

Bachelor of Education – Elementary Unit Plan Template

Unit Title: Aboriginal Culture **Number of Lessons:** 6 **Time (in weeks):** 3
Name: Melissa Green **Subject(s):** Arts Education, Career Education **Grade(s):** Kindergarten

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. Students will have opportunity to learn about and experience some forms of art and language through the unit.

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.

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. • <i>Collaborating</i> Students will have the opportunity to work as a class collectively on different pieces of this unit. 	<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 activities.. 	<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. • <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	Career Education
People connect to others and share ideas through the arts.	Strong communities are the result of being connected to family and community and working together toward common goals.

LEARNING STANDARDS

Curricular Competencies	Content
Career Education CC2: Recognize the importance of positive relationships in their lives CC3: Share ideas, information, personal feelings, and knowledge with others 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 C3: Cultural and social awareness Arts Education C1.4: Elements in the arts: visual arts, elements of design C6: Traditional and contemporary Aboriginal arts and art-making processes

Prerequisite Concepts and Skills

<ul style="list-style-type: none"> • Students are familiar with routines and expectations for outdoor learning • 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.
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Teacher Preparation Required

Lesson 1	Book, video
Lesson 2	Book, Varied loose parts, display mats, tarp
Lesson 3	Book, feather cutouts
Lesson 4	Secwepmec number posters, speaker, FirstVoices cued on phone
Lesson 5	Pictures of moccasins, “foot” cutouts from cardboard, paper bags,
Lesson 6	Book, pastels, heart cutouts (possible “planting” supplies)

Cross-Curricular Connections

Arts Education

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.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Dipnetting with Dad (INDOOR)
Learning Standards: Curricular Competencies	Career Education: CC3
Learning Standards: Content	Career Education: C3
Instructional Objectives	TSWBAT participate in the Lil'wat7ul (fishing) dance video from PL3Y.
Assessment:	Formative <i>as</i> learning What: Dancing How: Students will be able to follow along with the PL3Y dance video which helps to teach about the traditions and symbols of Indigenous fishing.
Teaching Strategies:	Story, dance
Materials:	Book, video
Lesson Activities:	
Introduction/Hook:	Ask students if they have gone fishing before.
Body:	Read: Dipnetting with Dad. Follow along/dance to the PL3Y video: Lil'wat7ul: https://learn.pl3yinc.com/courses/take/aboriginal-dancepl3y-resource/lessons/2951226-follow-along-video-lil-wat7ul
Closure:	Partner Share: Students share what their favourite part of the dance was. What fishing symbols did you notice?

Lesson 2

Name & Time (Minutes Allotted):	Shi-Shi-Etko... Loose Parts Exploration OUTDOOR
Learning Standards: Curricular Competencies	Career Education: CC3
Learning Standards: Content	Career Education: C3
Instructional Objectives	TSWBAT create on their display mat one part of the story focusing on the nature surroundings that she described.
Assessment:	Summative <i>of</i> learning What: Loose Parts sharing How: Students will share with the teacher what they created.
Teaching Strategies:	Story, discussions, loose parts creation
Materials:	Varied loose parts, display mats, tarp
Lesson Activities:	
Introduction/Hook:	Read Shi-shi-etko by Nicola Campbell What is special to Shi-shi-etko?
Body:	Loose Parts exploration. Students use the loose parts to create a part of the story that Shi-shi-etko described focusing on the areas of nature and the sights, sounds, etc.
Closure:	After students have shared with the teacher (video responses) 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):	Amik Loves School... “students should feel...” (35 min) OUTDOOR
Learning Standards: Curricular Competencies	Career Education: CC3
Learning Standards: Content	Career Education: C3
Instructional Objectives	TSWBAT complete a feather and share how they believe children should feel at school.
Assessment:	Summative <i>of</i> learning What: Completed feather with word to describe how children should feel. How: Teacher will review with the student what word they choose
Teaching Strategies:	Story, activity
Materials:	Book, feather cutouts
Lesson Activities:	
Introduction/Hook:	Read Amik Loves School by Katherena Vermette
Body:	Book Discussion: <ul style="list-style-type: none"> - 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? Remind students that what we have put on our feathers are not what people who attended Residential Schools experienced. Children decorate a feather after the teacher helps them write one thing that children should feel when at school. “Children should feel _____ at school”.
Closure:	Students transition to outdoor free play.

Lesson 4

Name & Time (Minutes Allotted):	Counting to 10 in Secwepecm (40) OUTDOOR
Learning Standards: Curricular Competencies	CC3
Learning Standards: Content	C3
Instructional Objectives	TSWBAT: Repeat the number in Shuswap as a group as an experience of the local language
Assessment:	Formative <i>as</i> learning What: Counting How: Students will learn alongside one another as we all practice repeating the numbers in the Shuswap language.
Teaching Strategies:	Interactive, repeating, sharing, practicing
Materials:	Secwepmec number posters, speaker, FirstVoices cued on phone
Lesson Activities:	
Introduction/Hook:	Can we count to 10? Do we know any other ways to count to 10? Sign language, French, etc?

	The local Secwepmec People count to 10 in their traditional Shuswap language. We're going to practice together!
Body:	Show the posters of numbers 1-10 in Shuswap. Have students gather rocks for each poster to show the number as indicated. Using FirstVoice listen and repeat the numbers in Shuswap from 1-10. Play each sound from the phone via the portable speaker.
Closure:	Are there any similarities or differences about the Shuswap language from how we say the numbers in English?

Lesson 5

Name & Time (Minutes Allotted):	Moccasins (40) INDOOR
Learning Standards: Curricular Competencies	CE: CC3 AE: CC8
Learning Standards: Content	CE: C3 AE: C6
Instructional Objectives	TSWBAT: Share why they made the design that they did on their moccasin.
Assessment:	Summative <i>of</i> learning What: Moccasins How: Student will share with teacher about their bead design and what it means to them.
Teaching Strategies:	Pictures, discussion, art activity
Materials:	Pictures of moccasins, "foot" cutouts from cardboard, paper bags,
Lesson Activities:	
Introduction/Hook:	Show pictures of various moccasins. What do you notice about these moccasins? What is similar? What is different? What do you think these moccasins may be made out of? (deer or moose hide) Moccasins are a traditional shoe or boot, often worn as a slipper today, made by Indigenous Peoples.
Body:	Make "moccasin" – think about what beading design you might make. First, take a paper bag and scrunch it up and rub it between your fingers... is it beginning to feel softer? This will represent the hide for our moccasin. Second, take a cardboard foot cutout and glue your "hide" onto it, tuck the sides underneath. Third, using white glue and coloured pony beads create a design. Let dry.
Closure:	Each student shares with the teacher about their bead design on their moccasin. What does it mean to you?

Lesson 6

Name & Time (Minutes Allotted):	Heart Garden (40) OUTDOOR
Learning Standards: Curricular Competencies	CE: CC3 AE: CC8
Learning Standards: Content	CE: C3 AE: C1.4
Instructional Objectives	TSWBAT: Contribute to conversation and choose words for their heart to be decorated and "planted".
Assessment:	Formative <i>as</i> learning What: Hearts How: Students will choose whether to write "we care" or "we remember" as a symbol of working towards reconciliation and listening to one another.

Teaching Strategies:	Story, discussion, art, possible public garden display
Materials:	Book, pastels, heart cutouts (possible “planting” supplies)
Lesson Activities:	
Introduction/Hook:	Read: Phyllis’s Orange Shirt Talk about how students may have felt having to leave their families to go to school.
Body:	Connect to how it feels when we get to share with others the stories about our lives, maybe the times we are hurt or afraid. We need to remember the stories about those who were not able to stay at their homes with their families to go to school. We are going to make a Heart Garden to show that we remember and care. Students decorate a heart using pastels, choose words to write: We care or We remember. If possible, these will be laminated and put on sticks to be placed in the ground at a garden location. Otherwise a display on a wall.
Closure:	How can we remember the stories of these students?

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