

Bachelor of Education – Elementary Unit Plan Template

Unit Title: <u>Aboriginal Culture</u>	Number of Lessons: <u>7</u>	Time (in weeks): <u>3</u>
Name: <u>Melissa Green</u>	Subject(s): <u>Arts Education, English Language Arts, Career Education</u>	Grade(s): <u>Kindergarten</u>

Rationale

This unit is essential because it begins to introduce students to the experience that many Indigenous People had in the Residential schools. This unit takes into consideration where kindergarten children are at emotionally and socially and developmentally appropriate information will be shared in relation to the horrific experiences so many had in Residential schools. Even at a young age it is important that the work of reconciliation, history, and cultural/Indigenous awareness begin so that a foundation is in place for future learning and experience.

Overview

Students also have the opportunity to reflect on their own experiences and what they think students need when attending school (feel safe, loved, etc). Students will be exposed to literature write and/or illustrated by Indigenous artists and will have the opportunity to learn dancing/drumming from a local Indigenous community member and about birch bark biting from the classroom Educational Assistant. Students will hear a traditional Secwepemc story and learn about oral storytelling and engagement. Students will learn about the local territory acknowledgment and commit to honouring the land and territory we learn on by drawing a portrait of themselves to put on the board around the territorial acknowledgment.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Students are connecting and engaging with others as they participate in guided brainstorming conversations as a class. Students will often share with a partner and also with the teacher to communicate what they have drawn at different parts of the unit. Some students will be invited to share their work with the whole class; learning “presenting skills” while the rest of the class is learning their “audience skills”. • <i>Collaborating</i> Students will have the opportunity to work as a class collectively on different pieces of this unit like the loose parts response. A number of bulletin board projects will only be successful with the contribution from each student. 	<ul style="list-style-type: none"> • <i>Creative thinking</i> Students will have the opportunity to think creatively as they wonder about the experiences that students may have had in Residential Schools. Students will be encouraged to be creative in their creating of different art responses and to wonder and expand their thinking during their learning. • <i>Critical and Reflective thinking</i> Throughout this unit students will be guided in thinking both critically and reflectively. They will be reflecting on how students in residential schools may have felt and what they believe children should feel while in school. Students will engage in reflective thinking while responding through art and bulletin board activities. Through the unit students will 	<ul style="list-style-type: none"> • <i>Personal awareness and responsibility</i> Students will be expected to be aware of and regulate their behaviour during class discussions and during work periods. As this is Kindergarten, this will continue to be modeled and reviewed through the unit and indeed, through the school year. • <i>Positive personal and cultural identity</i> Through this unit, students will be reflecting and sharing about their personal identity and learning about the cultural identity of Indigenous Peoples. Students will have the opportunity to participate in traditional Aboriginal art forms and storytelling.

	analyze and critique what they know as their knowledge of Residential schools and reconciliation grows. Reflecting and questioning will be part of classroom conversations after each book read and experience.	<ul style="list-style-type: none"> • <i>Social awareness and responsibility</i> This unit will encourage students to share and reflect on the relationships in their life while also learning about the experiences of Indigenous Peoples. The books and activities in this unit work to create a classroom environment of welcome and inclusivity that extends into the greater society.
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BIG IDEAS

(multiple subject areas for integrated unit)

Arts Education	English Language Arts	Career Education
People connect to others and share ideas through the arts.	Through listening and speaking, we connect with others and share our world.	Strong communities are the result of being connected to family and community and working together toward common goals.

LEARNING STANDARDS

Curricular Competencies	Content
English Language Arts CC4: Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. CC5: Recognize the importance of story in personal, family, and community identity. CC12: Explore oral storytelling processes Arts Education CC4: Observe and share how artists (dancers) use processes, materials, movements, technologies, tools, and techniques CC8: Express feelings, ideas, stories, observations, and experiences through the arts Career Education CC2: Recognize the importance of positive relationships in their lives CC3: Share ideas, information, personal feelings, and knowledge with others	English Language Arts C4: Oral language strategies Arts Education C1.4: Elements in the arts: visual arts, elements of design C6: Traditional and contemporary Aboriginal arts and art-making processes Career Education C3: Cultural and social awareness

Prerequisite Concepts and Skills

<ul style="list-style-type: none"> • Students are familiar with routines and expectations while on Nature Walks • Students know the expectations for classroom brainstorming and work periods • Students are familiar with classroom expectations around sharing with a partner, this has been modeled through the year.

Teacher Preparation Required

Lesson 1	Amik Loves School by Katherena Vermette Cut out leaves for “student should feel... at school” bulletin board display
Lesson 2	Shi-Shi-Etko by Nicola I. Campbell Loose parts for retelling of the story as a group
Lesson 3	Have students bring in an item that remind them of home and/or makes them feel comfortable. Talking stick Permission forms for nature walk Organize extra adult support
Lesson 4	When We Were Alone by David Roberston Watercolour Paper and Paint
Lesson 5	Coyote and Bear Make Day and Night - practice!
Lesson 6	Invite the classroom’s Education Assistant to teach birch bark biting
Lesson 7	Invite a local community member to join the class and share/teach traditional dancing with drumming. Territory Acknowledgment printed for bulletin board Gather cardstock and sharpie markers

Cross-Curricular Connections

This unit has connections to Arts Education, English Language Arts, and Career Education. These connections are noted through the Learning Standards throughout the lessons. Students engage in oral language skills and through listening and engagement learn about their own identity and the identity of Indigenous Peoples in their community. Different forms of Arts Education are engaged including visual art with different mediums (water colour, pen drawing) and experience some traditional Aboriginal arts including birch bark biting and dancing. Within Career Education students are learning about cultural awareness and also beginning to see the importance of healthy relationships in their lives and in the lives of others. Students participate in sharing ideas, information, and feelings with others.

Indigenous Connections/ First Peoples Principles of Learning

This unit is based around Aboriginal culture and the history of Indigenous Peoples in relation to Residential Schools. The Indigenous connections are woven through this unit and the accompanied lesson plans.

Universal Design for Learning (UDL)

- Students will have expectations of work shared both verbally and through a sample. This will meet both auditory and visual learners.
- Students will be given the option to move around the classroom as meets their needs.
- Students will get to choose where to work, whenever possible.
- The teacher will use a variety of assessment forms in order to reach each student.
- The activities can be adapted so that each student can be successful and reach their individual learning goals.

Differentiated Instruction (DI)

- Body breaks
- Break cards
- Brain breaks
- Fidgets
- Standing tables
- Flexible seating
- Headphones
- Weather dependent, parts of this unit can be moved to an outdoor learning area

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Amik Loves School... “students should feel...” (35 min)
Learning Standards: Curricular Competencies	ELA: CC4 Career Education: CC3
Learning Standards: Content	Career Education: C3
Instructional Objectives	TSWBAT engage in a class discussion about the book. TSWBAT complete a feather and share how they believe children should feel at school. TSWBAT present their feather to the class and together recognize that many of the pieces we’ve put on the bulletin board are not things that students in Residential Schools felt.
Assessment:	Formative <i>as</i> learning What: Group sharing How: Students are learning from one another as they listening to each other share. Summative <i>as</i> learning What: Completed feather with word to describe how children should feel. How: Teacher will review with the student what word they choose. Students will share this with the class. The group will honour that students in Residential Schools did not often experience these things.
Teaching Strategies:	Story, class discussions, activity, collaborative bulletin board
Materials:	Book, feather cutouts, prepared bulletin board
Lesson Activities:	
Introduction/Hook:	Read Amik Loves School by Katherena Vermette
Body:	Classroom Discussion: - What do you love about school? - Are Amik’s reasons for loving school similar to your reasons for loving school? - What does Amik’s grandfather (Mooshoom) say when Amik asks him about his teachers/school? What does Mooshoom’s face look like? - What are some things that Mooshoom is happy to see at Amik’s school? - Mooshoom cries after seeing all the wonderful things at Amik’s school. Are his tears of sadness or happiness? Do people sometimes cry when they are happy? - How should children feel when at school? Children decorate a feather for the bulletin board and write one thing that children should feel when at school. “Children should feel _____ at school”.
Closure:	Gather at the bulletin board. Each student presents their feather and shares how they think children should feel when they are at school. The feathers are then put on the bulletin board. Name that the words we’ve put on the bulletin board are the opposite from what people experience at Residential Schools.

Lesson 2

Name & Time (Minutes Allotted):	Shi-Shi-Etko... Loose Parts Exploration
Learning Standards: Curricular Competencies	ELA: CC4, CC5 Career Education: CC3
Learning Standards: Content	Career Education: C3

Instructional Objectives	TSWBAT reflect on their special memories and trees and share what is special to Shi-Shi-Eko in the story. TSWBAT work together in small groups to create parts of the story on the tabletop using loose parts.
Assessment:	Formation <i>as</i> learning What: Group sharing and working together How: Students are sharing their thoughts, reflections on their lives, and making connections with the story. Students work together to re-tell the story together using loose parts.
Teaching Strategies:	Story, discussions, loose parts creation
Materials:	Varied loose parts, green cloth to cover the tables
Lesson Activities:	
Introduction/Hook:	Read Shi-shi-etko by Nicola Campbell Discussion about what special memories and special trees they have in their life. What is special to Shi-shi-etko?
Body:	Loose Parts exploration. In small groups students use the loose parts to create the parts of the story that Shi-shi-etko described focusing on the areas of nature and the sights, sounds, etc.
Closure:	Group conversation about what they included in their creation and what pieces are similar to what they see and engage with in their community. Ask students how they think Shi-shi-etko felt when she was going to have to leave all her special places.

Lesson 3

Name & Time (Minutes Allotted):	Shi-Shi-Etko... Nature Walk (1.5 hours – afternoon adventure)
Learning Standards: Curricular Competencies	ELA: CC4 Career Education: CC3
Learning Standards: Content	Career Education: C3
Instructional Objectives	TSWBAT engage their senses on the nature walk and share their findings with a partner/the group. TSWBAT share what they brought from and why it reminds them of home/helps them feel comfortable.
Assessment:	Formation <i>as</i> learning What: Group sharing and working together How: Students are sharing with the group and with a partner through this lesson. Summative <i>of</i> learning What: Sharing what they brought from home and what Shi-shi-etko had that reminded her of home/helped her feel comfortable. How: Students are engaging in reflection on themselves and Shi-shi-etko while making connections.
Teaching Strategies:	Talking circle, nature walk, group sharing
Materials:	Talking stick, nature walk supplies,
Lesson Activities:	
Introduction/Hook:	Invite students to share what they remember about the story about Shi-shi-etko.
Body:	Talking circle: Introduce students to the talking stick and then have students share, when it is their turn, the item they brought that reminds them of home/helps them feel comfortable. What did Shi-shi-etko have in her memory bag that reminds her of home/helps her feel comfortable? Nature Walk: Go on a nature walk (or community walk) and pause

	frequently to practice engaging the senses. Partner sharing after pausing to engage the senses.
Closure:	Group Sharing: standing in a circle outside, students share what they noticed on the walk. Are there any similarities to what Shi-shi-etko noticed in her community?

Lesson 4

Name & Time (Minutes Allotted):	When We Were Alone Water Colour Reflection (45 min)
Learning Standards: Curricular Competencies	ELA: CC4, CC12 Arts Education: CC8
Learning Standards: Content	Arts Education: C1.4 Career Education: C3
Instructional Objectives	TSWBAT: complete a water colour painting showing what they think residential schools may have looked like. TSWBAT: describe their picture to the teacher and share one word to describe how they think children may have felt in residential schools. TSWBAT: observe and share what they noticed in the gallery walk.
Assessment:	Summative <i>of</i> learning What: Completed water colour picture and sharing of one word to describe how they think children may have felt in residential schools. How: Teacher will hear from each student about their completed picture and also write down for them their one word. Formative <i>as</i> learning What: Gallery walk and observation sharing How: Students are learning from one another as they see each other's completed pictures and hear one another's observations.
Teaching Strategies:	Story, water colour painting response to story, gallery walk, sharing circle
Materials:	Book, water colour paint, paintbrushes
Lesson Activities:	
Introduction/Hook:	Read: When We Were Alone by David Roberston
Body:	Water colour Painting: students paint what they think residential schools may have looked like. As students finish they share their picture with the teacher and then are asked to give one word to describe how they think children felt at residential schools. Teacher writes the word on the picture for the student. The paintings are laid out the dry and later will be put on a bulletin board.
Closure:	Gallery walk: Students walk around viewing the different pieces of art. Sharing circle: Using the talking stick students go around the circle and share what they noticed in the pictures.

Lesson 5

Name & Time (Minutes Allotted):	Coyote and Grizzly Bear Make Day and Night (35 min)
Learning Standards: Curricular Competencies	ELA: CC5
Learning Standards: Content	ELA: C4 Career Education: C3
Instructional Objectives	TSWBAT make connections to the Secwepemc story that is shared. TSWBAT make a connection from their personal life with the teaching found in the story that is shared.
Assessment:	Formative <i>as</i> learning What: Partner sharing and group sharing How: Students are learning from one another as they listening to each other

	share. Formative <i>for</i> learning What: Completion of the handout with a drawing and sentence. How: Teacher will review the completed handouts and engage in a conversation with each student as they finish their sheet.
Teaching Strategies:	Storytelling, partner and class discussion, engagement with story, drawing and writing, student sharing
Materials:	Drum, handout
Lesson Activities:	
Introduction/Hook:	Tell the story of “Coyote and Bear Make Day and Night”
Body:	Class repeats Coyote and Bear’s parts in the story in two separate groups, the second time sounding tired. Class discussion about the story and takeaway. Students draw picture and write a sentence about a time when they worked with someone to find balance or compromise.
Closure:	Five students are invited to share their drawing with the class.

Lesson 6

Name & Time (Minutes Allotted):	Birch Bark Biting (35min) <i>(this lesson is planned as the EA in the practicum classroom has this offering to share)</i>
Learning Standards: Curricular Competencies	Arts Education: CC4 Career Education: CC3
Learning Standards: Content	Arts Education: C6 Career Education: C3
Instructional Objectives	TSWBAT participate in birch bark biting TSWBAT share one sentence with the group about what they experienced in this lesson.
Assessment:	Formative <i>as</i> learning What: Birch bark biting learning and trying How: Students are learning from one another about birch bark biting and learning as they try it out.
Teaching Strategies:	Special guest, video, ZIP around, hands-on learning and experience
Materials:	Birch bark, projector
Lesson Activities:	
Introduction/Hook:	Show the CBC short clip on a class learning how to do birch bark biting: https://www.cbc.ca/player/play/1192174659808
Body:	Classroom EA shares about the history of birch bark biting and shows how to do it. Students try it out for themselves!
Closure:	ZIP around the classroom, each student shares in one sentence what they experienced in this lesson.

Lesson 7

Name & Time (Minutes Allotted):	Dancing and Drumming (1 hour)
Learning Standards: Curricular Competencies	Arts Education: CC4
Learning Standards: Content	Arts Education: C6 Career Education: C3
Instructional Objectives	TSWBAT participate in dancing as led and invited by the special guest.

	TSWBAT draw a picture of themselves to go with the territory acknowledgement.
Assessment:	Formative <i>as</i> learning What: Dancing How: Students are learning with one another and from the special guest about traditional Indigenous dancing. Formative <i>for</i> learning What: Sentence out/closure How: Student responses will inform the teacher on areas to extend and teach further on.
Teaching Strategies:	Special guest, dancing and drumming, art
Materials:	Paper, permanent marker
Lesson Activities:	
Introduction/Hook:	Introduce special guest. Have students go around the circle and share their name. Invite the special guest (local Indigenous community member: dancer and drummer) to share about themselves.
Body:	Special guest share dancing and drumming. Students are taught/modeled and invited to participate in dance steps. Special guest shares about the land we are living on. A territory acknowledgment is offered/modeled. Discussion about why territory acknowledgment is important. Students are given a piece of paper and a permanent marker and invited to draw a picture of them. These are put on a bulletin board with the territory acknowledgment, “We acknowledge that we live, work, play, study, and learn on the unceded and traditional lands of the ...”
Closure:	Show the photo slideshow of photos from all that has been learned and completed through this unit. Students compete the sentence “I would still like to know more about...” after a brainstorm of what has been explored in this unit.

Resources

Amik Loves School ideas:

https://docs.google.com/document/u/0/d/1QS2trOfWiF8ZA_4CIDSGCugENC3BSk5kccx6m8OEijg/mobilebasic?fbclid=IwAR0s1f4NdHR5KZoUsGvKpTF5xzakARXwuU9sCIRAKpPjgnluD0NM_wxNjsI

We Are All Connected by Adrienne Gear: http://www.bcpta.ca/wordpress/wp-content/uploads/2018/10/We-Are-All-Connected-Adrienne-Gear.pdf?fbclid=IwAR0tNIKnlmMdc8ui_JANF6UI3NKXUf9Ze-5o2oa5FeXue58zufqk-bY3owU

Orange Shirt Day Activities by Jean Moir: https://aned.public.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/BCTF_Orange_Shirt_Day_Activities.pdf?fbclid=IwAR1AAMC0OGS8m4Rsg-DKxfyirFHh2hKvDGwke4tpkFr8T99L3g3_wYq3rM

Extensions to Unit

This unit can continue to include many more forms and opportunities for engagement with traditional and contemporary Aboriginal art and culture. A trip to the local Indigenous museum and culture center would be a great accompanying opportunity. I would extend this to include a drumming workshop opportunity and incorporate many more pieces of literature and music written/illustrated by Indigenous Peoples.

I would incorporate these pieces into my classroom practices through the year and not limit the exposure to one unit. Kindergarten students will benefit from ongoing experiences with Aboriginal culture and history.

Reflections and Revisions

N/A