EDCP 301 - Social Studies

PROJECT PLAN
GRADE 3

CLASS DESCRIPTION:

GRADE 2/3

- This classroom of 24 students was quite energetic in terms of their behavior. It had one gifted child, and various levels of learning. They seemed to be very activity based in terms of how they learned and interacted with each other. Majority of the classroom is grade three. Classroom management plays a big role in this classroom because of their energy level.

GRADE 3/4

- This classroom of 24 had a variety of different abilities in terms of language, literacy and learning. Most of the class consists of students in grade four. We were informed that the third grade students are at a higher academic level than the fourth grade students.

UNIT RATIONALE:

Both teachers gave us the theme of Indigenous people. We decided to focus on the culture of local Aboriginal people, for example, the Coast Salish people. To narrow it down further, the teachers suggested to discuss the potlatches within Northwest Coast Aboriginal communities. Our first lesson started with the students exploring what culture is and what it means to them. The second lesson focused on potlatches and their significance. The last lesson concluded the discussion on culture and potlatches. Overall, within three lessons we focused on the big idea of learning about indigenous peoples facilitates multicultural awareness and respect for diversity.

OBJECTIVES:

1. To have students connect their own personal identity with the identity of the local First Nation group, the Coast Salish people. Throughout the three lessons we will be teaching at Hamilton Elementary, we want to focus on cultural characteristics of the Coast Salish people. The first lesson will primarily focus on student's own cultural characteristics. Therefore, students will be able to make connections to the culture of Coast Salish people in future lessons, by sharing details about themselves.
2. To allow students to build a better understanding of Salish cultures through conversation about a traditional activity, known as the Potlatch. In this activity, students will be able to explore a potlatch ceremony and the importance of distributing wealth and goods.
3. To build on prior knowledge about the potlatch and create connections between First Nation groups and students. They will get the opportunity to hear the story of a young boy experiencing his first potlatch, and understand how it made him feel. This lesson will build on our previous lesson about culture and interconnectedness.

ASSESSMENT:

1. **Lesson 1:** Students will be assessed on their ability to re-collect information about themselves and their cultures. More specifically the amount of thought and detail that students are able to include on the worksheet.
2. **Lesson 2:** Students will be assessed in their ability to interact and communicate with one another, and whether or not they were able to require the appropriate amount of resources. We would be specifically looking for students working together cohesively, in other words 'controlled chaos'.
3. **Lesson 3:** Students will be assessed on their ability to create connections between First Nation cultures and traditions, through a story book. We will also be checking how they decorate their puzzle piece and ability to work together to create a puzzle.

RESOURCE CRITIQUE (Lesson 3)

Secret of the Dance by Andrea Spalding and Alfred Scow

The *Secret of the Dance* based on BC Provincial Court Judge, Alfred Scow, as a young boy in 1935 experiencing his first potlatch. The book discusses how the the Indian Act made it illegal for Aboriginal people to practice traditional ceremonies like the potlatch. I was able to get the book from the Education Library at UBC. *Secret of the Dance* is a well known book and there are copies in local public libraries. It can also be purchased online on websites like Amazon. The book is moving and it really resonates with students. It has an historical note at the end explaining more about Alfred Scow's actual experience and the ban. It also has a glossary in the back, which explains all the Aboriginal words used in the book. One critique of the book is that it does not show how to pronounce the Aboriginal words and names used. Overall, *Secret of the Dance* is a ca

EDCP 301 - Social Studies

Lesson Plan #1 - Stories
GRADE 3
TIME: 50 minutes

OBJECTIVE/RATIONALE: The objective of this lesson is to have students connect their own personal identity with the identity of the local First Nation group, the Coast Salish people. Throughout the three lessons we will be teaching at Hamilton Elementary, we want to focus on cultural characteristics of the Coast Salish people. The first lesson will primarily focus on student's own cultural characteristics. Therefore, students will be able to make connections to the culture of Coast Salish people in future lessons, by sharing details about themselves.

MATERIALS:
- Pencil
- Paper
- Pencil crayons
- "Who Am I" worksheet

BIG IDEAS:
- People from diverse cultures and societies share some common experiences and aspects of life.
- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

CURRICULUM COMPETENCIES:

- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.
- Explain why people, events, or places are significant to various individuals and groups

VOCABULARY:
- Indigenous
- Culture
- Beliefs
- Ceremonies
- Celebrations

PRIOR LEARNING: Students should have a general idea on their backgrounds and traditions.
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ACTIVITIES:

1. **Objectives for the lesson (5 minutes)**

- Teachers will gather the students in a circle on the carpet.
- Briefly introduce to the class what we will be talking about for the next 50 minutes. Introduce the idea that everyone has a unique story, and the importance of sharing our stories in order to create connections.
    - Why are stories important?
    - Everyone has a unique story

    - Our stories connect us to each other
- We won't mention the First Nation group that we will be working with, until the next lesson.

2. Teacher Introduction (HOOK) (10 minutes)

- Teachers will present their own completed "Who Am I" worksheet to the class. Teachers will explain thoroughly what is expected for each box.
    - 1) Full name, birthplace, age, family members
    - 2) Background/Culture
    - 3) Traditions/Values
    - 4) Something that makes them special (Interests)

- Students are expected to sit in the circle and give full body listening to the teacher
- Potential Issues: student can become restless, distract others, and disengaged.

3. **Creating their Introduction (20 minutes)**

- Students will return to their own seat and answer a very simple question, "Who Am I"? On a worksheet, students will be able to record their answers
    - Questions:
    - 1) Full name, birthplace, age, family members
        - Adaptation: Family can also be inclusive of anyone that is close to you, for example, friends, teammates, big buddies
    - 2) Background/Culture (have our own examples to refer back to)
        - Adaptation: student can discuss their canadian nationality
    - 3) Traditions/ Values (What do you do at home? What do you and your family do together? For example birthdays, religious celebrations, popular holidays)
        - Adaptation: students can broaden their ideas to what they do at school, for example, Halloween, winter concerts, and school values.
    - 4) Something that makes them special (Interests)
        - Adaptation: Students can share something that their family does that's unique.
    - INCLUSION: If a student is having a hard time answering the questions, they will be able to draw out their ideas on a the back side of the worksheet. Some students may have difficulties understanding the broad concept of culture. Students can also take the sheet home to work on with guardians/parents.
- Teachers will be circulating the classroom, helping students that are having difficulties with some of the questions
- Potential Problems: Students are unaware of family background, culture, traditions, values.
- Extension: If students are done early they can color their worksheets
- After students have completed their stories, they will have the opportunity to share the story with their group members. If it's not completed, they can share what they have and finish the rest at home.

4. **Lesson Closure: Class Story (15 minutes)**

- Students will be re-gathered in a circle around the teacher, and we will ask for a few volunteers to share some different aspects of who they are.

- If time allows, we will ask questions like:
    - Why is it important to learn about other cultures?
    - What do different cultures teach us?
- Next class we will discuss cultural characteristics of the Coast Salish people.
- On the other side of the worksheet, there will be a prompt that requires the students to go home and asks their parents to share a story with them. It only has to be a quick story, and students will be required to record it on the worksheet.

5. **Assessment**

- Students will be assessed on their ability to re-collect information about themselves.
- Answer should have some thought and detail put into them
- After the worksheets are collected, the teacher will check over how well students were able to gather details.

Enactivism: This lesson allows for students to make connections to the real world. They will discover that people are diverse, but also share commonalities. Students will feel confident in their backgrounds and have respect for others. This lesson could motivate students to learn more about their backgrounds and how it could relate to other cultures in the world.

EDCP 301 - Social Studies

Lesson Plan #2 - Potlatch Activity
GRADE 3
TIME: 50 minutes

OBJECTIVE/RATIONALE: The objective of this lesson is to allows students to build a better understanding of Salish cultures through conversation about a traditional activity, known as the Potlatch. In this activity, students will be able to explore a potlatch ceremony and the importance of distributing wealth and goods.

MATERIALS:
- Multiple pieces of coloured paper. Each sheet of paper will represent a theme.
    - 35 Blue (Medicine)
    - 25 Green (Food)
    - 20 Purple (Jewellry)
    - 15 Orange (Clothing)
    - 20 Red (Wood)
- Smart-board - Powerpoint presentation
- Bag of 'wealth'

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

CURRICULUM COMPETENCIES:
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.
- Explain why people, events, or places are significant to various individuals and groups

VOCABULARY:
- Potlatch
- Ceremony
- First Nations - Coast Salish
- Celebration

PRIOR LEARNING: Students should be familiar with the Coast Salish people

ACTIVITIES:

1. **Introduction to Potlatch (15 minutes)**

- Teacher will get the students to clear their desk and remind them about "give me 5" listening
- Teacher will go over features of a Potlatch using the smart-board
    - What does the word Potlatch mean?
    - What is a Potlatch?
    - Who is involved?

- Why do they take place?
    - Go over wealth and redistribution of it
- Where and when does it take place?

2. Explaining the Potlatch Activity (10 minutes)

- Teachers will split the class into 5 groups
- Students will have 2 minutes to think of a name for their group. Name should be appropriate for school.
- Student in their groups will be given a bag of “wealth.” The groups will have different amounts of each item.
- The objective is for each group to have the same amount of each item at the end
- Only one student can leave from the table at a time
- Groups will have list of how many items they each need

3. The Potlatch Activity (20 minutes)

- Students will be carrying out the activity
- Teachers will be supervising and controlling the classroom climate. Our goal is to create ‘controlled chaos’ in the room.

4. Lesson Closure: (5 minutes)

- Once each group is able to navigate the room and collect the required amount of ‘wealth’, we will ask them to return to their tables.
- If groups are not able to collect the required resources, we can share that most potlatches occur over multiple days and there is usually more time to share ‘wealth’.
- Each group can share what they found and a few strategies of how they were able to gather those resources.
- Then explain to the students that this was a method

Assessment: Students will be assessed on whether or not they were able to gather the required materials during the potlatch ceremony. During this activity, we will be watching the students and assessing how they are interacting with their own group members and other groups. The desired outcome would be that the students are able to communicate with one another and work in a cohesive manner, in other words controlled chaos.

Enactivism: This lesson allows for students to make a real world connection to Potlatches. They will discover themselves how wealth was distributed within Aboriginal communities on the Northwest Coast. Students will also discover their own methods of redistribution. Overall, this lesson can help apply the idea of sharing wealth among others who need it in their daily lives in and outside of school.

EDCP 301 - Social Studies

Lesson Plan #3 - Story Time + Art Activity
GRADE 3
TIME: 50 minutes

OBJECTIVE/RATIONALE: The objective of this lesson is to build on prior knowledge about the potlatch and create connections between First Nation groups and students. They will get the opportunity to hear the story of a young boy experiencing his first potlatch, and understand how it made him feel. This lesson will build on our previous lesson about culture and interconnectedness.

MATERIALS:
- ‘Secret of the Dance”, by Andrea Spalding and Alfred Snow
- Collage sheets - cut out puzzle pieces
- Pencil Crayons
- Post its

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

CURRICULUM COMPETENCIES:

- Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.
- Explain why people, events, or places are significant to various individuals and groups

VOCABULARY:
- Indian Agent
- Potlatch Ceremony
- Salmon/berries/food
- Indigenous

PRIOR LEARNING: Students should be familiar with potlatches.

ACTIVITIES:

1. **Introduction to Secret of the Dance (5 minutes)**

- Teacher will gather everyone to the carpet and go over title and author of the story
- We will remind students to practice proper listening skills.
    - The book is written by Alfred Scow (he was the first Aboriginal Judge in British Columbia)
    - The story is based on his childhood and him witnessing an “illegal” potlatch

- Teacher will explain there was a time when Aboriginal people were not allowed to have potlatches. There were special people called “Indian Agents” who made sure that these celebrations did not occur.

2. Reading Secret of the Dance (15 minutes)

- Teacher will read the book to the class.
- Students are expected to listen and create connections.
- Halfway through the story, we will ask the students to predict what they think will happen next through a pair-share method.
- Potential Problem: Students can become restless, stop listening and disturb others

3. Debriefing the story (5 minutes)

- Questions to go over:
  - What happened? What was celebrated?
  - Why is culture important (to you)?
  - Should everyone have the right to celebrate their culture (is everyone allowed to practice their culture)?

4. Coloring Activity (15 minutes)

- To end our Hamilton Experience, we wanted to create a collage that the students could be proud of and share to the rest of the school.
- Each student will get a piece of the puzzle and will be required to colour their piece. We will ask them to color it in a way that represents themselves. Once they are done their piece, the student can come to the front of the room and add it to the puzzle.
- Teacher will supervise coloring and make sure the students are on task.
- Potential problems: Students can get off task and not finish.

5. Lesson Closure: (5 minutes)

- Once each student is done coloring, we will assemble the collage together to show the students an image of Canada.
- Talk about how we all belong to the culture of Canada

Assessment: In this lesson, students will be assessed on their abilities to create connections between the storybook and culture. We will also be assessing them on their ability to put the puzzle together, and how they decorated it based on their personal values.

Enactivism: This lesson is the closure to our discussion about Aboriginal culture and their own. The story will show an example and connection to how Aboriginal communities celebrated potlatches, and the book is based on the real life story of Alfred Scow. Students will make connections to his story and their own. The activity of assembling the collage represents the class’ interconnectedness. Overall, all the students blend to fit and make the culture of Canada, regardless of their background.