

Project Plan EDCP 331 (107)

Overview

Class description:

This is a mixed kindergarten and grade one class composed of twenty students. This class has an equal gender balance and lovely mix of ethnic diversity. This class also has a colorful mix of personalities including a range of learning styles such as; introverted, extroverted and independent workers. This is a high energy and chatty class that always has a lot to share. Although this class can be easily excitable they can also settle down and get work done. Given the ages of the students in this class it is no surprise that they can absorb about ten minutes of spoken instruction at a time and have a thirty minute attention span for lessons and activities.

Rationale:

An important aspect of studying different communities and cultures is understanding and learning about traditional ceremonies. First Nations people and culture are rooted with traditions that continue to be a part of their cultural celebrations. In this unit plan students are introduced to many of the Coast Salish people's traditional ceremonies and practices. It is very important when students are learning about other cultures that they learn about how their own lives are similar and make personal connections to what we have in common as well as discovering what is different. Students will be able to relate the stories and activities in this unit to their personal experiences and everyday life.

Objective (mission):

The overall objective of our six learning activities was to introduce the students to a First Nations culture. We focused our learning activities to the Coast Salish people and different aspects of their culture and traditions such as the naming ceremony, their connections with cedar and how they interact and protect the natural world. Additionally, our learning activities provided opportunities for the students to make connections between Coast Salish traditions and practices and the students' own lives.

Assessment (evidence of learning, not just assessment methods or tools) (how do you know that students have reached this goal):

In all three of our lessons we were able to use formative and summative assessment strategies.

For Formative assessment:

- Teachers circulated around the classroom to listen that the students were on task and provided help/prompts and answered questions or assisted in completing activities.
- Teachers observed student participation and contribution in group discussions, individual tasks and their presentation of individual work and new learning.

For Summative assessment:

- Teachers observed the students in their various activities and asked questions to confirm understanding.
- The completion of physical tasks were also used as summative assessment (for example: the art weaving activity and the cedar drawing chart).

Each of the lessons below describe specific assessment activities used.

Strategies:

a) Creating six activities that were inspired by a series of books by Celestine Aleck. The three books we read were: Granny and I Get Traditional Names, The Cedar Tree The Heart of Our People, and Taking Care of Mother Earth. This allowed the students and the teachers to have a foundation in which to start our lesson activities.

b) One of the challenges we faced was that both of our lesson time slots were different lengths. A strategy that allowed us to overcome this and have an equal amount of time for both activities was to have read aloud with the whole class at the beginning of the lesson. In the end, this worked out well for each of our lessons since the two learning activities that the students participated in during each class were directly linked and inspired by each story that was read.

c) As a group, we decided to have a pair of teachers read a book each class and then split the reading between the four teachers on the last class. Having the story read in pairs each lesson gave each teacher ample time to facilitate a read aloud with the students. On the last class, the story was read by all four teachers. This allowed the students to see us come together as teachers and was a great way to end our final read aloud with the class.

d) For our first two lesson activities, we split the groups by grades: kindergartens and grade ones. During the final lesson the groups were a mix of grades. This gave the opportunity for the students to be able to work both in their grade levels as well as in a mixed group.

e) Each lesson provided opportunities for the students to work individually and in groups. Independent work gave the students time to create and express their own learning and individuality. Interactive group work allowed opportunities for the students to work together, learn from one another, and participate and engage in discussions. Another important component of the lessons was that students were able to come together and share and present their learning to the class.

Activities:

February 21, 2017

Lesson 1

- Activity 1
 - **Name Tags** - This activity had students create their own name tags. After reading, *Granny and I Get Traditional Names*, the students learned about the Coast Salish naming ceremony. Creating their own name tags allowed students to celebrate their own names and some of their interests. The experience gave both the students and their four new teachers to get to know more about each other.
- Activity 2
 - **Introduce your Partner** - Students asked each other questions so that they can introduce their partner to the rest of the group. Some questions student asked were: What is your first name? What is your favourite thing to do? How did you get your name? What is something special about you? What questions do you have about your name? The teachers lead the students through an example, asking each other questions and then presenting it to the class. The students then questioned a friend and present them to the group.

February 26, 2017

Lesson 2

- Activity 1
 - **Paper Weaving** - Using two different colours of construction, students constructed their own circles using the weaving technique. Students used strips of paper to represent cedar to be woven into their circle. The teachers lead the students through an example, and then circulated the group and helped when needed.
- Activity 2
 - **Cedar Use** - This activity gave the students a chance to think creatively and critically about how cedar can be used in their own lives. Through reading, *The Cedar Tree The Heart of Our People*, they learned about how the Coast Salish people use cedar in their everyday lives to keep their culture and traditions alive. The students were also able to engage with cedar by seeing, touching and smelling different parts of the cedar tree such as the bark and the boughs.

March 7, 2017

Lesson 3

- Activity 1
 - **First Nations Traditions and Practices** - Students participated in a group discussion about different aspects of First Nations culture that reinforced and reviewed what they had learned over the past three lessons. They watched a

short video of Native Hula Hoop dancers. During the second half of the activity, students put together a puzzle that had students think critically about how pieces of the puzzle could be connected. Students were also asked to explain their reasons for connecting the pieces together.

- Activity 2
 - **Hunting and Fishing Game Set-up** - Students will play the role of both resources and a deer. Students will use symbols for water, food, and shelter to represent the resources. Half of the students are “deer” and the other half are “resources”. When the teacher says go both sides will show their symbol for one of the three resources. The deer are to then run to the matching resource symbol. If a deer is left with no resource they will “die” and turn into a resource for the next round. The deer then captures a resource takes the resource to the deer side of the game, that resource then turns into a deer. This game represents the life cycle of deer, what could happen if they are over hunted, and what happens to the resources if there are too many deer.

Describe how the learning activities are enacted and naturally integrated:

The learning activities in each of our lessons provided enacted learning opportunities for the students. Lesson activities were related to the students own lives and the community in which they live. For example, students were able to experience what cedar looks, feels and smells like. This allows them to take their new knowledge outside of the school context as they will be able to recognize and identify cedar when they are in their community and city. New learning was embedded naturally through familiar daily activities as well. Collaboration was an important aspect where students and teachers were able to work together in interactive activities. Additionally, the learning activities were inclusive through each student’s opportunity to participate in discussions through sharing personal experiences, listening to their peers and reflecting on their learning and knowledge of the day’s lessons. Movement was another important component incorporated into the lesson activities. For example, full body learning was seen through the hunter game as students took on various roles, they were also encouraged to think about the relationships that the roles have with each other and share their discoveries/ ideas with the group. The activities allowed the integration of English Language Arts through the read aloud of *Granny and I Get Traditional Names*, *The Cedar Tree The Heart of Our People*, and *Taking Care of Mother Earth*. Having the stories be a main part of our lessons allowed for First Nations content to be naturally integrated and taught to the students. Also, the activities integrated aspects of science, through interacting with objects from the natural world; art through a simulated weaving activity; applied design through thinking about the use of cedar; and physical education through an group role playing game.

Resource critique

Aleck, C. (2016). *Granny and I Get Traditional Names*.

Nanaimo,BC: Strong Nations Publishing

-This resource is part of series of eight books called “Strong Stories-Coast Salish Series) and explains about the importance and tradition of preparing for a naming ceremony in the Coast Salish culture.

Aleck, C. (2016). The Cedar Tree-The Heart of our People.
Nanaimo,BC: Strong Nations Publishing

-This resource is part of series of eight books called “Strong Stories-Coast Salish Series) and covers the importance and use of Cedar in supporting the daily lives of Coast Salish people.

Aleck, C. (2016).Taking Care of Our Mother Earth.
Nanaimo,BC: Strong Nations Publishing

-This resource is part of series of eight books called “Strong Stories-Coast Salish Series) and introduces the various ways in which nature provides for the Coast Salish people and the ways in which they in turn respect and care for nature. It also introduces some of the importance roles in the Coast Salish community.

Availability:

These books are available at the UBC library or can be purchased online from Strong Nations publishing.

Strengths and Cautions:

These books contain beautiful vibrant colour photographs and use simple language to give information about the Coast Salish culture.

They have a lot of information however, and may need to be scaffolding for young learners.

Sequence of learning activities/Lesson Plans

Lesson 1

Introduction to Coast Salish Culture

EDCP 331(107) - Lesson Plan

February 21, 2017

Autumn Lancaster, Sol Stevenson, Matthew Shortridge, Marie Dale Dizon

<p><u>Rationale:</u></p> <p>An important aspect of studying different communities and cultures is understanding and learning about traditional ceremonies. First Nations people and culture are rooted with traditions that continue to be a part of their cultural celebrations. Through reading, <i>Granny and I Get Traditional Names</i>,</p>	<p><u>Hook/Introduction:</u></p> <p>Teachers will read the story, <i>Granny and I Get Traditional Names</i>, by</p>
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<p>students will be introduced to a Coast Salish traditional naming ceremony. This story will offer students an opportunity to learn about a local First Nations community and an important part of the Aboriginal, specifically Coast Salish culture. Students will be able to relate to this story by reflecting on the importance and uniqueness of their own names and family traditions. Additionally, students will have an opportunity to get to know more about the cultures and stories of their peers.</p>	<p>Celestine Aleck to the whole class.</p>
<p><u>Big Ideas:</u></p> <p>Our communities are diverse and made of individuals who have a lot in common.</p>	<p><u>Curricular Competencies:</u></p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p> <p>Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</p>
<p><u>Content:</u></p> <p>Personal and family history and traditions</p>	<p><u>Essential Questions:</u></p> <p>Why do people find traditions and celebrations important?</p> <p>How are names important in your family?</p>
<p><u>Materials:</u></p> <ul style="list-style-type: none"> ● <i>Granny and I Get Traditional Names</i>, by Celestine Aleck ● writing/drawing utensils: pencils, pencils, crayons, markers, etc. ● card stock name tags: 20-25 pre-cut rectangles and hole punched with string ● Colored cards to check for understanding 	<p><u>Resources:</u></p> <p><i>Granny and I Get Traditional Names</i>: by Celestine Aleck</p>
<p><u>Prior Learning:</u></p> <p>Students will use prior knowledge about themselves and family traditions. Students may know interesting facts about their names.</p>	<p><u>Vocabulary:</u></p> <p>Traditional Smoked fish Longhouse Witness</p>

Development of Lesson 1 (Autumn/Sol):**Learning Objective:**

- Students will be introduced to an aspect of First Nations, Coast Salish culture (naming ceremony)
- Make connections to their name and own identity and uniqueness and express themselves in a creative way.
- Students will get to experience sharing/presenting their partner's name for the rest of the group.

1. Teachers read *Granny and I Get Traditional Names* to the whole class (Autumn & Sol) 9:40 to 10am

- Teachers model interaction with text thinking aloud by asking the class questions while reading the story.
- Teachers will gauge where the students are in their understanding of the story.
- Teachers and students discuss some of the vocabulary words
- Students will (think, pair, share) with the student beside them about any personal experiences that they may have had related to the story. Teachers will call on a few students to share their comments for the whole group to hear.

2. Teachers will introduce the importance of names.

Possible Questions for class:

- a) Why are names important?
- b) Name one thing the character from the story did to prepare for her traditional name.

Brain break (MD and Matt) **10am to 10:05:** Name Moves Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

10 am to 10:05am

3. Activity one: *Introduce your partner* (Group A: 10:05am to 10:25 am and Group B 11:35 to 11:55)

- Teachers explain that students will be working in pairs for this activity, they will be asking each other questions so that they can introduce each other to the rest of the group.
- Students will be told to ask their partner the following questions:
- What is your first name?
- What is your favourite thing to do?
- How did you get your name?
- What is something special about you ?
- What questions do you have about your name?

4. Teachers model for class how to introduce another person.

- Example: This is awesome teacher Autumn and she loves...
- Example this is sunny teacher Sol and she loves ..

5. Students talk to their partner.

- Teachers will help facilitate pair dialogue (K/1 may struggle a bit on their own).

6. Share with the rest of the group (lesson closure)

- Students introduce their partner to the small group.

One of the teachers that is observing will make notes of the students names and comments, for future use.

Development of Lesson 2 (Matt/MD):

Learning Objective:

- Students will be introduced to an aspect of First Nations, Coast Salish culture (naming ceremony)
- Make connections to their own identity and uniqueness and express themselves in a creative way
- Students will make a written and visual representation (name tag) of their name that they will be able to share with others.

1. Teachers will read *Granny and I Get Traditional Names* to the whole class (Autumn, Sol, Matt, MD)

- Teachers ask questions about the text throughout the story to the students
- Teachers will gauge where the students are in their understanding of the story.
- Teachers and students discuss some of the vocabulary words

2. Teachers will introduce the importance of names.

Possible Questions for class:

- a) Why are names important?
- b) Name one thing the character from the story did to prepare for her traditional name.
- c) What are nicknames? Why are they given?

Brain break: Name Moves Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

(10 am to 10:05am).

3. Teachers will Introduce Activity. (Group B: 10:05am to 10:25 am and Group A 11:35 to 11:55)

- a) Students will create name tags
- b) Students will write first name only (if they know how to spell last name, they can write last name too) Grade 1s can write first and last name.
- c) Students will draw a picture of something that represents themselves, their family or their interests, etc. beside their name

4. Teachers will Model Activity.

- a) Teachers will show examples of their name tags and briefly explain their picture.
- b) Students will be prompted to notice something important about how we write names.
- c) Teachers will explain criteria: names are written with a capital letter.

5. Students will work on name tags.

- a) Teachers will hand out name tag cards
- b) Students will use materials from class

Lesson Closure:

Students will spell out their names using their bodies to trace the letters in the air while simultaneously saying out the letters.

Adaptations:

- Ks and 1s can write their first name only. They can write their last name if there is time and if they know how.
- Students do not have to draw a picture if time is limited

Extensions:

- Students can make name tags of a friend or another student in their class and draw a picture that represents their friend
- Students can present their name tags to the group and briefly talk about their picture.
- Name memory game: Picnic: Tell students you are going on an imaginary picnic. Ask the students to go around the room introducing themselves by saying their names and a food to bring that begins with the first letter of the name. (I'm Greg and I'm bringing grapes.) The next person must give the names and foods of everyone who came before, then his/her own name (That's Greg and he's bringing grapes; I'm Alice and I'm bringing applesauce.) Instructors usually go last, so that they have to repeat everyone's name.

Reflections:

Benefits of this activity:

- Teachers get to know students
- Students get to learn about their name in relation to their identity
- Students collaborate and share with the group
- Students express themselves creatively

Evidence of Learning (Assessment) Lesson 1:

Formative:

- Teachers will circulate around the area to listen that the students are on task and provide help/prompts and answer questions.

Summative:

- Teachers observe the students introduce their partner.
- Can everyone in the group hear them when they are talking? Can you understand what they are saying ? Are they facing the group while they are talking?

Evidence of Learning (Assessment) Lesson 2:

Formative:

- Check for understanding of activity by asking students to raise coloured cards.
- Students will raise red cards if they do not understand, yellow cards if they somewhat understand, and green cards if they understand completely.
- Teachers will circulate around the area to provide help and answer questions.

Summative:

- Collect name tags. Assess to see if students used a capital for their first name and if they included a visual representation.

How is learning enacted? Enactivism:

Students are provided with enacted learning opportunities in the first activity, where they introduce themselves, their names, their interests, and are asked to reflect on the significance of their names. They are able to speak about their names and share their individual stories to others. The lesson is relevant to students' lives and to their experience of meeting four new teachers in their classroom environment. This activity also allows the new teachers to share something about themselves as a way to connect with the students. The activities allow the integration of English Language Arts through the read aloud of *Granny and I Get Traditional Names*, as well as conventions of language writing. This story also creates a naturally integrated way of introducing important details about the Coast Salish culture including; the importance of family, community, food and place (the longhouse) in relation to the naming ceremony. Both of the activities in this lesson provide a collaborative opportunity for students to think about their own personal histories and speak to their peers about an important aspect of their lives. Additionally, movement is incorporated in the lesson through brain breaks and using their bodies to spell out their names. The lesson and activities are inclusive as it gives each student a chance to share something about themselves and to individually create something that represents who they are.

<p><u>Rationale/Objective:</u></p> <p>Students will understand how Coast Salish people use Cedar in a variety of ways to support their everyday lives.</p> <p>Students will also make connections between the Coast Salish practices and uses of cedar and how this could be useful in the students lives.</p>	<p><u>Hook/Introduction:</u></p> <p><i>The Cedar Tree The Heart of our People</i> By Celeste Aleck</p>
<p><u>Big Ideas:</u></p> <p>Our communities are diverse and made of individuals who have a lot in common.</p>	<p><u>Curricular Competencies:</u></p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p> <p>Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</p>
<p><u>Content:</u></p> <p>Personal and family history and traditions</p> <p>People, places, and events in the local community, and in local First Peoples communities</p>	<p><u>Essential Questions:</u></p> <p>How do the Coast Salish people use cedar in their everyday lives?</p>
<p><u>Materials:</u></p> <ul style="list-style-type: none">● <i>The Cedar Tree the Heart of our People</i>, by Celestine Aleck● writing/drawing utensils: pencils, pencils, crayons, markers, etc.● Construction paper for weaving● Cedar boughs● Model objects or pictures (hat/basket)● Colored cards to check for understanding● Blank chart worksheet to draw ideas	<p><u>Resources:</u></p> <p><i>The Cedar Tree: The Heart of our People</i>: by Celestine Aleck</p>
<p><u>Prior Learning:</u></p>	<p><u>Vocabulary:</u></p>

Elicit students' prior knowledge about what useful items are made of. For example: a sweater (maybe family members knit). Students will also use prior knowledge of what wood is used for. (building homes, paper)

Cedar
Canoe (War & Elven Man)
Harvesting
Totem Pole
Coast

Development of Activity 1 : (Sol, Autumn)

Learning Objective:

- Students will be introduced to Coast Salish Nation's use of Cedar to support their everyday lives.
- Students will be able to make connections between making an object and using it in their own personal lives.
- Students will develop and create drawings of how they can use cedar in their everyday lives
- Students will be introduced to a basic weaving techniques and will be able to describe how they can use this skill to make useful things in their lives.

Introduction to lesson: (9:40-9:45)

- Students will pass around cedar boughs before listening to the story.
- Some questions to ask are: what is cedar? , How does it look ? , Have you seen it before? what does it smell like?, what do you think that it is used for?

1. Teachers read *The Cedar Tree (MD and Matt)* (9:45am to 10:05am)

- Teachers model interaction with text thinking aloud by asking the class questions while reading the story.
- Teachers will gauge where the students are in their understanding of the story.
- Teachers and students discuss some of the vocabulary words
- Students will (think, pair, share) with the student beside them about any personal experiences that they may have had related to the story. Teachers will call on a few students to share their comments for the whole group to hear.

Students will be asked to put on their name tags before the brain break activity

Brain break (Sol and Autumn): (10:05am to 10:10am)

Name Moves Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

2. Activity one: *Paper Weaving* (Group A: 10:10am to 10:30 am and Group B 11:35 to 11:55)

- Teachers will introduce the activity (show sample)
- Students will use paper to create a basic weaving pattern
- Set the intention that while the children are doing the activity, they can also be thinking about how they could use weaving like this in their lives

3. Teachers model the paper weaving and discuss the use of weaving in Coast Salish

- Was there weaving in the story that you heard today?
- Where do we see woven objects in our lives?
- Hats, Mats, clothing

4. Students work on weaving activity (check for students understanding of the activity before beginning)

- Before we begin this activity, who can explain what we are going to do in this activity?
- Students will weave multi colored paper and secure the ends with glue

Teachers will check for Students ability to share with a teacher what they might use their weaving for.

Development of Activity 2 (Matt/MD):

Learning Objective:

- Students will be introduced to Coast Salish Nation's use of Cedar to support their everyday lives.
- Students will be able to make connections between the making an object and using it in their own personal lives.

Introduction to Lesson: 9:40 to 9:45

Students will pass around cedar boughs before listening to the story.

Some questions to ask are: what is cedar? , How does it look ? , Have you seen it before? , what does it smell like?, what do you think that it is used for?

1. Teachers read *The Cedar Tree (MD and Matt)* 9:45 to 10:05am

- Teachers model interaction with text thinking aloud by asking the class questions while reading the story.
- Teachers will gauge where the students are in their understanding of the story.
- Teachers and students discuss some of the vocabulary words
- Students will (think, pair, share) with the student beside them about any personal experiences that they may have had related to the story. Teachers will call on a few students to share their comments for the whole group to hear.
- Students will pass around cedar boughs before listening to the story.
- Some questions to ask are: what is cedar? , How does it look ? , Have you seen it before? , what does it smell like?, what do you think that it is used for?

Students will be asked to put on their name tags before the brain break activity

Brain break: (10:05 am to 10:10am)

Name Moves Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one

knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

2. Teachers will Introduce Activity. (Group B: 10:10am to 10:30 am and Group A 11:35 to 11:55)

- a) Students will think and connect back to the story and think about how the Coast Salish people use cedar.
- b) Students will think about how they can use cedar in their lives
- c) Students will use a worksheet to draw two things the Coast Salish people use cedar for and two things they can use cedar in their own lives
- d) Students will write their idea beside their drawing

3. Teachers will Model Activity

- a) Teachers will have an example to show the groups
- b) Students can guess what some of the teachers' drawings are

4. Students will work on Cedar worksheet

- a) Teachers will handout worksheets

Lesson Closure (Autumn/Sol/Matt/MD): (11:55- 12:10)

Students will be asked to form a circle sitting on the carpet, bringing both of their completed activities

Students will present their drawings to their group and describe how they can use cedar in the own lives. Students can talk about other materials they may need. Students will share their weaving with the class and name something that they can use it for.

Adaptations:

Students do not have to write their ideas, students can draw their images and verbally explain the meaning to a teacher, or to the larger group.

Kindergarten can have a slightly modified version of the weaving template.

Grade one can do weaving with smaller paper strands that requires more advanced fine motor skills.

Extensions:

Students can construct canoes out of paper. The students will understand the importance of cedar to the Coast Salish nations, and that the paper is just a representation of cedar.

If there is enough cedar boughs, students may have the opportunity to make their items from the worksheet (this is only if there is enough for everyone).

Students can practice weaving with other materials such as strips of fabric. Students can be given individual pieces of material for weaving, rather than a template, when they have gained the fine motor skills.

Reflections:

Benefits of these activities:

- Students express themselves creatively
- Students think critically and creatively about how they can use materials in their everyday lives
- Students will be able to identify something from their local environment

Evidence of Learning (Assessment) Activity 1:**Formative:**

- Teachers will circulate around the area to listen that the students are on task and provide help/prompts and answer questions.

Summative:

- Teachers will circulate while the students are finishing the weaving activity and checking to see if they understand the connection between weaving and the making of a useful object
- Teachers will know that students are making this connection based in their ability to explain what they could use their weaving for

Evidence of Learning (Assessment) Activity 2:**Formative:**

- Check for understanding of activity by asking students to raise coloured cards.
- Students will raise red cards if they do not understand, yellow cards if they somewhat understand, and green cards if they understand completely.
- Teachers will circulate around the area to provide help with answering questions and writing

Summative:

- Teachers will collect completed Cedar Worksheets, checking that students understood the concept that aboriginal cultures had many different uses for cedar, and that students could think of their own use for cedar to benefit them in their everyday life.

How is learning enacted? Enactivism:

Enactivism is seen throughout both activities in this lesson. Through reading the book, *The Cedar Tree, The Heart of Our People* students are able to learn about and interact with a resource that is used by a local First Nations, the Coast Salish people. It is relevant to their lives as cedar is something that can be seen in the students' local communities. The social aspect of enactivism is also enhanced through this lesson with the opportunity for students to physically engage with cedar as a group. For example, students will be able to experience what cedar looks, feels and smells like. This allows them to take their new knowledge outside of the school context as they will be able to recognize and identify cedar when they are in their community and city. The activities integrate aspects of science, art and applied design such that students will be thinking about how they can use cedar in their everyday lives. Students will express their ideas through creating a drawing prototype as well as actively participating in a simulated weaving experience. Every student will have the opportunity to think and develop ideas for how the use of cedar connects to their own individual interests, personalities and experience. Cedar is the common theme that naturally integrates all aspects of the lesson together. The sharing circle at the end of the

whole lesson provides all the students with an inclusive opportunity to reflect and share their learnings with the whole class.

Lesson 3

Introduction to Coast Salish Culture

EDCP 331(107) - Lesson Plan

March 7, 2017

Autumn Lancaster, Sol Stevenson, Matthew Shortridge, Marie Dale Dizon

<p><u>Rationale/Objective:</u></p> <p>Students will understand how Coast Salish people interact with nature in a variety of ways to support their everyday lives.</p> <p>Students will also make connections between the Coast Salish practices and how respect for nature can influence them in their lives.</p>	<p><u>Hook/Introduction:</u></p> <p><i>Taking Care of our Mother Earth</i> By Celeste Aleck *Split into mini sessions</p>
<p><u>Big Ideas:</u></p> <p>Our communities are diverse and made of individuals who have a lot in common.</p>	<p><u>Curricular Competencies:</u></p> <p>Explain the significance of personal or local events, objects, people, or places (significance)</p> <p>Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</p>
<p><u>Content:</u></p> <p>Personal and family history and traditions</p> <p>People, places, and events in the local community, and in local First Peoples communities</p>	<p><u>Essential Questions:</u></p> <p>What are some of the traditions and cultural practices of the Coast Salish people that relevant in their lives today?</p> <p>What are some personal connections we can make to these practices? (taking care of the environment; reduce, reuse, recycle)</p>
<p><u>Materials:</u></p>	<p><u>Resources:</u></p>

<p>Taking care of our mother earth: by Celestine Aleck</p> <p>Chart paper and felts Pre-made puzzle pieces Pictures for discussion</p>	<p><i>Taking Care of our Mother Earth</i> By Celeste Aleck</p> <p>A large open space</p>
<p><u>Prior Learning:</u></p> <p>During the four part reading, ask students questions that make them reflect on their prior knowledge about the topic (example: What do you think could stop the salmon from coming back?)</p>	<p><u>Vocabulary:</u></p> <p>Harvesting, shrub, reproduce, elder</p>
<p>Lesson times (9:40-10:25) (50 mins) recess (10:30-10:45) (11:35-12:00)</p> <p><u>Development of Activity 1: (Sol, Autumn)</u></p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> ● Students will be introduced to Coast Salish Nation’s use of nature to support their everyday lives. ● Students will be able to make connections between coast salish practices and their personal lives. <p>Introduction to lesson: (harvesting, hunting/fishing, taking care of the earth, taking care of elders)</p> <p><u>Teachers Read Story: (Sol, Autumn, M.D, Matt) (4 sections)</u></p> <ul style="list-style-type: none"> ● Teachers model interaction with text thinking aloud by asking the class questions while reading the story. ● Teachers will gauge where the students are in their understanding of the story. ● Teachers and students discuss some of the vocabulary words ● Students will (think, pair, share) with the student beside them about any personal experiences that they may have had related to the story. Teachers will call on a few students to share their comments for the whole group to hear. <p><u>Brain break: (10:00am to 10:05am) (whole class)</u></p> <p>1) <i>Hunting and Fishing game</i> (Group A: 10:05 am to 10:30 am and Group B 11:35 to 12:00) Set-up</p> <ol style="list-style-type: none"> 1. Mark two lines parallel to one another on either side of a large open space. 2. Divide the class into 2 groups. One will represent deer and the other group represents the resources. 3. Have each group stand in a line on opposite sides of the field. 	

4. The “deer” will be looking for a particular resource (shelter, food or water.) To show what resource they are looking for, have students make gestures with their hands.
 - To represent water, hold a “pretend cup” near your mouth.
 - To represent shelter, place two hands above your head in the shape of a roof.
 - To represent food, hold two hands over your stomach.
1. Each round, the deer will be looking for a specific resource. To indicate the resource they want, have students perform the gesture. At no time during the round can they change their resource.
2. The “resources” will represent a resource of their choice. Each round, they choose what resource to be by performing a resource gesture (e.g. Food – hands on stomach, water – cup near mouth, shelter – hands over head.)
3. As a third element, some students will be assigned the role of the hunter and they will tag a deer, who will then be included in the “deceased deer” group.

Game

1. To begin each round, have the deer and resources line up facing away from each other on opposite sides of the open area.
2. Have the students make a resource gesture.
3. When the students are ready, get them to turn and face the other students with the resource gesture.
4. The deer look for the resource they need (the gesture they make) and run to the resource. As soon as the deer tags the other student who has the same resource, that resource is “captured” or used up. Then, the resource becomes a deer in the next round. If there is no resource for the deer to capture, that deer dies (they will be a resource in the next round.) If there are two deer looking for the same resource, the first deer captures the resource and the other deer dies. This represents competition for the same resource.
5. Continue for 10 or more rounds.

2) Teachers facilitate a discussion about the students observations in the game:Post-Game Debrief

Discuss what students saw happen during the game. What did they notice and experience? In general they may have noticed that as the deer population increased, there were fewer resources available and more deer dying. More resources allow more deer to reproduce and therefore the deer population increases.

Example: What did you notice when we added more hunters? How humans can impact resources?

3) Try recording the data for each round and chart it on a graph (with teacher support).

Lesson Closure:

a) Students name one thing they learned about Coast Salish Culture that supports hunting and fishing responsibly.

Adaptations:

If there is time the game can be enacted with fish/fishermen and the environmental factors can be included as one element.

This could allow the students to try apply similar thinking to two ideas that are different but related.

Development of Activity 2: (Matt/MD):

Learning Objective:

- Review and reinforcement of knowledge about First Nations people
- Students will be able to relate Coast Salish culture and traditions to their own lives
- Students will be able to recognize the purposes of different aspects of Coast Salish life

1. Teachers read *Taking Care of Mother Earth* (MD, Matt, Sol, Autumn) 9:40am to 10:00am

- Teachers model interaction with text thinking aloud by asking the class questions while reading the story.
- Teachers will gauge where the students are in their understanding of the story.
- Teachers and students discuss some of the vocabulary words
- Students will (think, pair, share) with the student beside them about any personal experiences that they may have had related to the story. Teachers will call on a few students to share their comments for the whole group to hear.

Brain break: (10:00 am to 10:05am) (whole class)

Time: (Group A: 10:05 am to 10:25 am and Group B 11:35 to 12:00)

2. Teachers facilitate group discussion (10:05 am to 10:15 am)

- a) Students will be shown pictures of Coast Salish culture
- b) Teacher will discuss the pictures with the students highlighting their importance to Coast Salish culture.
- c) Students will be asked to talk about the different aspects of the pictures and what they notice that is different from their lives
- d) Students will relate aspects of Coast Salish culture to their own lives and cultural traditions
- e) Teacher reinforces knowledge about First Nations as original inhabitants and our location on Coast Salish territory.

3. Small group puzzle (10:15 am to 10:25 am)

- a) In two groups, students will work on a puzzle that has pictures of different aspects of Coast Salish culture that are connected to *Taking Care of Mother Earth*.
- b) Teachers will work with one group each
- b) Students will match picture puzzle pieces that have themes from the story such as harvesting, hunting/gathering, taking care of the earth, and cultural themes. (ie. A puzzle piece picture of cedar and matching pair of a canoe and paddle).

Lesson Closure:

- a) Students name one thing they learned about Coast Salish Culture
- b) Students name one thing they learned about how Coast Salish people take care of the Earth, their culture and their people.

Adaptations:**Lesson 2: (MD and Matt)**

- Puzzle activity can done as an entire group if smaller groups are not working. Students can also attempt to make connections to all the puzzle pieces if they have successfully completed the puzzle.

Extensions:

- Students will work on another puzzle with the teachers. This puzzle will have pictures of harmful things that have been done to the earth and students will think about ways they can a better job of taking care of the earth. These can be discussed out loud and then written on a blank puzzle piece that connects with the picture. (ie. a picture on a puzzle piece of "litter on the ground"; the connect puzzle piece would have "put garbage in the trash" written on it. Students would have come up with this).

Reflections:**Benefits of these activities:**

- Culminating review of previous two lessons
- Incorporation of outdoor learning (the game would be best done outdoors)
- Learning through Arts - drama

Evidence of Learning (Assessment) Activity 1:**Formative:**

- Teachers will circulate around the area to listen that the students are engaging in the role play game and answering any questions that may come up.

Summative:

- Students will be able to describe the relationship between fishing and fish population or hunting and the animal resource that is being targeted.

Evidence of Learning (Assessment) Activity 2:**Formative:**

- Teacher observation during discussion circle. Each student should be able to participate by contributing about what they notice in the pictures and also how they can relate it to their own cultures and traditions

Summative:

- In their groups, students will be able to complete the puzzle. Each student should be able to identify at least one thing they learned about the Coast Salish people.

How is learning enacted? Enactivism:

Every aspect of this lesson helps students to make connections between the main topic (the ways in which the Coast Salish people care for mother earth) and how this is relevant in their lives. This lesson begins with a read aloud where students use comprehensive thinking skills to understand how the resources they have seen in the story are being used in their own lives. Students are provided with the opportunity to reflect on personal experiences in relation to the story and share them with their peers and then the group. This type of learning through sharing naturally integrates the students previous knowledge and experiences, the content of the lesson and their classroom. During the conclusion of both of the activities students are expected to observe, reflect and share their thoughts about how Coast Salish traditions are similar and different from their own.

Both of the interactive activities allow for inclusive learning experiences, in the hunter game students are encouraged to try acting out various roles so that they begin to take on different perspectives. In this activity full body learning is seen through the students movement as they take on various roles, they are also encouraged to think about the relationships that the roles have with each other and share their discoveries/ ideas with the group. Additionally, inclusivity is seen through each student's opportunity to participate in the discussion through sharing personal experiences, listening to their peers and reflecting on their learning and knowledge of the day's lessons and ones they have gained from the previous lessons. Enactivism is seen through the puzzle activity as puzzles are a daily activity that the students engage in. However, through this activity, their new learning is embedded naturally through a familiar daily activity, like putting together puzzles.

Both of the activities in this lesson provide enacted learning opportunities for the students.

Learning is enacted through the students observations and personal connections to the photographs as well as through the role play game. They are given time to interact, reflect and make observations based on the new information and their previous knowledge.

The social aspect of enactivism is naturally a part of both activities because they require the students to think and work independently as well as in the group.