

Lesson Plans for Primary "Community" Unit

Lessons 3/4 of 4

FNSS Curriculum Integration Project

Grade: 2/3

Lesson 3: Creation Stories

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:

This lesson is to be used with the "Communities Within Communities" lesson (Lessons 1/2). Once students gain greater understand of different communities, they will be able to recognize the importance of living as one under the stars.

Through this unit, 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. This part of the unit focuses on leadership, working together, plants animals and all living things. 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 or samples of plants (and brief information on traditional uses) by Secwepemc people.

Main Concepts:

We are all a part of a community.

Land (Black Bear), Water (Salmon), Underground (Bitterroot), Plants (Saskatoon)

Living in harmony with nature

Communities share common land

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 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

Planned Learning Activities

- Students will gather in the reading area
- They will be introduced to the story "How Food Was Given" 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
- The story "How Food was Given" 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?
 - Who was the leader in this story? (How do you know?)
 - What is a living thing?
 - plants
 - animals
 - water
 - land
 - explain that everything is living and has the power to give life
 - What makes this story different from other stories you have heard? (This is an Okanagan creation story – have you heard other creation stories?)
 - Could this story have occurred without a leader?
- Have the students return to their desks to **reflect** on the story, "How Food was Given" and **print a few statements** (minimum of 3, more adept students will be comfortable with at least 5) about ***what qualities do the four food chiefs exhibit?***
- Have the students draw a picture to go with it. Encourage them to use the chart for ideas for their work. They could draw their favorite character from the story?
- Students should be allowed to carry over their unfinished artwork as part of an art lesson. (See Fine Arts outcomes attached.)

PART 2:

"To Aboriginal people, Animals, Plants, water, Wind and the Sun were not seen as natural resources. They were seen as Life-giving and were considered sacred. Minerals were considered a part of Mother Earth's being." The Sacred Tree (Bopp, Bopp, Brown, & Lane Jr, 1989)

Procedures

Setting – This lesson should occur outdoors if possible.

Activate Prior Knowledge – Read a story that highlights differences between living and non-living things such as "How Food Was Given" in Kou-Skelowh

As a class brainstorm objects: both living and non-living. Record the information gathered from the discussion on chart paper for the class using a Venn diagram. Where there is a discrepancy between living and non-living record in the middle portion of the diagram.

Activity – Provide each student or each pair of students with a Venn diagram and a long piece of string (about 3-4m long).

Tell students that we are going to study the living and non-living things out in the schoolyard. Instruct each student or pair of students to find their own special area that they want to

investigate. Have students mark off their area, using their string. Remind students to simply place their string on the ground to mark their area, and to not disrupt nature. For the next 20 minutes or so have students carefully observe their area. Record any living, non-living or unsure things on their Venn diagram with words or pictures.

Come back to class and have students share what they found in their area.

Identify common characteristics of living and non-living things. Make a class list and have the students record information in Science notebook.

Discussions

Respect – We must respect all living things. All living things have a purpose in the Circle of Life. Can you think of a time when you were disrespectful to a living thing? What should we do when we are disrespectful to something? How can we show respect for living things?

Thankfulness – We are thankful to all living things. All living things are interdependent on one another within the Medicine Wheel. We would not be able to survive and live a well balanced life without all components of the Medicine Wheel. How can we show thanks to living things? Have you given thanks to living things?

Humility – We are all a part of the Medicine Wheel. We are certainly not the center of the Medicine Wheel. Humans depend on many things within the Medicine Wheel, not many things depend on us. What are some of the things that the living things within the Medicine Wheel do for you? Do you appreciate what living things provide for you?

Aboriginal perspective – All living things belong and have a place in our everyday lives. How do we show respect for **ALL** living things?

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? (All four lessons)

Can they differentiate between the creation story and other stories?

Can they see similarities between the story and reality?

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 neighbouring aboriginal 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 (Local First Nations) 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.

Websites:

Audio version of the story "How Food Was Given"

http://youtu.be/wfF-XR_DxJw

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