legends from two distinct First Nation groups
- SWBAT make a connection to themselves by creating their own sun legend

Materials:
- Whiteboard and dry erase markers
- "Coyote and Grizzly Bear Make Day and Night" by Stsepekwlem E.
- "How Raven Stole The Sun" by Maria Williams
- Map of British Columbia
- 30 copies of the Comparison Chart (1 for each student)

Hook:
- In a circle on the carpet, have students sit crossed legged and begin the talking circle.
- Explain significance of a talking circle and introduce topic of legends.
- Play two rounds of Broken Telephone and explain how oral traditions are passed down through groups of people and some can change over time.

Procedure:
- Write a KWL chart on the whiteboard and ask students what they already know about legends, what they wonder about legends. Leave "what we learned" open until after reading.
- Pass out the Comparison Chart to students and go over questions (tell them to keep these in mind while listening to the legends).
- Introduce each legend and show where each First Nations group is from on the map of BC.
- Read each legend slowly and carefully, asking probing questions and making predictions.
- On the whiteboard, complete the KWL chart and ask students what they learned about legends.
- Ask students to complete the Comparison Chart at their desks.

Extensions:
- For students who finish early, I would ask them to write their own legend of how the sun was created.

Adaptations:
- For students struggling with the activity, I will go over the legends with them one-on-one and discuss the differences and similarities with them.

Assessment:
- Are students able to complete the Comparison Chart?
- Are students engaging with the talking circle and participating by asking questions and sharing comments?
- Are students able to follow the plot lines of the two legends?
- Are students able to write their own legend of how the sun was created?

Lesson 2: (Friday, January 23, 2015) - LEGENDS

Lesson Topic: Dramatizing First Nations Legends
Grade Level: 4/5
Lesson Date: 01/23/15

Prescribed Learning Outcomes:
- E3 describe Aboriginal peoples' relationship with the land and natural resources
- A5 create a presentation on a selected historical event or topic
- A1 express a variety of ideas and perspectives through drama

Objectives:
- SWBAT read and learn about a First Nations Legend and respond to it by creating a short dramatization of the legend
- SWBAT work in groups of five and develop collaboration and teamwork skills
- SWBAT develop communication and drama skills

Materials:
- 2 copies of three First Nations legends (one for each group and one for the teacher)
- an open space for the students to practice and perform their dramas

Hook:
- review the significance of legends and oral traditions
- explain to students that they will be broken up into 3 groups of 5 and each group will be given a legend. They are to read the legend and prepare a 5 minute dramatization of the legend.
- review the parts of dramas (i.e. characters, setting, etc.) and explain that not all roles in dramatizations need to be of people or animals - that First Nations People

considered the natural world (including plants trees etc.) to have spirits, so some students can take on the role of something in the natural role if desired.

Procedures:
- form the groups of 5 and distribute legends and optional props
- instruct students to practice in the classroom, outside (if weather permits) or in the pod
- monitor all students while they are practicing
- gather students in the performance area and facilitate performances

Extensions:
- Ask students who are excelling to add speaking lines and parts that may not be included in the written text of the legend

Adaptations:
- if students are struggling to comprehend the legend and how to dramatize it, read the legend through with them and suggest roles and ways to dramatize it

Assessment:
- Are students able to respond to their legend by performing a dramatization of the legend?
- Are students collaborating and working well in teams?
- Are students able to communicate ideas and meanings through their drama?

Lesson 3: (Friday, January 30, 2015) - POTLATCH

Lesson Topic: Cultural Elements of a Potlatch
Grade Level: 4/5
Lesson Date: 01/30/15

Prescribed Learning Outcomes:
- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada

Objectives:
- SWBAT respond to and discuss information about the importance of the potlatch as a key aspect of Northwest Coast First Nations social custom
- SWBAT make comparisons between their own familiar celebratory customs and those of the Northwest Coast First Nations
- SWBAT identify the cultural elements of Potlatch including clothing/costumes, poles, food, music, dances, and gifts given

Materials:
- ‘Potlatch - A Tsimshian Celebration’, by Diane Hoyt-Goldsmith

- White board and dry erase markers
- iPad with images of Potlatch clothing/costumes, poles, food, music, dances (videos), and gifts given
- 16 copies of the comparison worksheet (1 per student)
- 3 colours of sticky notes

Hook:
- Show a short clip of a real Potlatch celebration (the dancing, singing, and music)
- KWL chart on whiteboard (ask students what they already know about potlatch? Have them write the K on sticky notes and have them add them to the board. Ask them what they wonder about potlatch and have them write it on sticky notes and post them to the W section on the board)

Procedure:
- Read selected parts of the book, 'Potlatch - A Tsimshian Celebration', by Diane Hoyt-Goldsmith, out loud, highlighting important parts about the cultural elements of Potlatch, and show images of the cultural elements of potlatch
- When finished reading and sharing information about cultural elements of Potlatch, fill in the L section on the whiteboard KWL chart (ask students what they learned about Potlatch, have them write it on sticky notes, and come stick them to the board)
- Explain that they will complete a Venn Diagram comparing their familiar celebrations with First Nation's Potlatch (and review how a venn diagram works)
- Distribute comparison worksheet to each student to be completed at desk (students will write their own venn diagram comparing celebrations within their family to the celebration of Potlatch)

Closure:
- Complete a Venn Diagram of my own with the class to highlight key differences and similarities between cultures
- Explain to students that next Friday we will be creating our own Potlatch celebration

Extensions:
- For students who finish quickly, ask them to continue their venn diagram and write about other celebrations they might know. What are the similarities and differences between Potlatch and other celebrations they know of?

Adaptations:
- For students who are struggling, have them look through the book that we read together to generate ideas on how their celebrations differ from or are similar to Potlatch

Assessment:
- Are students able to respond to and discuss the information about the importance of Potlatch?

- Are students able to make comparisons between their own familiar celebrations and those of Potlatch?
  Are students able to identify cultural elements of Potlatch?

Lesson 4: (Friday, February 6, 2015) - POTLATCH

Lesson Topic: Potlatch Prep
Grade Level: 4/5
Lesson Date: 02/06/15

Prescribed Learning Outcomes:
- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada

Objectives:
- SWBAT create First Nations animal artwork using construction paper
- SWBAT make First Nations bread (Bannock) and develop an understanding for its significance and history (as well as follow health and safety standards for handling food)
- SWBAT go through preparations for a Potlatch simulation

Materials:
- red banner paper
- black animal silhouettes
- coloured cut out shapes
- markers, glue sticks, scissors
- flour, water, butter, baking powder, & salt
- baking trays

Hook:
- Divide class into two groups (Annie's group will be guests, Kyla's group will be hosts)
- Explain to the groups that we will be having a Division 6 Potlatch after recess and that there are preparations that need to be done in order for this event to run smoothly (just like how First Nations people prepared long in advance for Potlatches)

Procedure:
- Annie's group:
  - Make bannock (with half of the group)
    - *once bannock is ready to be baked, bring it to kitchen and ask EA to periodically check on it while its baking)
  - Make banner (with the other half of the group)
  - Prepare thank you message
  - Gather legends to be read during Potlatch
- Kyla's group:
  - Make bannock

- Make First Nations art
- Prepare welcome message
- Gather legends to be read during Potlatch

Closure:
- Thank the students for their hard work in preparing for our class Potlatch
- Explain that when they return from recess, the guests will enter the classroom and be greeted by the hosts of the Potlatch. Explain that there will be reading of legends, eating of bannock, sharing/displaying artwork, talking in a talking circle, and the possibility of a First Nations traditional children's game.

Extensions:
- For students who finish their artwork quickly, there will be extra supplies for them to continue making the banner/artwork

Adaptations:
- For students who are slower to complete their work, they will have the option to finish at a later date

Assessment:
- Are students participating in the preparation activities?
- Are students handing the making of the food properly (according to health and safety standards)?

Lesson 5 (Friday, February 6, 2015) - POTLATCH

Lesson Topic: Division 6 Class Potlatch
Grade Level: 4/5
Lesson Date: 02/06/15

Prescribed Learning Outcomes:
- A1 apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- B1 distinguish characteristics of various Aboriginal cultures in BC and Canada

Objectives:
- SWBAT review important newfound understanding of First Nations in BC (the legends, and Potlatch)
- SWBAT gain a richer understanding of the elements and function of Potlatch by participating in a simulation Potlatch

Materials:
- iPod and speakers (to play music)
- cooked bannock (pre-cut into small pieces)
- jam (2 kinds - NO peanut)
- paper plates (30), plastic knives (30), napkins

- the legends that the students wrote several weeks ago
- a talking stick (for the talking circle)
- a string and a ring (for the First Nations game)
- garbage bag for paper plates and leftovers

Hook:
- have First Nations background music playing
- have the hosts (Kyla's group) welcome the guests (Annie's group) and both groups exchange welcome/thank you message
- showcase the decor that they made in the previous block (banner and artwork)
- gather students and explain the significance of Potlatch and review the why, the where, the how, and the who (of Potlatch)

Procedure:
- taking turns, have students come and collect bannock and jam
- have students sit in a circle and ask for volunteers to read their legends out loud while they eat their bannock
- in groups of 2 or 3, have students sign their name on the banner
- at the end of the lesson, have students sit in talking circle, and have each student share a newfound understanding of either legends, or Potlatch and an 'I Wonder' question they still have (use talking stick and explain that it is OK to say something already said)
- have everyone participate in the clean up

Closure:
- After clean up, have students sit at their desks and we will lead a debrief (ask students what they thought of participating in a class Potlatch, ask them what they will would be similar and different about a real First Nations Potlatch when compared to our class Potlatch)
- collect a sample of student work to the displayed at the Expo (ask permission first)

Extension:
- if time permits, we can play a First Nations children's game (involving a string and a ring) that involves the entire class

Assessment:
- Are students participating respectfully in the class Potlatch?
- the talking circle and sharing of newfound understandings will be a method of assessment

Resource Critique:

1) Cleaver, E., & Toye, W. (1977). *The loon's necklace*. Toronto: Oxford University Press.

The Loon's Necklace is a children's picture book about a traditional Tsimshian legend. When the sight of an old man was restored by a loon, he gave the loon his precious shell necklace as a reward. The story goes on to explain how this is why the loon as a white collar and speckles on its back. This book was used for the oil pastel artwork, and students were instructed to draw a visual representation of the legend. It was a fantastic resource for this activity due to its descriptive language and imagery. It was easily found on the UBC Education Library website. It is also a well-known book and is prominent in bookstores.

2) Coyote and grizzly bear make day and night in *Coyote as the sun and other stories*. (1993). Kamloops, B.C.: Secwepemc Cultural Education Society.

Coyote and Grizzly Bear Make Day and Night is a Shuswap legend found in the larger book, *Coyote as the Sun and Other Stories*, published by the Secwepemc Cultural Education Society. This book is full of simple and short British Columbia First Nations legends. I used this legend for the comparison lesson, where we read two First Nations legends from two different groups on the topic of how the sun was created. Upon reflection, this legend was too simplistic and short compared to the other book we read for this activity. It might have made for a smoother and more effective lesson had the two books been on a similar level in terms of length, complexity, and quality of illustration. It was easily retrieved from the UBC Education Library.

3) Williams, M., & Vigil, F. (2001). *How Raven stole the sun*. New York: Abbeville Press.

How Raven Stole the Sun, by was the second book that was read in the comparison lesson. It is a beautifully illustrated hardcover book from the Tlingit First Nations group about how the sun was created. It was used to be compared to Coyote and Grizzly Bear Make Day and Night and the students seemed to really respond to it. It is well written, imaginative, engaging, and wonderfully illustrated. At the back of the book, it has a glossary of terms and explains important concepts and vocabulary used throughout the story. It highlights the cultural significance of the raven to the Tlingit people and also describes who the Tlingit people are and facts about their culture. The book was easily retrieved from the UBC Education Library and comes highly recommended.

4) Spalding, A., & Gait, D. (2006). *Secret of the dance*. Victoria, BC: Orca Book.

Secret of the Dance, by Spalding, Scow, and Gait was used during the lesson on the history of First Nations Potlatch to illuminate the ban that was imposed on First Nations People in 1885. The authors do a great job taking a serious topic and writing a story about it through a child's eye so that young students can understand this dark and serious event in Canadian history. It is written through the eyes of a young First Nations boy whose cultural celebrations were taken away and made illegal by the government. There are wonderful illustrations and uses real First Nations language and words. It also

has a section at the back about the historical context of the story. This was an effective book to introduce the topic of Potlatch and students responded well to the story when they wrote their letters to the government about the ban of Potlatch. It was easily retrieved from the UBC Education Library, but is also a popular book and can be found in many libraries.

5) Goldsmith, D., & Migdale, L. (1997). *Potlatch: A Tsimshian celebration*. New York: Holiday House.

This non-fiction information book is about the cultural elements and historical significance of First Nations Potlatch. This was used during the lesson on the cultural elements of Potlatch and was available for students to look at pictures of the cultural regalia, food, dances, totem poles at Potlatch. It is written from the perspective of a young Tsimshian boy who is narrating through the text. Included in the book are maps, photographs of real First Nations art, food, and regalia, as well as pictures of actual Potlatch celebrations in action. Some of the language is quite advanced and I would recommend this book for upper intermediate students as a resource for information and research. It was given to us by our supervising teacher but has been found at the UBC Education Library as well.