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| **Grade level:** 3 | | | | |
| **Interdisciplinary Theme Topic/ INQUIRY question:**   * Firs Nations Stories | | | | |
| **Unit Overview: (describe how you have designed this unit)**   * This unit is designed to teach students about Aboriginal Culture and allow to students to gain new perspectives about the world. I have designed this unit so that I am reading one or two books each week and doing activities focused around those stories. * I am also teaching a unit on Aboriginal Art and Aboriginal Groups in Canada so I will be able to connect this unit to those units. | | | | |
| **STAGE 1: a) Big Ideas, Rationale & Essential Questions** | | | | |
| **Big Ideas: (UNDERSTAND)**  *Identify Big Ideas (preferably from varied different curricular areas – indicated which subject area they come from)* | **Rationale / Relevance**  *WHY is this unit of importance to your students’ learning?* | | | **Essential Questions**  *What questions offer the greatest insight into\_\_\_\_\_\_\_\_\_?* |
| * Language and story 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 | * This unit will teach my students about First Nations culture through story * Students will be able to do activities related to each story to keep them engaged | | | * What is a common theme between all the stories we are reading? * What are the meanings of different animals in First Nations culture? * What is important in First Nations culture? |
| **STAGE 1: b) What students will be learning – goals for the unit**  **First, in your OWN WORDS, what are the 3-5 things that you hope students will gain, in terms of knowledge, skills and understandings by participating in this sequence of lessons?**   1. Knowledge of some different aspects of First Nations culture 2. Exposure to different Aboriginal stories 3. The meaning of animals in First Nations culture | | | | |
| **CORE Competencies**  *Choose from at least one of the three CORE competencies. Create an ‘I’ statement that links to a facet of your chosen competency.* | **Curricular Competencies (DO)**  *Skills, strategies and processes to be developed: (Indicate from which subject area)* | | | **Content (KNOW)**  *Content/topics – what students will know:*  *(indicate from which subject area)* |
| * **Communication:** Connect and engage with others * **Positive Personal and Cultural Identity:** Relationships and cultural contexts | * Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community * Explore and appreciate aspects of First People oral traditions * Develop awareness of how story in First Peoples connects people to land * Show awareness of how story in First Peoples cultures connects people to family and community | | | * Elements of story * Oral language strategies * Features of oral language |
| **STAGE 2: Assessment Evidence - Acceptable, authentic evidence demonstrating achievement of learning goals** | | | | |
| **Rich Culminating Task:**  **(Summative assessment)**  What multiple ways will students represent their learning? (Which final products, observations, conversations offer the BEST evidence OF learning so that you can communicate student learning?) | | | **Other Evidence of learning:**  **(Formative assessment)**  What kind of assessment for learning opportunities can I provide to support progress towards the summative tasks? Which ONGOING/DRAFT products, observations and conversations can guide my instruction and offer support FOR learning – learning goals, feedback, criteria, peer and self assessment) | |
| * Comparison activities (comparing two stories) * Retelling the stories * Writing activities * Art activities | | | * Talking circles * Class discussions * Observations | |
| **STAGE 3: Learning Plan**  What learning experiences will you design to allow students to engage with the content and develop their skills in the competencies? What sequence will best develop the learning? (add rows as appropriate) | | | | |
| **Learning Intention** | | **Teaching/Learning Activity** | | |
|  | | **Week 1:** *The Talking Circle,* *A Salmon for Simon*, *P’ésk’a and the First Salmon Ceremony,* and *The Sun and the Moon* stories | | |
| * I can listen to a story * I can name an important part of a talking circle * I can participate in a talking circle * I can share an interesting thing about myself | | **Lesson 1: (30 mins)**   * Read *The Talking Circle* in *The Sharing Circle* by Theresa Meuse-Dallien * Discuss and make a chart on chart paper of the important parts of a talking circle (e.g. the person who has the feather is the speaker, moves in a clockwise order, etc.) * Move to the carpet and form a circle * Demo for the students that they will say their name and something interesting about them | | |
| * I can listen to a story * I can write and draw about the story | | **Lesson 2: (45 mins)**   * Read *A Salmon for Simon* by Betty Waterton & Ann Blades * Have the students create a writing piece about the story * “What would you do if you were Simon?” | | |
| * I can listen to a story * I can create the salmon life-cycle using First Nations art | | **Lesson 3: (60 mins)**   * Read *P’ésk’a and the First Salmon Ceremony* by Scot Ritchie * Connect story to the salmon they hatched in the classroom * Discuss the importance of Salmon in First Nations culture * Do art activity with First Nations salmon lifecycle art | | |
| * I can listen to a story * I can write about what I heard in the story | | **Lesson 4: (25 mins)**   * Read *The Sun and the Moon* by Celestine Aleck * Have the students write down what they heard me read about in the story in their journals | | |
|  | | **Week 2:** *Raven: A Trickster Tale from the Pacific Northwest, How Raven Stole the Sun, The Salmon Twins* | | |
| * I can listen to a story * I can create a legend story map about a story | | **Lesson 5: (45 mins)**   * Read *Raven: A Trickster Tale from the Pacific Northwest* by Gerald McDermott * Discuss what happened in the story * Students will complete a Legend Story Map about the story | | |
| * I can listen to a story * I can compare two stories using a Venn diagram | | **Lesson 6: (45 mins)**   * Review what happened in *Raven: A Trickster Tale from the Pacific Northwest* * Read *How Raven Stole the Sun* by Maria Williams * Discuss how the two stories are the same and how they are different * Have the students create a Venn diagram comparing the two stories | | |
| * I can listen to a story * I can create First Nations art about an animal | | **Lesson 7: (60 mins)**   * Instruct the students to write down all the animals they hear me heard in the story * Read *The Salmon Twins* by Caroll Simpson * Ask what animals they heard and then show list I made on the board of the animals I heard * Explain art project and show examples * Have students work on their projects | | |
|  | | **Week 3:** *Whale Child* and *The Great Blanket of Moss* | | |
| * I can listen to a story * I can retell a story using a comic strip template | | **Lesson 8: (45 mins)**   * Read *Whale Child* by Caroll Simpson * Discuss what happened in the story – what were the major plot points? * Have students retell the story using a comic strip template | | |
| * I can listen to a story * I can write about one of the main characters * I can identify a problem and how the character responded | | **Lesson 9: (25 mins)**   * Tell students that there are 3 main characters – the snow, the mother trees, and her children. Have them listen to what problems they have in the story * Read *The Great Blanket of Moss* by Celestine Aleck * Students will complete a character response about one of the 3 main characters – “What problem did they face?” and “How did they respond?” | | |
|  | | **Week 4:** *Adawx of the Salmon and the Prince* | | |
| * I can participate in readers theatre * I can read my lines in the script | | **Lesson 10: (45 mins)**   * Students will be doing readers theatre of a play called *Adawx of the Salmon and the Prince* * Hand out the script with everyone’s labeled parts (split into 4 scenes) * Have students highlight their lines * Read through the script as a class | | |
| * I can work with my peers to act out a scene of a play * I can perform in front of the class | | **Lesson 11: (45 mins)**   * Students will split into their 4 scene groups and practice with their classmates * Students will perform the play (scene by scene) in front the rest of the class | | |
|  | | **Week 5:** *Sometimes I Feel Like a Fox, The Polar Bear Son: An Inuit Tale,* *Why Ravens and Wolves Hunt Together* | | |
| * I can listen to a story * I write about what animals I feel like | | **Lesson 12: (40 mins)**   * Read *Sometimes I Feel Like a Fox* by Danielle Daniel * Have students discuss what different animals they feel like (e.g. sometimes I feel like a turtle, slow and patient) * Instruct students to fold a piece of blank paper into 6 sections * In each section they will write about a different animal they feel like | | |
| * I can listen to a story * I can name the climate, food, shelter, and clothing of the peoples in the Arctic Region of Canada | | **Lesson 13:** **(60 mins)**   * This lesson is also part of our Social Studies unit about regions in Canada * Today we are learning about the Arctic Region * Read *The Polar Bear Son: An Inuit Tale* by Lydia Dabcovich * Have a discussion about what the Arctic region was like for the First Peoples (climate, food, shelter, clothing) * Have students do a sorting activity about this region | | |
| * I can listen to a story * I can write about what I heard in the story | | **Lesson 14: (25 mins)**   * Read *Why Ravens and Wolves Hunt Together* by Celestine Aleck * Have the students write down what they heard me read about in the story in their journals | | |
|  | | **Week 6:** *Little Bear’s Vision Quest*, *Brothers of the Wolf,* and *Totem Tale: A Tall Story from Alaska* | | |
| * I can listen to a story * I can write about what I learned from the story | | **Lesson 15:**   * Read *Little Bear’s Vision Quest* by Diane Silvey * Discuss the story and what lessons we learned from the story * Have students write about on thing they learned in the story | | |
| * I can listen to a story * I can make a connection to the story | | **Lesson 16: (45 mins)**   * Read *Brothers of the Wolf* by Caroll Simpson (ask students to try and make a connection to the story while I am reading) * Discuss - what are some connections you made? (To self or to other text) * Students will complete a sheet about what the story was about, their connection to the story, and an illustration | | |
| * I can listen to a story * I can write about what animals my family members and I are most like | | **Lesson 17: (60 mins)**   * Read *Totem Tale: A Tall Story from Alaska* by Deb Vanasse * Discuss the meaning of different animals in First Nations culture * Students will write about at least 4 family members (including themselves) and which animal they are most like * Students will create totem poles art about their family | | |
| * I can share my favorite story that we read and why it is my favorite | | **Lesson 18: (25 mins)**   * Access prior knowledge of all the stories we have read in this unit (what the names are and what they were about) – have student turn and talk before sharing * Students will write about their favourite story (why they liked it or their favourite part of the story) | | |
| **CULMINATING TASK/ SUMMATIVE ASSESSMENT/LEARNING CELEBRATION**  **Do you have a culminating task that offers students a chance to apply or show their learning? What multiple ways will students represent their learning? (Which final products, observations, conversations offer the BEST evidence OF learning so that you would be able to communicate student learning)**   * This unit incorporates multiple First Nations stories and students will participate in many talking circles * Students will be doing many activities and art about the different stories to show their learning | | | | |
| **How will the learning be made ACCESSIBLE FOR ALL students to succeed?**  (adaptations, Universal Design, Differentiated Instruction, learning supports, multimodal resources) | | | | |
| * Students will get a chance to show their learning about the First Nations stories in many different ways (drawing, art, writing, speaking, etc. * Students will learn about the rules and meaning of talking circles in First Nations culture on the first day so we can implement them throughout the unit | | | | |