

Cross-Curricular, Integrated Curricular Planning: Responsive to Aboriginal Perspectives

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Introduction:

As a group we decided to focus on the theme living off the land and understanding indigenous perspectives for our cross curricular lesson planning. We choose to do a variety of subjects: English language arts, mathematics, Social studies, science, and art education. We choose these wide variety of subjects to highlight that indigenous perspectives and living off the land can be incorporated into any subject. We decided to create our essential questions for learning through goals. All five of the lessons have one main I can statement. I can understand indigenous perspectives and models' ways indigenous people live off the land". We chose this I can statement as a goal because we felt it related well to the theme, but it was also broad enough that it could be easily incorporated into all subjects. Furthermore, we also included mini goals within each lesson to further clarify the specific goal for the lesson. The lesson plans demonstrate specific goals and various activities and resources to meet these goals. Through creating these lesson plans we have been able to examine the importance of cross curricular lessons in teaching about aboriginal perspectives.

Cross-Curricular Goal:

The goal for our cross curricular lesson is to have students achieve the cross curricular I can statement. "I can understand indigenous perspectives and models ways indigenous people live off the land"

Learning Experience:

We all were fairly new to lesson plans, and only a few of us had done one before. We found out very quickly that to be successful we needed to think of a main theme first of how we wanted to

incorporate Indigenous content before planning each lesson. We decided to focus on understanding Indigenous perspectives and modeling ways they live off the land. Through this, we learned that even as teachers, understanding Indigenous perspectives can allow us to deepen our connections to the land as well as ourselves. We also discussed how important it is to include other cultures into the classroom, including the Indigenous culture. We believe that it will allow our students to feel welcomed, create connections, and build positive relationships with the diversity of our classrooms. When creating each lesson plan, we found it difficult to stay intricately connected to our main theme and each subject. It was easy to start wanting to go in a different direction. We also struggled with teaching about Indigenous peoples in general as there are so many varieties of different Indigenous perspectives and cultures. We also began to think about using this in our classroom and began to question how we would deal with parents that do not want their children to learn about a certain culture or in our case an Indigenous perspective. We realized that it could cause tension between parents and teachers. Therefore, we came up with a few suggestions we could try. We said that we can create an open classroom that invites parents to stay and watch. We could do this by having an adult table with adult chairs by the door of our classroom. We also thought that we could include a lesson plan to incorporate parents to show them what their students are learning and why it is important.

Through completing this assignment, it changed our perspective that as teachers as long as we put the work in and do our research we can incorporate many perspectives, views, and themes into our lesson plans. It also allowed us to realize that indigenous culture can be used in a variety of ways. We can incorporate it into each lesson plan without specifically focusing on only the Indigenous culture. It has shaped us into wanting to incorporate indigenous culture into our lesson plans as teachers in a natural and normal way. We also realized the importance of teaching indigenous content in multiple subject areas as only teaching it in history/social studies makes it seem like they are of the past and not currently involved today. We want to incorporate

Indigenous perspectives into our classroom as we wish we could have learned more about it when we were younger. We feel like if we were taught at a young age we would have more awareness on Indigenous views and would not have to do as much research.

Lesson Plan #1

Grade: 3

Subject: English Language Arts

Theme: Living off the Land and Understanding Indigenous Perspectives

Content:

Throughout this lesson, students will begin to expand their knowledge on Indigenous Peoples and their ways of living off the land and will learn more about this topic by experiencing oral traditions. During this lesson, we will welcome an Elder that specializes in sharing oral stories about how Indigenous cultures connect to utilize land in their daily lives. Having this guest speaker will introduce students to learn other cultures' traditions and connect on a deeper level through this experience. We will be opening and closing with a worksheet where students will have before, during, and after sections to complete to guide them through the lesson. This worksheet will guide students to state prior knowledge, write questions they have, and make connections between the presentation, the reading and themselves.

Goals:

- Develop new learnings about Indigenous people and the importance of land in their culture.
- Have students actively listen to the elders oral stories, take notes, and later make connections between the presentation and the reading they did prior
- Have students listen to and understand information that is being presented and use their learnings to make connections to their own lives with concrete details
- Further develop oral and silent reading as well as their ability to clearly write descriptions in relation to knowledge they learned

Outcomes and indicators:

[CR 3.1] Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia).

b) Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts.

c) Compare portrayals of individuals or situations in various texts to personal experiences.

[CR3.3] Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

a) Listen to a short presentation and make some notes.

[CR3.4] Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

a) Read orally and silently (e.g., 10 to 15 minutes) for enjoyment and information and move comfortably from oral to silent reading.

d) Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts including First Nations and Métis resources.

[CC3.4] Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

g) Write descriptions that use concrete sensory details.

Prerequisite Learning:

- Skills to read both orally and independently
- Obtain basic writing and spelling skills
- Ability to take basic notes while listening to refer back to afterwards
- Ability to make connections between themselves and others/new knowledge

Lesson Preparation:

Equipment/Materials:

- Pencils and erasers
- The following worksheet

https://docs.google.com/document/d/1gzVGitY9r-R1LSYuSUNziylG1iaVXVZY_WdzKB14CX0/edit?usp=sharing

<p style="text-align: center;">Name: _____</p> <p style="text-align: center;">English Language Arts Worksheet</p> <p>Before: Write any facts or prior knowledge you have on Indigenous People and their ways of living.</p> <p>Write any questions that you have on this topic:</p> <p>During: Notes taken during the presentation:</p> <p>Questions that arise during the presentation:</p>	<p style="text-align: center;">Name: _____</p> <p>After: Write at least 3 new things that you learned during today's lesson:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>Describe at least 2 similarities between experiences and traditions encountered in your life and the information you learned today:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>Make at least 1 connection between your reading and the presentation given:</p>
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- A short article to read in pairs to build reading skills and learn about Indigenous people and some of their connections to land.

https://docs.google.com/document/d/1D7PWKeyqNbCnrAaU_DqZnBXIlkLGUFGHEo7wnfkKyLo/edit?usp=sharing

<p style="text-align: center;">How Indigenous Peoples Live Off the Land Grade 3 English Language Arts</p> <p>Indigenous peoples are known for utilizing all aspects of the land in a respectful manner and living off things that are found outdoors. Years ago, in the 1800s, they lived in teepees, hunted buffalo, and found many foods in the wild, such as berries, that they lived off. Today we will be reading about the ways Indigenous utilized the land in the past. We will then hear from "name" who will teach us more through traditional oral storytelling about how they lived off the land. He will also educate us on traditions and beliefs in relation to Indigenous peoples today.</p> <div style="text-align: center;">  </div> <p>Teepees</p> <p>A tipi (also called teepee or teepee) is a kind of tent. It is cone-shaped. They were made and lived in by the Indigenous peoples of the Great Plains who frequently moved from place to place, following buffalo or other animals that they hunted. Teepees are made from long poles and are covered with material. Long ago the material was animal skin or tree bark. Today, they are made from cloth.</p>	<p>Teepees were put up in a circle, which symbolized life. Each pole used represents the full cycle of the year. There are 15 poles total. 13 poles represent moons and 2 represent night and day. Teepees are no longer used for a full-time home, but they are still used for special occasions.</p> <div style="text-align: center;">  </div> <p>Buffalo</p> <p>Buffalo were important to Indigenous peoples because their way of life and survival depended on them. They are a great example of how Indigenous people live off the land and utilize what is available to them. Indigenous peoples were constantly moving across the plains to follow buffalo. They would put up and take down their teepees as needed to take it with them.</p> <p>Indigenous peoples used spears and bows to hunt buffalo. When they were successful, they used every single part so that there was no waste as that was disrespectful. As mentioned above, teepees used animal skins as material to cover the poles. Most commonly the animal skins used to make the cover was buffalo skin (tanned hide). Below are other ways they used each part of the buffalo.</p>
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Horns - arrows, cups, and spoons
Fat - cooking, hair grease, soap
Fur - clothes, stuffing, mittens
Rashide - bags, belts, lashings, shields
Bladder - food bag
Tendons - bowstring of an arrow, thread
Bones - arrows, dice, jewellery, knives, needles, shovels, tools
Liver - food
Intensities - buckets, cooking pots
Hooves - glue, toys, tools
Skull - used in religious ceremonies.
Heart - cut from the body and left on the ground as a sign of respect.



The Medicine Wheel

The medicine wheel is a circle broken up into 4 even sections and most commonly includes the colours white, yellow, red, and black like pictured above. This photo is used to represent many areas within many Indigenous cultures. Below we will talk about 3 ways the medicine wheel is used and what fits the four sections.

The Four Directions
The four sections represent north, east, south, and west.

The Four Seasons
The four seasons represented are spring, summer, fall, winter.

Four Elements
The four elements are fire, earth, water, and wind.

This is a lot of new information all at once but over the next few days we will dig into each topic deeper in other classes to get a better understanding.

Resources
[Tai Facts for Kids \(middle.c\)](#)
[The Seven Lessons of the Medicine Wheel | SAJY Magazine](#)

Advanced Preparation:

- Prepare short introduction powerpoint
- Print the document for students to read
- Create a list of paired students
- Arrange for an Elder to share stories through oral tradition
- Print worksheet

Presentation:

Set: (15 minutes)

- Provide the worksheet. Students will write their prior knowledge on Indigenous and also write questions they hope will be answered throughout the lesson. These are listed under the “before” section on the worksheet.
- Introduce who Indigenous peoples are to the students with the following powerpoint (with teacher notes included below each slide).

https://docs.google.com/presentation/d/19iISJwDvcYwyvJPI02cdMwob2yW8C5vzTZCX1rR_i8g/edit?usp=sharing

- Put simpler, Indigenous describes the first peoples to live in a place.
- An ethnic group is a group of people who are considered to be the same in some or multiple ways. They may all have the same ancestors, speak the same language, or have the same religion. They often live in the same or surrounding area.
- Ethnic groups may live in several different countries or a country may have several ethnic groups within it.

- The First Nations is the largest and most varied group and they are found all over Canada. Many nations include the Haida, Mohawk, Ojibwe, and Cree.
- The Métis are the descendants of First Nations peoples and the European settlers who came to Canada and they are all across the country.
- Finally, the Inuit are the Indigenous peoples of the Arctic and they are also found all across the country.
- And think about this: Each nation has their own culture with their own languages, laws, and spiritual beliefs. The First Nations alone, include over 50 different nations with 50 different languages.

Today we are very lucky and have a special speaker coming in who will share their Oral storytelling tradition with us today. "NAME" is an Elder within his community and we are so honored to welcome him today once we complete our buddy reading.

"In First Peoples' cultures, knowledge was traditionally kept in oral tradition. The oral tradition, still highly valued today, includes oral narratives (or stories) that are used to teach skills, transmit cultural values, convey news, record family and community histories, and explain the natural world. In addition to expressing spiritual and emotional truths (through symbol and metaphor), specific stories also provides a record of literal truths (regarding events and/or situations) as narratives were passed unchanged from generation to generation."

Oral Traditions - Grades 4-7 Resources - Indigenous Education (comoxvalley.ca)
 The tradition (both content and process), and the process of learning through story helps to create the learners' concept of the world. The emphasis on history and story help learners to organize new concepts that develop from their learning.
 ask about respect during a presentation

Many Elders grew up speaking an Indigenous language, learning ceremony and living off the land. Several are also survivors of residential school or the Sixties Scoop.

[-The pressing need to learn from Indigenous elders | CBC News](#)

There are many different definitions for elders, but one common trait among Indigenous Elders is a deep spirituality that influences every aspect of their lives and teachings. They strive to show by example - by living their lives according to deeply ingrained principles, values and teachings.

Buddies:

- Alex and Theo
- Hayden and Jaden
- Drew and Ili

- Divide students into reading buddies/pairs where they will read a short article about Indigenous people and some of their connections to what the land offers. The students will switch between silent reading and reading aloud to each other.

Development: (30 minutes)

- An Elder would be welcomed into the classroom to share stories through oral tradition. This is to to both introduce students to traditions of other cultures and also connect to their learnings on a deeper level
- During the presentation, the students will be encouraged to take a few notes within the “during” portion of the worksheet.
- The presentation will end with an opportunity for students to ask questions

Closure: (20 minutes)

- We will conclude this lesson with reflecting on their learnings and making connections between their reading and the presentation given by the elder. Ask the students to hand in their worksheets.
- The students will complete the “after” section of the worksheet
- This work sheet will be referenced within the assessment

Assessment:

- Students will use the worksheet to express their prior knowledge and the connections they made between the reading and the guest speaker. This will help us as teachers to gain a better understanding of where the students are and the areas we need to focus on. It will also allow us to see how good they are at active listening as we can look at their completion of the worksheet.

Lesson Plan #2

Grade: 3

Subject: Mathematics

Theme: Living off the Land and Understanding Indigenous Perspectives

Content: Throughout this lesson, students will be recording information such as an object's mass, length, width, height, and perimeter into graphs, tables, or charts. Students will be placed into groups of three and asked to find specific objects from outside. These objects could include something that has a length of approximately ten centimeters, or a width of approximately five centimeters, or a weight of approximately fifty grams. Once the groups believe they have found items that correspond to each of the prompts, they will design graphs and tables. Within their graphs and tables, they will compare and contrast the objects they have found. Differences and similarities they may place into their graphs could be the colours, shapes, textures, weight, and size of the different objects. Once groups have finished their graphs and tables, they will then be able to weigh and measure the objects they have discovered, viewing if their estimation on the object's sizes was close. This allows children to relate to Indigenous knowledge by allowing them to gather supplies in a way that is similar to how the First Peoples did. Students will be asked to hunt for objects without using tools to help them find the correct objects, placing themselves into Canada's First Peoples feet from years ago.

Goals: Goals for this lesson plan include:

- Encouraging students to use math in relation to their daily surroundings
- Deep understanding as to how Indigenous peoples had to use their knowledge on mathematics without rulers or scales
- Demonstrate understanding of shapes and sizes of objects in their environment by creating graphs, lists, charts, etc.
- Demonstrate understanding of weight and linear measurement by estimation
- Demonstrate understanding of weight and linear measurement by measuring and recording mass, length, width, height, and perimeter

Outcomes and indicators:

SP3.1

Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through:

- collecting, organizing, and representing
- solving situational questions.

([C, CN, PS, R, V])

SS3.2

Demonstrate understanding of measuring mass in g and kg by:

- selecting and justifying referents for g and kg
- modelling and describing the relationship between g and kg
- estimating mass using referents
- measuring and recording mass.

([C, CN, ME, R])

SS3.3

Demonstrate understanding of linear measurement (cm and m) including:

- selecting and justifying referents
- generalizing the relationship between cm and m
- estimating length and perimeter using referents
- measuring and recording length, width, height, and perimeter.

([C, CN, ME, PS, R, V])

Prerequisite Learning: Prior to this lesson, students must be able to know how to:

- Create graphs/tables
- Read a ruler
- Read a scale
- Have knowledge on what varying widths, lengths, heights, and weights look/feel like

Lesson Preparation:

Equipment/Materials: Outdoor space, rulers (1 per three students), pencils (1 per student), graphing paper (1 per three students), scale (1)

Advanced Preparation: The only ideas of preparation that an educator will have to keep in mind is being able to have an outdoor space available to themselves as well as the students. This activity will work just as good without any preparation being done by students or educators because it will let students discover and explore the area around them more thoroughly.

Presentation:

Set: (10 mins)

- Students will be placed into groups of three or four
- Students will gather their own materials (pencils, graph paper, group members)
- Educator will lead students to outdoor area, reminding students that they are to stay on the school's property

Development: (45 mins)

Development of this activity could also be shortened or lengthened depending on group member size, size of outdoor area, as well as how difficult it is to find the objects that the educator would see fit. With 45 minutes, this should give students about twenty-five minutes to go around and search for the different objects. Then, with the remaining twenty minutes, students should be able to successfully graph and chart their findings, as well as measure or weigh any objects that they feel they should.

Closure: (10 mins)

- Students will gather their materials
- Students will be lead back inside
- Educator(s) may ask students if their estimation seemed to be correct, or incorrect, or if they had any difficulty throughout the activity.

Assessment: Students will be assessed on their participation throughout the lesson. The educator(s) should be watching for students in groups who are not walking/running with group members to find objects, as well as listening to group members discuss their findings.

Lesson Plan #3

Grade: Grade 3

Subject: Social Studies

Theme- Living off the Land and Understanding Indigenous Perspectives

Content: This Social Studies activity will allow students to examine indigenous beliefs of the land and explore how the indigenous people live off the land. This class lesson plan will start with a more formal lesson where students will learn about how indigenous people view the land. The lesson portion will be knowledgeable but also allow student discussion. Then I would play a quick video about indigenous people.

<https://www.youtube.com/watch?v=CISeEFTsgDA> Following the video the class would move onto the hands-on aspect of the lesson. Children will be divided into 5 groups and assigned to a station. The children will have 8 minutes to explore each station. After the completion of the station the kids will work on reflecting on new learnings individually. The reflection will be used as an informal assessment for this lesson.

Goals:

- Allow students to examine indigenous beliefs regarding living on and with the land
- Understand the way the indigenous peoples view the land
- Examine and model how indigenous people use the land differently in seasons.

Outcomes

DR 3.3 Compare the beliefs of various communities around the world regarding living on and with the land.

Indicators for this Outcome

DR3.3 A) Research the view of land as held by indigenous peoples in communities studied.

DR3.3 B) Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants, how land is protected or neglected).

Prerequisite Learning:

- Reading skills (may need assistance)
- Basic writing and spelling skills
- Basic understanding of who indigenous people are
- Understanding of basic indigenous activities (hunting, trapping, medicine)

Lesson Preparation:

Equipment/Materials:

- Lesson & video pulled up and ready to go
- Reflection sheet
- Pencil and eraser
- Station materials
 - Station 1- dirt, twigs, leaves, yarn, and tape
 - Station 2- Fishing line and beads
 - Station 3-cups, dirt, seeds and water
 - Station 4- dried herbs, dried roots and bowl
 - Station 5- dirt, leaves, twigs, seeds, acorns and small plastic antlers

Advanced Preparation:

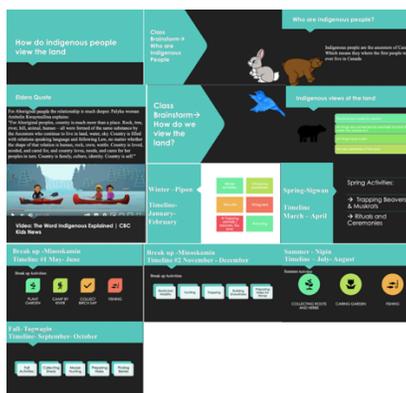
- Print reflection sheet
- Prepare YouTube video
- Prepare lesson
- Gather materials for stations
- Assemble and place out stations

<https://www.youtube.com/watch?v=CISeEFTsgDA>

Presentation:

Set: (20 mins)- Introduce the topic and discuss indiegnous connection to land.

- Begin class with presentation- below is the presentation for this lesson



Development: (40 mins) Time for students to explore stations

- Assign students to 5 groups

- Have groups rotate to new station every 8 minutes

Station #1- Winter - Pipon
At this station students will be provided with many diverse beading supplies. They will be asked to create a trap. This activity will represent the indigenous people trapping animals for fur throughout the winter.

Station #2 - Spring- Sigwan
At this station, the student will be allowed to create their own medicines which is an indigenous tradition to prepare for spring rituals and ceremonies.

Station #3-Break up -Minoskamin
At station three student will model the spring break-up. They will be planning a seed to model the indigenous people planting gardens.

Station #4- Summer - Nipin
At this station students would be provided with a variety of dried plants that they can crush up and make into medicines. This would represent indigenous people crushing roots and herbs up to create different medicines.

Station #5- Fall- Tagwagin
At this station, the kids will explore the sensory bin while searching for animal and/or seeds. This activity represents how indigenous people would go looking for snakes in the fall to make into tools.

Closure: (12 mins) Time for students to reflect

- Have students fill out reflection handout that says “List 3 new things you learned”
- Use reflection for assessment

Assessment: Students will be assessed in two different categories. The first category is based on participation in lessons and interaction at stations activity. The second part of the mark comes from the student reflection aspect. Below is a rubric I have created for the lesson.

	Level 1 1 Point	Level 2 2 Points	Level 3 3 Points	Level 4 4 Points
Participation in Lesson	Student was not engaged with lesson.	Student demonstrated basic interaction and participation in lesson.	Student demonstrated meeting interaction and participation in lesson.	Student demonstrated advanced interaction and participation in lesson.
Participation in Learning Activity	Student did not engage with learning centers.	Student exemplified basic engagement with learning centers.	Student exemplified meeting engagement with learning centers.	Student exemplified advanced engagement with learning centers.
Evaluation of Students Reflection	Reflection was done poorly.	Reflection revealed very basic learning.	Reflection revealed learning that meets expectations.	Reflection revealed advanced learning.

Comments

Grade: 3

Subject: Science

Theme: Living off the Land and Understanding Indigenous Perspectives

Content:

Through this lesson students will be starting to grow plants in the classroom. They will be using a KWL chart to explain their prior knowledge on plants as well as what they want to learn. They will also be taught about the purpose and shape of the medicine wheel relating it to how plants are interconnected to all aspects of life. They will understand an Indigenous point of view and how humans are dependent on plants just like plants depend on humans.

Goals:

- Students will understand connections between plant growth and life
- Students will understand the importance of preserving plant life to support other life forms
- Students will understand the importance of the medicine wheel relating it to plant life
- Students will begin to understand what plants need to grow
- Students will begin to care for a plant taking note of changings and growth

Outcomes and indicators:

PL3.1 Investigate the growth and development of plants, including conditions necessary for germination. CP, SI

Indicators:

PL3.1 a) Pose questions related to plant growth (e.g., How do very young plants look different from grown plants? How much water do plants need to grow? Do all plants grow in the same way?).

PL3.1 i) Care for a flowering plant throughout its life cycle, tracking its growth and changes.

PL3.1 f) Compare the basic needs of plants to the basic needs of animals and humans.

Prerequisite Learning:

- Students will be able to follow instructions
- Students can use prior knowledge about plants to fill in worksheet
- Students can work together cooperatively

Lesson Preparation:

Equipment/Materials:

- Small pots (one per group)
- Dirt (enough to fill each pot)
- seeds (2-3 seeds for each pot)
- KWL chart handout
- Powerpoint

Advanced Preparation:

- Place dirt in the small pots and seeds beside the pot on each of the tables.
- Have powerpoint open- Have an understanding of the medicine wheel
- Print KWL chart worksheets

Presentation:

Set: (10 mins)

Teacher will set up small pots with soil and 2-3 seeds beside it. The teacher will place them on the table for groups of three. Have the PowerPoint open and ready to present. As well as have enough KWL sheets for each student.

Development: (45 mins)

The teacher will split the students into groups of three being mindful of who you pair with who.

The teacher will instruct the students to plant their seeds into the pots and name their pots.

The teacher will explain to the students that they will be taking care of their plants for the next few weeks as they grow. Their job is to draw and note the changes to their plants (Hand out booklet next class). Class time will be provided each day for watching their plants.

The teacher will hand out the KWL sheet to each student. Which asks the students what they know about how plants grow, what plants need to grow, and what they want to know about plant growth.

Name: _____ Plant Growth

What I know about how plants grow?	What do plants need in order to grow?	What do I want to learn about plant growth?

https://docs.google.com/document/d/1a1OU-ggiTo_xQR_-UXuy-RKDxD_ufPHJU2YTBWABH5w/edit?usp=sharing

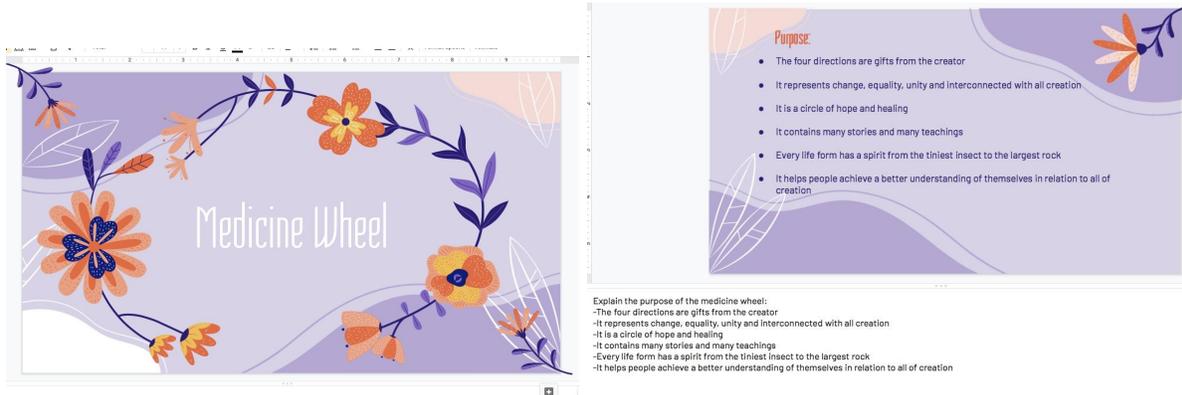
Give students 10 minutes to work on their KWL chart and allow them to talk to their neighbours.

Go over the sheet asking students what they put. Explain to the students that plants need sunlight, proper temperature, moisture, air, and nutrients. Allow students to add to their KWL chart and hand it in.

START POWERPOINT

The teacher will go through the Medicine Wheel powerpoint explaining the purpose and shape of the medicine wheel. Then relate it to plants and ask a few questions at the end.

<https://docs.google.com/presentation/d/1d4-e6XC242JuT0BCMX7iYTWdFwwMCZFEjBNqV250cw/edit?usp=sharing>



Shape:

- Four Directions: east, south, west, north
- Four seasons: spring, summer, fall, winter
- Four principles of life: love, honesty, unselfishness, purity
- Four stages of life: child, adolescent, adult, elder
- Four parts of self: physical, mental, emotional, spiritual
- Four medicines: sage, tobacco, sweetgrass, cedar
- Four types of animals: winged ones, two legged, four legged, flyers, swimmers
- Four elements: sun, water, air, earth
- Four plant categories: trees, flowers, grasses and vegetables/fruits

Plants

- All the teachings in the medicine wheel are interdependent on each other
- Plant life depends on the Stars, Sun, Earth, Moon, Wind, Fire, Rock, Water, and the Creator
- Many things come after plant life and depend on plant life
- Trees are important in the medicine wheel as they represent old age and wisdom

If one person picked a leaf off the tree it would not seem like a big deal

But if we were all to pick a leaf off a tree, that tree would struggle to survive

It may not produce enough seeds to grow new trees or the animals that depend on the tree may not be able to keep warm

What would Happen if We?

- Pulled the grass from the ground?
- Cut all the trees down?
- Drained all the water from a lake?

The spiral in the wheel represents change and moving toward another level of growth and development. All life moves in a clockwise circular motion, representing wholeness and continuity. All of life forms within the circle will go through these cycles. The wheel is an important tool because of its constant movement. When the earth completes a full cycle of the four seasons, we also mature and grow as we complete a full circle. The circle is a sacred symbol used by most aboriginal people. There is no beginning and no end. When sitting in a circle all are equal; no one is greater than anyone else. We can see all who is in the circle and know what strengths the circle holds.

All life forms are interconnected and one things affects another.

****Teacher notes are in the notes section of the powerpoint****

STOP POWERPOINT

Closure: (5 mins)

The teacher will explain to the students that they will continue to grow the plants taking note of the changes for the next few weeks. Explain to them that everything on earth is interconnected and dependent on each other. Have students place their pots on the window ledge.

Assessment:

Diagnostic assessment:

KWL Chart

- Students will use a KWL chart to express both prior knowledge and any questions they would like answered at the end of the plant growth unit. This would help us as teachers gain a better understanding of where our students are at and areas we should focus on.

Lesson Plan #5

Grade: 3

Subject: Arts Education

Theme: Living off the Land and Understanding Indigenous Perspectives

Content:

Each student will be building and designing their own Teepee. The teepee will be a representation with a few materials from nature. The students will be asked to draw and paint First Nations designs on the outside of the material. The teepee's design should have a connection to first nations culture. They will paint on the material with colors that have connections to First Nations culture. They will then construct it. The final product should look similar to a traditional teepee. Students will also be encouraged to place their teepee on a base and represent the land around the teepee. The base will make the project look complete.

Goals:

- Encourage students to go outside and find materials in nature for their project
- Allows students understand the resources First Nations people used from nature to build their shelter
- Students will gain knowledge on First Nations teepee designs

Outcomes and indicators:

CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).

a. Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).

b. Apply understanding of contour lines to form the outline of an object.

d. Demonstrate ways to change a colour's value by adding white or black.

e. Use three-dimensional materials such as clay to create real textures.

f. Recognize circles, squares, triangles, and rectangles as geometric shapes and apply this knowledge to art work.

g. Recognize cubes, cylinders, and spheres as geometric forms and apply this knowledge to art work.

h. Identify formal and informal patterns in own surroundings and art works.

i. Identify examples of contrast in own surroundings and in art works.

Prerequisite Learning:

Before going straight to designing and building the teepees as a class we will do some research on what a traditional teepee is used for and how they are constructed. We will look at the materials First Nations people used to make traditional teepees. We will look at pictures of traditional teepees to get ideas of what should go on the outside of their teepees. As a class we will also go over the medicine wheel to get a deeper understanding of the 4 colors and elements that are meaningful to the First Nations culture.

Lesson Preparation:

Equipment/Materials:

- Sticks picked from nature
- Tan material to represent animal hide
- Paint
- Cardboard base
- Leaves, stones, etc from nature
- Elastic bands
- Long grassess
- Pencil
- stencils

Advanced Preparation:

I would cut out the teepee pattern from the material before class, so all the students have it and it is well cut. This will ensure the students have a piece of fabric that will look well done. I could encourage the students to look for materials from nature before class or we could go out during class to find sticks, grass, stones, etc. Make sure there is red, yellow, black, and white paint before class. It might be a good idea to make your own representation of what you are wanting them to create as an example.

Presentation:

Set: (_10_ mins)

- Will need to cut the material and get the paints ready
- It would also be a good idea to have traditional teepee pictures ready to show
- Also a picture of a medicine wheel might be a good thing to show the students

Development: (_60_ mins)

- This is the main part of the assignment because it will take the most time to create their project
- The students will need to go outside and collect sticks, grass, stones, etc. for their base and sticks to support to their teepee
- The students will need to brainstorm and come up with a design they would like to create on their teepee
- Then the students will need time the draw and paint their design onto the material
- Once the paint has dried, they will need to secure the material to the sticks and stand the teepee up and make sure it is stable
- They will then need to complete their project by finishing the base

Closure: (_2_ mins)

- Clean up the paints and brushes
- I would display the teepees in the classroom or school for peers to enjoy. This would not take any class time.

Assessment:

Children will be assessed on their final product. When looking at their project it should represent traditional First Nations culture through images and colors. There should be some materials from nature incorporated into their final work. This art project will just be a representation of a teepee.

Rubric:

	1	2	3	4
Overall Appearance	The project isn't completed. There are aspects missing.	The project is half done. The teepee is put together but there is nothing else added.	The overall product looks good put together. All aspects that were asked are incorporated. The project looks neatly assembled.	The overall product looks very well put together. Students went beyond basic outline. The project is assembled in a very organized manner.
Traditional Aspects	Design is don't incorporate traditional color and design. Doesn't represent a traditional teepee.	The design incorporates traditional colors and design from First Nations culture, but also has some non-traditional aspects.	The design incorporates traditional colors and design from First Nations culture.	The design incorporates traditional colors and design from First Nations culture.
Aspects from Nature	There are no aspects of nature incorporated.	There are a few aspects of nature incorporated in the final project.	There are some aspects of nature incorporated in the final project. The natural aspects are added into the project in an appealing way.	There are many elements of nature incorporated in the final product. The natural aspects are added into the project in an appealing way.
Total Mark:				
Comments:				