

A Study of Place, Community and Indigenous Culture

Curriculum Area: Social Studies

Interdisciplinary: Language Arts, Arts, Science, Christian Education, Career Education, Applied Design, Skills and Technology

Approximate Length of Unit: November-June

This unit begins after landform and biodiversity units have been taught. By seeing the relationships between land and living creatures, the students will now have a background knowledge to help them understand how land and environment effects First Nations culture.

Principles of Catholic Education

- (C1) CHRIST-CENTERED – Catholic Education fosters a personal relationship with Jesus Christ in the family of the Church; our faith in Christ is evident and permeates all facets of the educational environment.
- (A) APOSTOLIC – Catholic Education is founded on and guided by the truth of the Gospel, beginning with the apostles and handed on by the Pope and bishops.
- (T) TRADITION – Catholic Education guides us in the selection of excellent content, pedagogy and resources in the pursuit of Truth through faith and reason.
- (H) HOLY – Catholic Education draws upon scripture, the sacraments and prayer to help us to respond to the universal call to holiness.
- (O) ONE – Catholic Education responds to Christ’s desire “that they may all be one” (*John 17.21*) by integrating the various parts of what we learn into the coherent whole.
- (L) LOVE – Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.
- (I) INALIENABLE – Catholic Education promotes that “the right and the duty of parents to educate their children are primordial and inalienable” and “parents have the first responsibility for the education of their children” (*CCC 2221, 2223*).
- (C2) COMMUNION/COMMUNITY – Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

First Peoples Principles of Learning

- FPPL1 - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- FPPL2 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- FPPL 3 - Learning involves recognizing the consequences of one’s actions.
- FPPL4 - Learning involves generational roles and responsibilities.
- FPPL5 - Learning recognizes the role of indigenous knowledge.
- FPPL6 - Learning is embedded in memory, history, and story.
- FPPL7 - Learning involves patience and time.

FPPL8 - Learning requires exploration of one's identity.

FPPL9 - Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Big Ideas

Christian Education (DRAFT):

The Holy Spirit animates the Church.

Sacraments of Initiation connect us to the life of the Church.

Disciples of Jesus act justly.

Christians use their gifts and talents to serve the Church and society.

Social Studies:

Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Indigenous societies throughout the world value the well-being of the self, the land, spirits & ancestors.

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.

Language Arts:

Language and stories can be a source of creativity and joy.

Stories and other texts help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Arts:

Explore a variety of traditional and contemporary Aboriginal Arts and arts-making processes.

The mind and body work together when creating works of art.

Art connects our experiences to the experiences of others.

Science:

Living things are diverse, can be grouped, and interact in their ecosystems.

Wind, water and ice change the shape of the land.

Career Education:

Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

Communities include many different roles requiring many different skills.

Learning is a lifelong enterprise.

Applied Design, Skills and Technologies (ADST):

Technologies are tools that extend human capabilities.

Guiding Questions (Numbers refer to integrated Intentions)

- What is social studies? (1)
- What elements of a community are found in our school community? Church community? (2)
- How can you help make your community a friendly and safe place? (2)
- How do the values/cultures of Indigenous People differ from others? i.e. Christianity? (2)
- How does Aboriginal knowledge of living things honour interconnectedness? (2)
- How do First Nations honour the roles of the members of their communities? What gifts and talents are important to the community? (2)
- What values were significant for First Nations? (2)
- Why do Elders play an important role in the lives of First Nations? (2)
- How do we learn about the past? (3)
- How do we learn about our Catholic past from the Apostles' Creed? (3)
- How is information passed from generation to generation in a First Nation culture? For Catholic Christians? (3)
- What is culture? (4)
- How do First Nation parents and Christian parents demonstrate their right of being the first educators of their children? (4)
- What are basic needs? What do you really need to live/survive? (5)
- What do Aboriginal place names in BC mean? (6)
- What rites and ceremonies do First Nations and Catholic Christians practice that honour the sacredness of spiritual knowledge? (6)
- How did the traditional technology of indigenous people make life easier for them? (7)
- How has the way of life changed for the indigenous people? (7)
- Why is the Cedar Tree called "The Heart of Our People?" Or "The Tree of Life?" (8)
- Why is the Cross considered the tree of life?
- How does the land/climate effect how First Nations live? (9)
- How does the land effect where First Nations live? (9)
- How does land/climate determine the type of Shelter First Nations use? (10)

- What does it mean to be a nomadic people? (10)
 - Food is important part of First Nations culture? How does the land determine the type of food they eat? (11)
 - How have First peoples government and leadership changed over time? (12)
 - What would be the advantages or disadvantages of consensus decision making? (12)
 - How does the Church make decisions? (12)
 - What are responsibilities of leaders? Student leaders? (12)
 - What is the significance of totem poles in West Coast culture? What are the common symbols used? (13)
 - What symbols are significant in Christian art? (13)
 - How do First Nations express their spirituality/holiness in the arts? How do Catholic Christians express their spirituality/holiness in the arts? (13)
 - How do Christians and First Nations explain and value creation? Are there any similarities in the stories? (14)
 - What practices/rituals demonstrate holiness/reverence in the church? (14)
 - What are spiritual gifts? How do they build up the community? (14)
 - What gifts do you see in yourself? Your friends? How collectively do they build up the kingdom of God? (14)
- Optional Project:
- How do other First Nations groups demonstrate the interconnectedness of First Nations Principle #1
 - What rights and ceremonies do First Nations and Catholic Christians practice that honor the sacredness of spiritual knowledge?
 - How do Catholic First Nations express their spirituality in the arts?

Core Competencies

Thinking	Communication	Social and Personal
<ul style="list-style-type: none"> • Analyze and Critique • Questions and Investigate • Develop and Design 	<ul style="list-style-type: none"> • Connect and engage with others • Acquire Interpret and present information • Collaborate to plan, carry out and review constructions and activities • Explain/Recount and reflect on experiences and accomplishments 	<ul style="list-style-type: none"> • Self Determination • Self-Regulation • Relationships and Cultural Context • Personal Values • Contributing to the community and caring for the environment • Valuing diversity • Building a Relationship

Learning Standards

Content	Curricular Competencies
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Students are expected to **KNOW** the following:

Socials Studies:

- Cultural characteristics and ways of life of local First Peoples and global indigenous peoples

Elaborations:

-worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values kinship, traditional teachings

- Aspects of life shared by and common to peoples and cultures

Elaborations:

-sample topics: family, work, education, systems of ethics and spirituality

- Interconnections of cultural and technological innovations of global and local indigenous peoples

Elaborations:

-sample topics: transportation, clothing, pottery, shelters and buildings, navigation, weapons, tools, hunting and fishing techniques, building techniques, food cultivation and preparation, ceremonies, art, music, basketry and weaving

- Governance and social organization in local and global indigenous societies

Elaborations:

-Sample topics: consensus, confederacies, Elders, reservations, band councils, traditional leadership

- Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures

Elaborations:

-Sample topics: tools, earth mounds, petroglyphs, oral stories, sacred or significant places and landforms, weapons

- Relationship between humans and their environment

Elaborations:

Students are expected to **DO** the following:

Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, and places are significant to various individuals and groups (significance)
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence *such as photos, artifacts*)
- Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change) (*personal timeline, MOA online*)
- Recognize the causes and consequences of events, decisions, and developments (cause and consequence)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgements about events, decisions, and actions and suggest lessons that can be learned (ethical judgment)

-Sample topics: protocols around the world that acknowledge and respect the land, reshaping of the land for resource exploration and development, domestication of animals, organization and techniques of hunting and fishing

Language Arts:

Story/Text

Strategies and processes

Language features, structures, and conventions

-features of oral language

Language Arts:

Comprehend & Connect (reading, listening, viewing)

- Use sources of information and prior knowledge to make meaning
- Make connections between ideas from a variety of sources and prior knowledge to build understanding
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Recognize how different texts reflect different purposes
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Explain the role that story plays in personal, family, and community identity

Role of storyteller, FPPL 6/PCE: Aposolic, Holiness

- Use personal experience and knowledge to connect to text and make meaning
- Recognize the structure and elements of story
- Show awareness of how story in First Peoples cultures connects people to family and community

FPPL 6

- Develop awareness of how story in First Peoples' cultures connects people to land

FPPL 5, 6, 8

Create & Communicate

- Exchange ideas and perspectives to build shared understanding
- Create stories and other texts to deepen awareness of self, family, and community

Career Education:

Personal Development

- Risk taking and its role in self-exploration

Elaborations:

-try a new activity, volunteer to ask/answer a question, speak in front of others (*timeline & story telling*)

Connections to Community

- Cultural and social awareness

Elaborations:

-achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions

Arts Education:

- Materials, tools, processes, techniques, and technologies to support arts activities
- Art and artistic traditions from traditional and contemporary First Nations arts and arts making processes

- Plan and create a variety of communication forms for different purposes and audiences
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding word knowledge
- Explore and appreciate aspects of First Peoples oral traditions
- Use oral storytelling processes

Career Education:

- Identify and appreciate their personal attributes, skills, and interests, and accomplishments

PEC: Love, One, Communion/Community

- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

Arts Education

Students will be able to use creative processes to:

Exploring and creating

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play (PCE: Traditional, Holy. Mosaics modelled after the Ukrainian church, names of Jesus or Mary)

<p>Science: In review:</p> <ul style="list-style-type: none">• Biodiversity in the local environment• The knowledge of local First Peoples of ecosystems• Major local landforms• Local First Peoples knowledge of local landforms <p>Religion:</p> <ul style="list-style-type: none">• Belief based on the Apostles Creed	<ul style="list-style-type: none">• Explore identity, place, culture, and belonging through arts experiences (<i>Art Gallery Visit</i>)• Explore relationships among cultures, communities, and the arts <i>PCE: CATHOLIC</i> <p><i>Reasoning and reflecting</i></p> <ul style="list-style-type: none">• Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques <i>PCE: Tradition Icon Writing</i>• Reflect on creative processes and make connections to personal experiences <i>PCE: Christ Centered, Apostolic, Traditional, One</i>• Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art <p><i>Communicating and documenting</i></p> <ul style="list-style-type: none">• Apply learned skills, understandings, and processes in new contexts• Interpret and communicate ideas using symbolism in the arts <p>Science: <i>Processing and analyzing data and information</i></p> <ul style="list-style-type: none">• Identify First Peoples perspectives and knowledge as sources of information <p><i>Evaluating</i></p> <ul style="list-style-type: none">• Identify some simple environmental implications of their and others' actions <p>Communicating</p> <ul style="list-style-type: none">• Express and reflect on personal and shared experiences of place <p>Religion:</p> <ul style="list-style-type: none">• Recall the Apostles Creed
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<ul style="list-style-type: none"> • Initiation Sacraments • Sacramentals hold special meaning for Catholic Christians • Actions have consequences • Recognize the difference between gifts and talents • Identify models of just living from Scripture and from their community 	<ul style="list-style-type: none"> • Identify the distinguishing features of the Initiation Sacraments • Reflect on the importance of Sacramentals • Reflect on what makes a good moral choice • Identify personal characteristics that contribute to the community 		
Learning Target	Principles of Catholic Education and/or First Peoples Principles of Learning	Acquisition Lessons/Intentions/Tasks	Summative &/or Formative Assessment
<p>I can define the term social studies. I can identify some features in a non-fiction text.</p>		<p><u>Intention 1: Defining Social Studies</u> GQ: What is Social Studies?</p> <p>Students will develop an operational definition of social studies, communities, non-fiction</p> <p>Students will explore the Gr. 3 Communities text book (cover, table of contents, glossary, index) and some of the skills you will learn</p> <p><u>Facilitation Questions</u></p> <ul style="list-style-type: none"> • What do you think you might learn in social studies? • What is the title of this book? • Who wrote the book? • What do you think the artwork on the cover is showing? • What do the words around the outside of the quilt tell us about what we need to do to get along in our communities? 	<p>Twitter Board</p>

<p>I can explain ways to make our community safe and a friendly place.</p> <p>I can explain my rights and responsibilities within a community.</p> <p>I can identify important elements in a community.</p>	<p>PCL: One</p> <p>What are the responsibilities in the church community? Take what you have learned about the community and connect to the church.</p> <p>PCL: Apostolic, One, Holy, Community</p> <p>What are essential elements in a Church community? Acts 4: 4:32-37</p> <p>PCE #5- We Are One</p>	<p><u>Intention 2: Elements in a Community</u></p> <p>GQ:</p> <ul style="list-style-type: none"> • What elements of a community are found in our school community? Church community? • How can you help make your community a friendly and safe place? • How do the values/cultures of Indigenous People differ from others? i.e. Christianity? • How does Aboriginal knowledge of living things honour interconnectedness? • How do First Nations honour the roles of the members of their communities? What gifts and talents are important to the community? • What values were significant for First Nations? • Why do Elders play an important role in the lives of First Nations? <p>Read and discuss pages 2-4 & Chapter 2 in Our Communities</p> <p>Explain their responsibilities within the community. Discuss each action and ways it can make a difference (pg. 2) In partners think of another action that can make a difference. Share and record on chart paper to refer to. Student can share their learning by drawing a picture of what a safe and friendly community looks like.</p> <p>Read page 9 from Our Communities. What do you think the community of Abbotsford is like? Students will relate new information to what is known. What are some things that you might find in our community? What makes Vancouver famous and recognizable?</p>	<p>Picture to show what a friendly and safe community looks like, sounds like, and feels like.</p> <p>Teacher Observation of students' contributions to the discussion of friendly & safe communities</p> <p>Community Poster</p> <p>Community poster reflection on chosen elements</p>
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	<p>- Do we have these same elements in our Catholic Community?</p>	<p>What are the elements that make up a good community?</p> <p>Communities have: -people, shelter, love & belonging, history, rules, food and water, spirituality, energy, transportation, healthy living, education, work, entertainment.</p> <p>Students will go on a walk around our school neighbourhood to identify the essential elements present.</p> <p>Community Poster Students will complete a community poster showing at least 5 aspects of our community. Students will then do a written reflection about their poster. They will be asked to answer:</p> <ol style="list-style-type: none">1. What is a community?2. What are the important elements you included in your community and why are they important to you? (Self-Reflection) <p>Read stories that talk about friendship</p> <p>Aboriginal Story & Activity Crow & Little Bear (link attached) Story about the value of sharing. Activities emphasize sharing with others and nature.</p> <p>Objectives</p> <ol style="list-style-type: none">1. to reinforce attitudes of sharing and fairness2. to understand that sharing is a vital feature of many First Nations cultures <p>Mp3 audio files Questions from the story</p> <ul style="list-style-type: none">• Would Little Bear have been able to make it home on his own? Why did he need Crow's help?	
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		<ul style="list-style-type: none"> • What did Little Bear and Crow learn from each other? • How did Little Bear and Crow benefit from each other's teachings? • How did Little Bear feel when he first slipped off the rocks? How did Crow respond? Do you think this was a good way to respond? • What did you learn from this story? <p>Students will make a list of actions that are harmful to wildlife and a list of activities that are good for the environment</p> <p>Students will draw a picture of things they know about or have seen happen that would hurt or help wild plants or animals.</p> <p><i>The Elders are Watching</i> illustrates a variety of places and landscapes in the province. Students can model their own painting of BC on the style in this book and write their own prose poem for their picture</p>	
<p>I can tell you different ways to learn about the past.</p> <p>I can define what an artifact is.</p> <p>I can organize the important events about my life and speak about them.</p>	<p>FPPL #6 PCE: Apostolic, Tradition, Christ Centered, Love, Holy</p>	<p>Intention 3: Learning about the Past GQ:</p> <ul style="list-style-type: none"> • How do we learn about the past? • How do we learn about our Catholic “past” from the Apostles’ Creed? • How is information passed from generation to generation in a First Nation culture? For Catholic Christians? <p>Read Chapter 5: History p.51-55 from <i>Communities</i></p> <p>Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</p> <p>Elaborations:</p>	<p>Artifact Project Short oral presentation on personal artifact. Introduce the concept of oral presentation i.e. clarity of information, volume, eye contact, confidence etc.</p> <p>Timeline Project Oral presentation</p> <p>Close Activity of the Apostles’ Creed</p>

	<p>(PCE: Tradition, Christ Centered)</p>	<p>-Sample topics: tools, earth mounds, petroglyphs, oral stories, sacred or significant places and landforms, weapons</p> <p>Introduce the concept of story teller. See photo in Appendix 6 Read: Strong Stories <i>Tlinglit Storytellers</i> by Bill Helin How can the students be the story teller of the faith? What would you want to pass on. Teach the Apostles Creed Psalm 22: <i>I shall live for him. Posterity will serve him; future generations will be told about the Lord, and proclaim his deliverance to a people yet unborn, saying that he has done it.</i></p> <p>Artifact project Create an operational definition of the word "artifact." Student brings something from home that would be representative of their life. The object should be something meaningful to the student (i.e. representative of a hobby, sport or of their cultural heritage). Students will present their artifact and its importance in their life.</p> <p>Extension: Art: Draw it. Language Arts: Reflect on the importance of the item in their life</p> <p>Religion: Introduce Sacramentals</p> <p>Museum of Anthropology: MOA Online Collection http://collection-online.moa.ubc.ca/ Have students explore the collection of artifacts from this website.</p>	<p>In partners or groups, write out creed with simple rebus pictures</p>
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	<p>PCE: Christ centered, Holy, One, Inalienable, Community</p> <p><i>PCE: Holy</i></p>	<p>Look for timelines on the website.</p> <p>Time line project (At home) Students will create a timeline project displaying significant events in their life. Students will then present to the class.</p> <ul style="list-style-type: none"> - Important Sacrament or Spritual moments in their life (sacrament, participation in a celebration, picture of prayer table at home) - Name 3 significant things and their importance in your life. What did they teach you. How did you grow? <p>First Nations Beaded Timeline- Representing 12,000 years of First Nations History. (See attached sheet for building instructions) Create this either with or for the class. Discuss. Connection to events in the Bible. Where does the Bible enter in the timeline?</p> <p>Simple Bible Timeline or Saints Timeline (ongoing)</p>	
<p>I can define the term Aboriginal</p> <p>I can list the elements of culture.</p> <p>I can tell some similiarities and differences between traditional Aboriginal culture and my culture.</p>	<p>FNP #1</p> <p><i>PCE: Inalienable</i></p>	<p><u>Intention 4:What is culture?</u></p> <ul style="list-style-type: none"> • What is culture? • How do First Nation parents and Christian parents demonstrate their right of being the first educators of their children? <p>Create operation definitions of the words Aboriginal, First Nations, First Peoples</p> <p>After reading the article “Culture” create a web about the 6 components of culture: Basic Needs</p>	<p>Venn Diagram FPPL #1 Poster/Web</p>

		<p>Growing Up/Education Beliefs Art Government Exchanging Goods</p> <p>Venn Diagram: Compare traditional aboriginal culture with your own culture. Refer to Adrienne Gear's Non-Fiction Writing, Comparative Writing</p> <p>FPPL #1 Poster Completed a web of the interconnectedness of the 6 elements of first nations learning. (connection to biodiversity unit)</p>	
<p>I can describe basic needs.</p> <p>I can differentiate between a need and a want.</p>		<p><u>Intention 5: Needs and Wants Within a Community</u> GQ: What are basic needs? What do you really need to live/survive?</p> <p>Create a list/web of basic needs Discuss ensuring that the basic needs can be categorized as shelter, food, water and clothing</p> <p><u>Ticket out the Door</u> <i>-Does everyone in the world have the same basic needs? When you go camping or on a trip, how do you ensure your basic needs are met?</i></p> <p>-Review needs and wants. If necessary complete the following activity <u>Needs vrs Wants Sorting Activity</u> Students will cut and sort pictures/words into the correct category and explain their reasoning.</p>	<p>Reflection: Ticket Out the Door</p> <p>Sorting Activity</p>

	<p>PCE: Apostolic, Holy, Communion/Community</p> <p>Big Idea: Initiation Rites are the entry way into a Catholic life</p>	<p>Some books to use to discuss the importance of naming: The Bible: Simon – Peter; Saul-Paul etc. Religious often get a new name to indicate their new life. Confirmation name Baptism</p> <p>Granny and I get traditional names Discuss how some aboriginal information is sacred. FPPL # 9 Complete poster/handout</p> <p>Listen: Clare and her Grandfather (see link) Learn about Indigenous culture with the story of Claire, who is learning about her heritage. This story talks about the contributions aboriginals have had on our country and how place names are taken from First Nations language.</p> <p>Extension: Visit native-land.ca to see an interactive map showing the traditional territories of North American First Nations peoples:</p>	
<p>I can explain what an ulu, awl, maul, adze and travois are and how they are used.</p>		<p><u>Intention 7: Aboriginal Technology</u> GQ:</p> <ul style="list-style-type: none"> • How did the traditional technology of indigenous people make life easier for them? • How has the way of life changed for the indigenous people? <p>Students will be shown various pictures of different tools. Student will make a prediction as to what they think the technology will be used for. Ulu, Awl, Maul, Weir, Adze, Travois</p>	<p>Predict & Record Activity</p>

		<p>Use MOA online resources to see pictures and development of the above tools.</p> <p>Inuit Still by Jeanne Bushey (Literacy Place- Grade 2 Level K) In the book, a girl name Naomi talks about the changes to life in Northern Canada and about those things that have remained the same.</p>	
<p>I can explain the importance of the Cedar Tree to NW Aboriginal culture.</p> <p>I can explain the importance of the cross.</p>	<p><i>FPPL #3,4,5</i></p> <p><i>PCL: Christ Centered, Holy, Love</i></p>	<p><u>Intention 8: Importance of the Cedar Tree</u></p> <p>GQ</p> <ul style="list-style-type: none"> • Why is the Cedar Tree called “The Heart of Our People?” Or “The Tree of Life?” • Why is the Cross considered the tree of life? <p>Strong Stories: The Cedar Tree; The Heart of Our People Celestine Aleck</p> <p>Discuss some of the methods used to remove bark and planks for the tree and how they were able to utilize some of the tree without killing it.</p> <p>Strong Stories: Making a Canoe Bill Helin</p> <p>Coast Salish, Cedar Hat Weaving A Story of Cedar, Cedar Hat Weaving & Bark Pulling https://www.youtube.com/watch?v=95rPwCDHOCE#t=130 29min</p> <p>Weaving Activity (refer to Coast Salish Resource)</p> <p>Use MOA online to research Cedar and its uses.</p>	<p>Illustrate and identify at least 4 uses of the Cedar tree</p>

		<p>Museum of Anthropology Field Trips</p> <p>Extension: Importance of the Birch Tree in Eastern Canada</p>	
<p>I can explain the impact of land on First Nations way of life.</p> <p>I can identify reasons why some First Nations were stationary and other nomadic.</p> <p>I can identify some of the characteristics of First Nations people in the different regions of Canada.</p>	<p><i>FPPL #1 & 4</i></p>	<p><u>Intention 9: Understanding the impact of place on the way of First Nations Life</u></p> <ul style="list-style-type: none"> • How does the land/climate effect how First Nations live? • How does the land effect where First Nations live? <p>Review landforms and climate across Canada.</p> <p>Complete and discuss the different Aboriginal groups in Canada:</p> <p>People of the Arctic People of the Northwest Coast People of the Plateau People of the Plains People of the Sub Arctic People of the Eastern Woodland</p> <p>Discuss vocabulary Using visuals/iPad to help students learn about the vocabulary/geography www.firstpeoplesofcanada.com</p> <p>- Discuss climate/geography in the different areas (proximity to water, mountains)</p> <p>People of the Plains: Buffalo Jump from Into the West, Episode One https://www.youtube.com/watch?v=uuyItiWesOU Watch the first 3 minutes</p>	<p>Sorting Activity Students individually/pairs/groups will sort the facts under the appropriate heading (location/climate, clothing, shelter, food)</p> <p>Comparative Write</p>

		<p>Head-Smashed-In Buffalo Jump - Travel Alberta, Canada https://www.youtube.com/watch?v=HOvIKONtICs</p> <p>Have students pick two cultures. Using the Adrienne Gear Non-Fiction Writing Power, compare and contrast.</p>	
<p>I can identify why certain shelters were used in different areas.</p> <p>I can explain the significance of one shelter to others.</p>	<p><i>FPPL #1</i></p>	<p><u>Intention 10: Aboriginal Shelters</u> GQ <ul style="list-style-type: none"> • How does land/climate determine the type of Shelter First Nations use? • What does it mean to be a nomadic people? <p>Read the stories about Abraham in Genesis 12. Discuss how he and his family lived a nomadic lifestyle as they moved from Canaan. What kind of shelter did they use? (Igloos, Wigwams, Longhouses and Teepees)</p> <p>Using a jigsaw strategy students will learn about one type of shelter. Students will then create a new group of 4 (one from each group) and teach the group about their structure.</p> <p>Students will record their learning on all 4 types of the notebook worksheet (flap book)</p> </p>	<p>Jigsaw activity Is able to work in small groups and share their information successfully</p> <p>Aboriginal Shelters Booklet Completed and illustrated with at least 4 facts.</p>
<p>I can explain how the first were able to eat off the land.</p>		<p><u>Intention 11: Aboriginal Diet</u> GQ: Food is important part of First Nations culture? How does the land determine the type of food they eat?</p> <p>Anvil Center Field Trip: First Peoples of the Northwest Coast Grades</p> <p>Trout Lake: National Aboriginal Day (June 21)</p>	

Optional First Nations of Canada Project (see project below)			
<p>I can identify the different types of totem poles.</p> <p>I am able to recognize the various symbols in Aboriginal art.</p> <p>I am able to explain various symbols used in Christian art.</p>	<p><i>PCE: Tradition</i></p>	<p><u>Intention 13: Totem Poles; What do they mean?</u></p> <p>GQ:</p> <ul style="list-style-type: none"> • What is the significance of totem poles in West Coast culture? What are the common symbols used? • What symbols are significant in Christian art? • How do First Nations express their spirituality/holiness in the arts? How do Catholic Christians express their spirituality/holiness in the arts? <p>Discuss the fact that colours and animals have different meaning and that there are 4 types of totem poles. Frontal Poles, House Posts, Memorial Poles, Mortuary Poles</p> <p>Watch the video: <i>Totems: The stories they tell</i> https://www.aadnc-aandc.gc.ca/eng/1472670112251/1472670146699</p> <p>See below for facts on totem pole http://www.aadnc-aandc.gc.ca/eng/1303140794170/1303141158001 2 minute video</p> <p>What would your totem pole look like? Create totem poles</p> <p>Totem Poles Art Activity http://thomaselementaryart.blogspot.ca/2015/10/totem-poles-by-4th-grade.html</p>	<p>Totem Pole Art Activity</p> <p>Create one section of a group totem. Student is able to explain and reflect on its meaning.</p>

		<p>Art: Draw a picture implementing Christian symbols to help express the Christian message. PCL: Tradition Use traditional art work to teach symbols found in art. Refer to Christian Art Symbols</p> <p>Visit: Stanley Park Totem Park and totem poles in your local neighbourhood</p> <p>Museum on Anthropology: Pole Walk</p>	
	<p><i>FPPL:</i> <i>PCL: Holiness, One, Tradition, Community</i></p>	<p>Intention: 14 Story telling <u>Intention 14: Aboriginal Storytelling</u> GQ: How do Christians and First Nations explain and value creation? Are there any similarities in the stories?</p> <p>Many first Nations stories focus on consequences on breaking First Nations principles 1 & 2 which lead to consequence of First Nations Principles 3. Connect this to PCE: Christ Centered, Love, One, Community. There are consequences to our actions within the community (Lost Sheep, Cain & Abel, Good Samaritan etc.)</p> <p><u>Story Telling Preparation: Exploring & Planning your Story</u> http://firstnationspedagogy.ca/storytelling.html</p> <p>Choose a story to prepare to read from Rober James Challenger’s series of First Nations Books.</p> <p>Illustrate it in First Nations style and reflect and explain the lesson being explained in the story. TPT: Coast Salish Art & Design</p>	<p>Story telling Activity: -supporting art -identify purpose of story -identify simple First Peoples Principles of Learning</p>

		<p>Using the story planning worksheet to plan the delivery of the story. Ask the students to practice telling the story at home, paying attention to voice intonation, character building, plot development, visual aids, and emphasis on the theme and lessons of the story. They should create or gather visual aids as needed. Gather students in a circle to listen to each story. Allow time for students to comment and explore the theme/lessons of the story</p> <p>Using this link there are a series of videos including:</p> <ul style="list-style-type: none"> -Native Storytelling Festival: The Real Story of the Quileute Wolves -Two Hungry Bears by Tamarack Song and Moses (Amik) Beaver -Elder Stories of Buffalo Hunting -Teaching Storytelling in the Classroom -Haida Gwaii- Raven and the First Men -Coyote Stories for Martie & Lucy -Big Buck Bunny (Salish) -A Story Before Time 	
		<p>Read Story Gitksan Worldview From in Our Own Words; Bringing Authentic First Peoples Content to the K-3 Classroom by FNEC Chapter 6: The Power of Stories” http://firstnationspedagogy.ca/storytelling.html</p> <p>Draw a map for the schoolyard for Wiigyat Village Diorama, Button Blanket</p>	
		<p>Read <i>The First Mosquito</i> and or <i>The First Beaver</i> by Caroll Simpson. Discuss the lesson in these traditional stories, the relationship between humans and the environment, and why these kinds of stories were told to children long ago. Using the</p>	

		<p>fact pages at the back of the book, inquire into one of the many animals or habitats shown in the book.</p> <p>Does it matter that Caroll Simpson is not First Nations?</p>	
		<p><i>Animals and Their meanings</i> Discuss the message being told after each story. (This may be done on a weekly basis as each book has about 20 stories)</p> <p>Review the relationship of First nations with animals using stories from James Challengers Series <i>Eagle's Reflection & Grizzly's Home</i> as well as Explore the Animals Northwest Coast Frist Nations and Native Art Colouring and Learning Book. <i>Discuss how animals provided First Nations with life lessons, food, shelter, clothing, and tools. Have students chose an animal that represents them, research the artists, colour the animals to create a class mural.</i></p>	
		<p>Read Solomon's Tree by Andrea Spalding to teach respect for nature, carving skills and teachings of Elders. Literacy Place: Read Aloud Teaching Plans pg. 40-43 Writing Focus: Procedural Text</p>	
		<p>Read The Elders are Watching by David Bouchard and discuss the Impact of colonization on First Nations Culture, and on the environment. Discuss style of prose, voice, intended audience, and use of images to convey meaning</p>	
		<p>View and discuss the stories from the Raven Tales dvds: How the Raven Stole the Sun, The Gathering, Bald Eagle, Raven and the First Peoples. Describe the relationship of Aboriginal people to the family, animals and the land.</p> <p><u>Raven Project</u> Raven by Gerald McDermott</p>	Raven Project

		After reading this book, and using the ideas from the book Beautiful Stuff by Topal and Gandini, students will start collecting beautiful junk they can find. Once we have enough we can design our raven. The student gets to decide where the junk goes and if we create patterns or use random placement of materials or both. (use glue gun). Students will also learn about communal art where everyone has input to create a class project	
		Read Eagle Boy; A Pacific Northwest Native Tale retold by Richard Lee Vaughan Smart Board Lesson; sort & predict, guide to sacred aboriginal animals, guided imagery	
		The Secret of the Dance by Audrea Spalding Smart Board Lesson	
I can...		<u>Intention 15: Relationship between humans and their environment</u> -Examples may include: Protocols around the world that acknowledge and respect the land, reshaping of the land for resource exploration and development, domestication of animals, organization and techniques of hunting and fishing.	Action Project Earth Day
First Nations of Canada Project			
<p>GQ: How do other First Nations groups demonstrate the interconnectedness of First Nations Principle #1? (This is a consolidation of knowledge learned)</p> <p>GQ: What rights and ceremonies do First Nations and Catholic Christians practice that honor the sacredness of spiritual knowledge?</p> <p>GQ: How do Catholic First Nations express their spirituality in the arts?</p> <p>Using the planning sheets, students will gather information about a Canadian First Nations culture. Each pair/group will have a different culture to research. They will need to have a minium of 2 books on that culture (teacher will help provide.)</p> <p>When the research is complete, students will create a poster to present their findings.</p> <ul style="list-style-type: none"> - Tools/Food - Clothing (person in traditional clothing) 			

- Travel
- Shelter
- Beliefs/Spirituality; explain their beliefs
- Picture of the land and environment containing local plants, animals and landforms.

Students can share their findings with each other. Choose 3 key points to share with the class.

Self Assessment

Resources:

The Kids Book of Aboriginal Peoples in Canada by Diana Silvey

Aboriginal Legends of Canada Series: Cree, Haida, Inuit, Iroquois, Huron, Metis (Advanced reading level)

TPT: Aboriginal Cultures informational Articles: Iroquois, Coast Salish, Inuit, Haida, Blackfoot, Ktunaxa (Simpler reading level)

<https://www.teacherspayteachers.com/Browse/Search:Aboriginal%20Cultures%20Information%20Articles>

Reflection/Self Assessment

- Students will be asked to keep a reflective journal during the inquiry unit. Students record their thoughts and feelings about how they are progressing in the inquiry. They will be asked throughout the inquiry to share details about what they found helpful to them in having a successful learning day. They can also share what prevented them from having a fulfilling day.
- Data will be compiled and discussed at the beginning of each class.

Supporting Materials/Resources:

Intention 1- Defining Social Studies

Our Communities (Grade 3 Textbook)

Intention 2- Elements in a Community

Our Communities (Grade 3)

Safe & Friendly Community worksheet (Appendix 1)

"I have the Right to Be a Child" By Aurelia Fronty (Scholastic)

Crow & Little Bear <https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659#un3>

Any stories involving Friendship

The Elders are Watching by David Bouchard

Elements of a community (Appendix 2)

Community Poster Rubric (Appendix 3)

Intention 3- Learning about the Past

Our Communities (Grade 3)

Tlingit Storytellers by Bill Helin, *Strong Stories*

Museum of Anthropology: **MOA Online Collection** <http://collection-online.moa.ubc.ca/>

Time Line Project (Appendix 4)

First Nations Beaded Timeline (Appendix 5)

Photo of the Storyteller (Appendix 6)

Intention 4- What is Culture?

Aboriginal Cultures of Canada By Angela Gatt Teachers Pay Teachers

FPPL #1 Activity Sheet (Appendix 7)

Intention 5- Needs and Wants Within a Community

Aboriginal Cultures of Canada By Angela Gatt Teachers Pay Teachers

Intention 6- The Power of a Name

Aboriginal Cultures of Canada By Angela Gatt Teachers Pay Teachers

native-land.ca

Our Communities (Grade 3)

The Two Sisters by E. Pauline Johnson

Granny and I Get Traditional Names By Celestine Aleck (*Strong Stories*)

FPPL #9 (Appendix 8)

Clare and her Grandfather AANDC <https://www.aadnc-aandc.gc.ca/eng/1303145519542/1303145749835>

Native-land.ca

Intention 7- Aboriginal Technology

Aboriginal Cultures of Canada By Angela Gatt Teachers Pay Teachers

Inuit Still by Jeanne Bushey (Literacy Place- Grade 2 Level K)

Aboriginal Canadian Communities; Salish Community By M.M. Eboch

Canadian Aboriginal Art and Culture; Salish by Christine Webster

Intention 8- Importance of the Cedar Tree

Strong Stories: The Cedar Tree; The Heart of Our People By Celestine Aleck

Strong Stories: Making a Canoe By Bill Helin

Coast Salish, Cedar Hat Weaving; A Story of Cedar, Cedar Hat Weaving & Bark Pulling

<https://www.youtube.com/watch?v=95rPwCDHOCE#t=130> 29min

Weaving Activity: Coast Salish Resource <http://courses.educ.ubc.ca/socials/projects/Coast%20Salish%20Traditions.pdf>

Intention 9- Understanding the Impact of Place on the way of First Nations Life

First Nation (Aboriginal) Groups of Canada By Rob Cowie <https://www.teacherspayteachers.com/Product/First-Nation-Aboriginal-Groups-of-Canada-2122331>

www.firstpeoplesofcanada.com

People of the Plains:Buffalo Jump from Into the West, Episode One

<https://www.youtube.com/watch?v=uuyItiWes0U> Watch the first 3 minutes

Head-Smashed-In Buffalo Jump - Travel Alberta, Canada <https://www.youtube.com/watch?v=HOvIKONtICs>

Adrienne Gear Non Fiction Writing Power: Compare and Contrast

Intention 10- Aboriginal Shelters

Aboriginal Cultures of Canada By Angela Gatt Teachers Pay Teachers

Intention 11- Aboriginal Diet

Intention 12- Aboriginal Government

FPPL # 2

FPPL #7

“Show Respect” from The Canadian reader 2016-2017: Issue 3 Appendix 9

Intention 13- Totem Poles; What do they mean?

Totems: The stories they tell <https://www.aadnc-aandc.gc.ca/eng/1472670112251/1472670146699>

<http://www.aadnc-aandc.gc.ca/eng/1303140794170/1303141158001> 2 minute video

Totem Poles Art Activity <http://thomaselementaryart.blogspot.ca/2015/10/totem-poles-by-4th-grade.html>

Totem Poles and the Lure of Stanley Park By Vickie Jensen

Intention 14- Aboriginal Storytelling

Story Telling Preparation: Exploring & Planning your Story <http://firstnationspedagogy.ca/storytelling.html>

Using this link there are a series of videos including:

- Native Storytelling Festival: The Real Story of the Quileute Wolves
- Two Hungry Bears by Tamarack Song and Moses (Amik) Beaver
- Elder Stories of Buffalo Hunting
- Teaching Storytelling in the Classroom
- Haida Gwaii- Raven and the First Men
- Coyote Stories for Martic & Lucy
- Big Buck Bunny (Salish)
- A Story Before Time

Gitxsan Worldview From in Our Own Words; Bringing Authentic First Peoples Content to the K-3 Classroom by FNEC

TPT: Coast Salish Art & Design <https://www.teacherspayteachers.com/Product/Coast-Salish-First-Nations-Art-Design-3508198>

Chapter 6: The Power of Stories” <http://firstnationspedagogy.ca/storytelling.html>

The First Mosquito and The First Beaver by Carroll Simpson

Eagle’s Reflection & Grizzly’s Home by Robert James Challenger

Explore the Animals “Northwest Coast First Nations and Native Art Colouring and Learning Book”

“Sharing Our World; Animals of the Native Northwest Coast”

Solomon’s Tree by Andrea Spalding

The Elders are Watching by David Bouchard

Raven Tales (DVD- youtube)

Raven by Gerald McDermott

Beautiful Stuff by Topal and Gandini

Eagle Boy; A Pacific Northwest Native Tale retold by Richard Lee Vaughan

The Secret of the Dance by Audrea Spalding (smart board lesson)

<https://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/BanningOfThePotlatch.pdf>

Intention 15- Relationship between humans and their environment

Additional Supporting Resources

National Film Board DVD

National Aboriginal Day June 21st

Government of Canada <http://pse5-esd5.aadnc-aandc.gc.ca/pubcbw/publication/catalog.aspx?l=E>

<http://firstnationspedagogy.ca>

Museum of Anthropology teaching kit

Aboriginal Canadian Communities; Salish Community By M.M. Eboch

Canadian Aboriginal Art and Culture; Salish by Christine Webster

<https://firstpeoplesprinciplesoflearning.wordpress.com/>

Changing Results for Young Readers: Laura Tait, First Peoples Principles of Learning

<https://www.youtube.com/watch?v=JY168904pcE>

Field Trips

MOA- Musqueam Kit

Anvil Center – [First Peoples of the Northwest Coast](#)

Delta Museum- Cedar, Skins and Wool

Mocassin Dancers

Seasonal Connections

Remembrance Day

Rights & Responsibilities

“I have the Right to Be a Child”

First Nations Veterans (online)

<http://www.veterans.gc.ca/eng/remembrance/those-who-served/indigenous-veterans>

Students will complete a worksheet outlining various rights and responsibilities around Remembrance Day

Christ the King Sunday (Last Sunday before Advent)

Read “Leo Who Wanted to Be King”

What makes a good leader?

Christmas Ephiphany: What personal gifts do we bring to baby Jesus (based on Spiritual Gifts)

In future stories, identify the gifts in First Nations stories that they have and what gifts do we bring (non wrapped).

Catholic Schools Week: PCE: Inalienable – Parents have made a choice to send their children to Catholic Schools. What other choices do your parents make for you? How do we respond to the fact of residential schools?

Earth Day

Review First Nations Principle #1

How has the environment changed for the First Nations people?

How has learning about First Nations influenced how you look at our planet?

Aboriginal Art of Christian Events

From CCCB Site <https://mail.google.com/mail/u/0/#inbox/162f541cb602d468?projector=1&messagePartId=0.1>

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