

## **Lesson Plans for Primary "Community" Unit**

### **Lessons 1/2 of 4**

### **FNSS Curriculum Integration Project**

### **Grade: 2/3**

### **Lesson 1: Communities Within Communities**

**Time:** 2 X 40 minute lessons

#### **Topic:**

There are different and unique cultures which exist in our society. Students should develop an interest and appreciation for other cultures, and in this case, local aboriginal cultures.

#### **Rationale:**

The purpose of this lesson is to introduce primary teachers to the idea of integrating local First Nations content into the Social Studies curriculum in a comfortable and relevant way. While the study of the local Community is common in most classrooms, little has been done to tie the First Nations community into this picture.

Therefore, this lesson provides a template for teachers to introduce the concept of First Nations communities existing and adapting within, and beside the dominant community.

Through this lesson students will discuss and discover what it is that constitutes a community, what it means to be a part of a community, and what a community requires in order to function. While "Weslandia" is a fictitious story, they will draw similarities between their own community and Wesley's. Students will also recognize that communities can also exist within a larger community and that this does in fact exist in the real world. It is intended to take them "beyond" their own community and introduce them to new and perhaps different communities they are unaware of but living amongst.

#### **Materials and Resources:**

Chart paper mounted to board with felt pen supply

2 sheets of plain white paper for each student, and 2 sheets of lined paper for each student

Photo of a Secwepemc "Stop" sign

Photo or samples of plants (and brief information on traditional uses) by Okanagan people of today and yesterday

Photos of Chief, Mayor, Elders

The following book: Fleishman, Paul. (2000). Weslandia. USA: Scholastic Publishing.

#### **Main Concepts:**

We are all a part of a community.

We are often a part of more than one community.

A community requires certain "things" in order to function.

Communities can and do exist within and amongst larger communities.

Communities require leaders.

The Okanagan community is often a part of a unique community of its own, yet interconnected in many ways with the larger non-native community.

#### **Intended Learning Outcomes:** (Grades 2-3)

##### **Social Studies:**

- Draw simple interpretations from personal experiences, oral sources, and visual and written representations
- Describe ways members of a community meet one another's needs
- Demonstrate awareness of BC and Canada's diverse heritage
- Explain their roles, rights, and responsibilities within the community
- Describe functions of local governments
- Describe the ways in which communities are interdependent

- Describe how technology affects individuals and communities
- Describe how physical environment influences human activities

**Art:**

- Use feelings, imagination, observation and memory as a source for images
- Suggest purposes for a variety of images

**Vocabulary:**

*Fact*- something that is real

*Fiction*- something that is not real or is imaginary

*Compare*- to show how things are alike or different

*Contrast*- to show the differences

*Point of view*- our point of view, what we think about something

*Cooperation*- getting along, working well together

*Alternatives*- a choice between two or more things

*Consequences*- when something happens, it affects other things

*Personal responsibility*- standing behind what you do and say

*Assumption*- something we expect, without re-thinking out or questioning

*Value*- what is believed to be important to a group of people, something that guides a group of people

*Culture*- behaviour, habits, beliefs, expressions, artefacts and signs that a community or society creates to adapt to its physical and social environment.

*"Band" Community*- the name given to a group or community of aboriginal people by the government. It is a the way that they group people from an area.

**Planned Learning Activities**

- Students will gather in the reading area
- They will be introduced to the book "Weslandia" and invited to quickly observe the interesting illustrations on the cover and quickly make predictions about the story
- They are asked to pay special attention to the details, and what happens around Wesley
- The story "Weslandia" will be **read aloud** to the entire class
- Following the story, a **discussion** of what exactly happened in the story will follow.
- Be prepared with couple of sheets of chart paper and ask for contributions from the class as to what they felt was important in the story.
- Let the children lead the discussion, but eventually steer it in the direction with such questions as:
  - What happened in this story?*
  - Was Wesley a community when he was all alone? (Reflect on the sense of belonging, and how important that is)*
  - What is a community?*
    - where people live
    - where there are lots of houses
    - where there are activities
    - shared ideas (similar cultural values)
    - explain that we may each live in a community, there will be similarities and differences in all communities
    - a leader to create some sort of infrastructure laws/ rules/ enforcement
  - What are the activities in Wesley's community?*
  - What made Weslandia different from the original, larger community that Wesley was originally a part of?*
  - What was the same?*
  - Could Weslandia have occurred without a leader?*
  - Could Weslandia have occurred without a community?*
- Have the students return to their desks to **reflect** on the story, "Weslandia" and **print a**

**few statements** (minimum of 3, more adept students will be comfortable with at least 5) about ***what it means to be a part of a community***

- Have the students draw a picture to go with it. Encourage them to use the chart for ideas for their work.
- Students should be allowed to carry over their unfinished artwork as part of an art lesson. (See Fine Arts outcomes attached.)

## **PART 2:**

- Ask the students:
  - Could anything like Weslandia really exist in our life?*
  - Could smaller communities really exist within larger communities?*
- Clearly indicate that while "Weslandia" is fictitious, (have them point out how we know this); however, there are many parallels in **real life** which can be correlated with Okanagan band community.
- The local Okanagan people have many parallels to Weslandia in that it has its own leader, language, culture, (show picture of Bonnie Leonard, "stop" sign), traditional plant use
- Ask if any of the children have been to the events such as a Powwow, or if they are aware of FN bands near their community
- Explain that this is not a fictitious, but real situation, where people can live as part of more than one community, much like in "Weslandia" where Wesley was a boy, a child, and a leader and that many activities occur within the community which are sometimes different, and very interesting
- If there is a FN student with experiences to share, have them do so
- Have a second piece of chart paper ready to copy some unique characteristics about the local FN community as the students feel prepared to volunteer ideas
- List the ideas (that the students have given) which they feel may be unique about the FN community nearby
- Some of the differences which should be highlighted, are those pointed out by the elders:
  - language
  - cultural events/traditions
  - importance of land base, not being greedy
  - ceremonies
  - music
  - plant use
  - explain that different band communities all have their own infrastructure, and economy; (sawmills, farming-various types, fisheries, logging, trail rides, rodeos, motor cross track)
- As a second piece of reflection, have them work on a second piece of work to address ***what they now know about the Okanagan people***. Once again, have them focus on the 2nd chart, and to think about the similarities and differences amongst the communities.
- This should again entail a minimum of at least 3 to 5 sentences, and a picture to accompany the work.
- Students who are capable, should be encouraged to elaborate on their statements in a more complex way, detail should be evident in their drawing as well.
- Those who are challenged, could focus more on the drawing, with a few key words, which connect to the ideas in the drawing.
- Students should be allowed to carry over their unfinished artwork as part of an art lesson. (See Fine Arts outcomes attached.)

**Assessment /Evaluation:**

Have the students taken part in the discussion with interest?

Have they indicated that they understand the concept of community and what a community requires?

Have they been able to compare and contrast the story with reality?

Can they differentiate between the fictitious story and reality?

Can they see similarities between the story and reality?

Have they understood the connection between the community of Weslandia and a band community in their own area?

Can they make similar connections with the unique language, written language, economy and technology within the local band community?

Can they accurately summarize main and supporting ideas in text or talk?

Did the student take part in a respectful discussion?

Did the students push ahead with further probing questions and discussion?

Has the artwork by the students depicted a reasonable representation of the printed explanation, which accompanies it?

Challenged students who are unable to print explanations should be able to verbally communicate: "My artwork tells about.....", as should all other students.

**Summative Criteria:**

Ongoing "naturalistic" assessment will occur throughout this lesson and unit. Observations and discussions with students will be assessed according to the following criteria:

- Does the student show an awareness of the meaning of "leadership" and its place in the community?
- Does the student show an awareness of the unique heritage of the Okanagan community?
- Does the student show interest in the discussion and acknowledge that there are similarities and differences between the leaders of the two communities?
- Are they able to come up with any other interesting question or extend the discussion beyond the general level of the classroom?

**Extensions:**

Other work on communities of all types could occur following this lesson.

Have a local elder come to visit and explain the importance of keeping up the language and stories.

Field trip to a FN community to learn first hand

Have an elder come to speak on the topic of Ethno botany

**Other Integrated Opportunities:**

Science unit on traditional FN plants uses.

Language Arts extension

Further Visual Arts activities

**Teacher Preparation:**

The classroom teacher should make contacts with area First Nations groups if the lesson is to be relevant to the students. It would be extremely beneficial if someone (FN) could discuss the issue of being a part of 2 communities either with the teacher, or with the class. By doing so, the teacher would be well suited to teaching this lesson.

The teacher should have consulted local First Nations Resource teacher for assistance or a contact from the local First Nations community to be sure that you are presenting an **accurate** picture of **their** community. Perhaps they would be more comfortable if they were invited to work on the lesson with the class.

Please do not assume, or rely on outdated textbooks.

**Lesson 1: Communities Within Communities**  
**Grade 2/3**

Student Work on their 3-5 sentences and accompanying drawing shall be marked accordingly:

Assignment #1: ***What it means to be a part of a Community:***

Criteria	Rating				Comments
<ul style="list-style-type: none"> <li>The student has taken part in the discussion and participated with interest</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>The student has submitted 3-5 well thought out examples of what it means to be a part of a community</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>The student is able to make a connection (from the submitted examples off the chart) to either the "Weslandia" story or to real life</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>The student has taken the ideas beyond those submitted to the class chart and come up with his/her own ideas</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>The drawing is connected to the discussion of either "Weslandia" or "community" and depicts that connection</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>The drawing is thought provoking and indicates the student has taken the ideas beyond those submitted to the class chart and come up with his/her own new ideas.</li> </ul>	4	3	2	1	
Key: 4-Powerful	3-Good	2-Basic	1-Beginning	Total	/24

**Lesson 1:** Communities Within Communities

**Grade 2/3**

Student Work on their 3-5 sentences and accompanying drawing shall be marked accordingly:

Assignment #1: ***What it means to be a part of a First Nations Community:***

Criteria	Rating				Comments
<ul style="list-style-type: none"> <li>▪ The student has taken part in the discussion and participated with interest</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>▪ The student has submitted 3-5 well thought out examples of what it means to be a part of a community</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>▪ The student is able to make a connection (from the submitted examples off the chart) to either the "Weslandia" story or to real life</li> </ul>	4	3	2	1	
<ul style="list-style-type: none"> <li>▪ The student has taken the ideas beyond those submitted to the class chart and come up with his/her own ideas</li> </ul>	4	3	2	1	
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<ul style="list-style-type: none"> <li>▪ The drawing is thought provoking and indicates the student has taken the ideas beyond those submitted to the class chart and come up with his/her own new ideas.</li> </ul>	4	3	2	1	
<p>Key: 4-Powerful                      3-Good                      2-Basic                      1-Beginning                      Total                      /24</p>					