

Treaties in the Classroom

Kindergarten and Grade
one



By Amanda
Jacek

Outline of Unit

- 1) Scope
- 2) Rational
- 3) Essential Question and Learning Questions
- 4) Foundational Learning Objectives/Outcomes
- 5) Cross Curricular Connections
- 6) Adaptive Dimension
- 7) Comprehensive School Health Approach
- 8) Classroom Management
- 9) Assessment and Evaluation.
- 10) Technology-Enhanced Learning
- 11) Professional Development
- 12) Resources for Teacher
- 13) Resources for Student
- 14) Lesson plans

Scope:

Over the course of the three week unit students will be learning about First Nations culture in a historical context. Students will also be learning about the diversity of First Nations culture and their initial relationship with the newcomers. Newcomers refers to the white explores, fur traders and settlers that came to inhabit the land that we now call Canada. It will be stated for students that many of the historical cultural beliefs of First Nations people are still practiced today and that many of the cultural items are still used today in ceremony, although some may be made out of modern items. They will also understand First Nations people now live like everyone else in Canada even though they may have and use historical items for cultural purposes. Misconceptions and language will be addressed as needed. For example students will learn throughout the lessons politically correct terminology such as the use of the term First Nations people instead of Indian. Some literature that is going to be used as student resources in the classroom uses terminology such as Indian instead of First Nation, and will be addressed accordingly.

Students will learn through many hands on, interactive experiences much of the historical context which has been laid out in the foundational objectives in the Treaties in the Classroom resource guides for both kindergarten and grade one. Through these experiences, students will learn acceptable terminology, new vocabulary words and be exploring the following topics:

1. How First Nations people lived before the arrival of the newcomers
2. How First Nations lives changed after the arrival of the newcomers via the fur trade
3. The importance of the buffalo
4. What a treaty is
5. The significance of the Circle of Life and the sacred number four

Interwoven throughout the unit will be the idea of respect and will be revisited during each lesson.

Sequence:

Please note that this unit is laid out so as kindergarten objectives for Treaties in the Classroom are taught on the days the kindergartens are present. The following day a lesson will be taught that expands on the previous day's lesson for the grade one's following the objectives laid out in Treaties in the Classroom. The unit has been laid out in this way because the grade ones, when they were in kindergarten, had not been taught in depth using Treaties in the Classroom.

The Following is an overview of the lessons in sequential order:

Lesson one

Content:

Tribes of Saskatchewan and a story of creation from a Cree perspective

Objectives (Social Studies):

1. Students will become aware of the diversity of First Nations people who, since time immemorial, lived in what is now known as North America (K)
2. Students will identify some First Nations who lived in North America and what is now Saskatchewan (K)
3. The Students will learn that each First Nation had its own creation story about how the world was made (K)

Cross Curricular Connections:

Social Studies- Heritage -family, culture, celebrations, traditions, the past (Gr. 1)

English- Listen, speak, read, write and view grade-level appropriate material for a variety of purposes (K/Gr. 1)

English- CCK.1 Create and compose various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences (K)

Health- USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school (new draft curriculum, 2009).

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Wesakejack and the Flood as told by: Bill Ballantyne (tape and book)

Assessment:

Student's will complete exit card regarding what actions they do that are respectful and why this is so.

I am respectful when I _____.

I am respectful when I do this because _____. (Second sentence for more advanced students)

Students may also create own sentence

Ask Kindergartens to draw a picture and/or they can write you a sentence. Kindergartens words will be documented and attached to work.

CCC's:

Developing Thinking- listening critically to a story and identifying respectful and disrespectful behaviour

Developing Identity and Independence- informing students of the diversity of First Nations people

Developing Literacies- listening to story on tape, story told from a different cultural perspective

Developing Social Responsibilities-talk about respect, moral reasoning-what is respectful and disrespectful

Lesson two

Content:

How First Nations people lived before contact with newcomers

Objectives (Social Studies):

Students will become aware that all First Nations had their own cultures, languages, beliefs, and values, oral traditions and [ways of living] – Students will be aware that First Nations people live just like us today but still hold to their traditions and ways of knowing from the past (K)

Cross Curricular Connections:

Math- NK.3 Relate a numeral, 0 to 10, to its respective quantity (K)

Math- N1.3 Demonstrate an understanding of counting by: • indicating that the last number said identifies “how many” (Gr.1)

Math- N1.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically (Gr. 1)

Social Studies- Heritage -family, culture, celebrations, traditions, the past (Gr.1)

English- CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including:• making connections to background knowledge (before)• identifying important ideas and events (during)• recalling (after) (K)

English- CCK.6 Create messages using a combination of pictures, symbols, and letters (K)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

CD-Rom- Living Long Ago on the Great Plains from RPL kit Living Long Ago by People in Their World Learning Series School Case #1.

Assessment:

Use exit slip:

I learned that First Nations people before contact _____.

CCC's:

Developing Thinking- critical thinking- what would the students like to know about First Nations people, making connections between incoming information and questions to draw conclusions (answers)

Developing Identity and Independence- valuing and respecting human diversity through learning about First Nations culture

Developing Literacies- media literacy- use of computer, information literacy- constructing meaning from media, historical literacy

Developing Social Responsibilities- engaging effectively in class discussion to fill out KWL chart

Lesson three and four

Content:

Parfleche

Objectives (Social Studies):

1. The students will become aware that First Nations peoples living on the plains [depended on the buffalo for many items to survive] (K).

Cross Curricular Connections:

Art- Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (Gr. 1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Assessment:

Anecdotal notes- observation of student's ability to recognize and draw symmetrical geometrical shapes on their parfleche.

CCC's:

Developing Thinking- Developing an understanding of traditional uses of the buffalo
Developing Identity and Independence- working independently to create unique designs on a parfleche within the given parameters (use of geometrical shapes and symmetry)
Developing Literacies- Developing artistic literacy
Developing Social Responsibilities- working independently within a group

Lesson five

Content:

Circle of life and sacred number four

Objectives (Social Studies):

The students will gain knowledge about "The Circle of Life" and how it relates to all of creation (Gr. 1)

2. The students will recognize that many things in nature and in their environment have four elements and circular patterns (Gr. 1)

3. The students will gain knowledge about circular patterns found in the Circle of Life and the importance of the number four in First Nations cultures (Gr. 1)

4. Students will gain an understanding of why First Nations people think the number four is sacred by learning about the significance [of it] (K)

Cross Curricular Connections:

Art- Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (Gr. 1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Assessment:

Anecdotal notes- observe student responses

CCC's:

Developing Thinking- developing an understanding of the Circle of Life and sacred number four

Developing Identity and Independence- working independently and cooperatively in a group setting

Developing Literacies- Constructing knowledge of the Circle of Life and sacred number four through art (collage) and viewing others collages

Developing Social Responsibilities- Working with a group to complete a task by doing ones part and working with resources (sharing, helping sort pictures).

Lesson six

Content:

Measurement (comparing sizes of animals First Nations people hunted- Which one would give the most meat and hide?)

Objectives (Social Studies):

How First Nations people lived before contact with newcomers (K/Gr. 1)

Cross Curricular Connections:

Math- Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering, or matching. (SS1.1)

Math- Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity. (SSK.1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Saskatchewan Evergreen Math Curriculum

Websites and books about the buffalo, white-tailed deer, moose and rabbit to determine their relative body length

Assessment:

Anecdotal notes- observation of work- how students make comparisons, group conclusions

Reading predictions- Do the students understand that they are comparing and is it evident that have they drawn on any prior knowledge?

Discussion

CCC's:

Developing Thinking- thinking critically about information and making predictions based on previous knowledge

Developing Identity and Independence- working cooperatively in a group with own role (job) to contribute to group

Developing Literacies- technological literacies – using Smartboard to record final information

Developing Social Responsibilities- working in a group respectfully and in an area that is outside the constructs of the classroom

Lesson seven

Content:

What is a treaty and how it is very similar to a promise

Objectives (Social Studies):

Students will gain an understanding of what a treaty is by exploring the concept of a promise and what it means to make one (K)

Students will gain an understanding about the sacredness of the treaties from a First Nations perspective and how they were sealed by sacred pipe ceremonies (K)

Cross Curricular Connections:

English- CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including:• making connections to background knowledge (before)• identifying important ideas and events (during)• recalling (after) (K)

English- CCK.6 Create messages using a combination of pictures, symbols, and letters (K)/Listen, speak, read, write and view grade-level appropriate material for a variety of purposes (Gr.1).

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

A Promise is a Promise by Robert Munsch and Michael Kusugak

Assessment:

Anecdotal notes- assess understanding through observation during discussion

Students understanding through writing of a promise

CCC's:

Developing Thinking- critically analyzing Allashua's actions (Did she break her promise?), analyzing what is a promise, making promises - What kind of promises can we make to make classroom a safe, respectful and happy place for everyone?

Developing Identity and Independence- seeing how one can contribute to the classroom respectfully through a promise

Developing Literacies- information literacy- about what is a treaty, a promise and how treaties were sealed

Developing Social Responsibilities- engaging in discussion about promises, making promises, revisiting exit cards talking about how to be respectful

Lesson eight

Content:

What was agreed to during the treaty signing between the First Nations people and the British Crown

Objectives (Social Studies):

Students will gain knowledge about the treaties negotiated and made between the First Nations and the British crown, in what is now known as Saskatchewan (Gr. 1)

The students will [begin to] identify the Saskatchewan Numbered Treaties 4, 5, 6, 8 and 10 (Gr. 1)

Cross Curricular Connections:

English- CCK.5 Use oral language to converse, engage in play, express ideas, and share personal experiences (K)/Listen, speak, read, write and view grade-level appropriate material for a variety of purposes (Gr. 1)

Social Studies- Heritage -family, culture, celebrations, traditions, the past

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one
- Treaty maps

Assessment:

Anecdotal notes- Discussion-Do students remember what a treaty is, how they were sealed by First Nations people and what treaty area they live in.

CCC's:

Developing Thinking- connecting the meaning of treaties from past to present (we are all treaty people)

Developing Identity and Independence- beginning to understand idea of negotiation and that we all live on the land that was negotiated for (we are all treaty people)

Developing Literacies- historical literacy

Developing Social Responsibilities- contributions to class discussion and working respectfully when moving about the classroom

Lesson 9

Content:

The Buffalo

Objectives (Social Studies):

The students will become aware that First Nations peoples living on the plains depended on the buffalo for their survival. (K)

The students will gain awareness of the significance of the buffalo in First Nations cultures through the art of [story robes] for oral storytelling (Gr. 1)

Cross Curricular Connections:

Art- Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (Grade 1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Story robe information:

<http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/html/storyrobes.htm>

Assessment:

Observation of students work- is their story logical, have they used symbols provided to create own individual story

Ask students to retell stories to look for comprehension of concept (use of symbols to help one remember an oral story)

CCC's:

Developing Thinking- using symbols to be used in oral retelling of story

Developing Identity and Independence- allowing students to tell own stories through pictorial representations and oral means

Developing Literacies- using pictures and oral story telling

Lesson 10

Content:

The Buffalo

Objectives (Social Studies):

The students will become aware that First Nations peoples living on the plains depended on the buffalo for their survival. (K)

The students will gain awareness of the significance of the buffalo in First Nations cultures through the art of oral storytelling (Gr. 1)

Cross Curricular Connections:

Art- Accept the dramatic context and assume roles within it. Contribute ideas appropriate to the drama and accept the ideas of others (Gr. 1)

English- CRK.6 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them (K)/ Listen, speak, read, write and view grade-level appropriate material for a variety of purposes (Gr. 1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Origin of the Buffalo (<http://www.indians.org/welker/origbuff.html>)

Assessment:

Anecdotal notes- observation- of students answers

- retelling story and answers to closure questions

CCC's:

Developing Thinking- remembering a story in order to retell it, focus on comprehension of story

Developing Identity and Independence- valuing each others ability to contribute to retelling of story through drama

Developing Literacies- using drama to retell story

Developing Social Responsibilities- being respectful of each others ideas and space while dramatizing story

Lesson eleven

Content:

Use of natural dyes (combine with lesson on the buffalo- story- Origin of the Buffalo)

Objectives (Social Studies):

Students will become aware that all First Nations had their own cultures, languages, beliefs, and values, oral traditions and [ways of living] (focus on ways of living-use of natural dyes) (K)

Cross Curricular Connections:

Art- Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment (working with natural dyes) (Gr. 1)

Art- Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (working with natural dyes simply by dipping paper into them) (Gr. 1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Assessment:

Anecdotal notes

Questions regarding KWL chart- Do you remember what First Nations people used to dye things like clothes and hides?

CCC's:

Developing Thinking- engaging students in the creative process
Developing Identity and Independence-seeing ones self as a contributing member of the group
Developing Literacies- using art as a means of expression
Developing Social Responsibilities- respecting each other while working as a group

Lesson twelve and thirteen

Content:

The Buffalo – uses

Objectives (Social Studies):

Students will gain knowledge about the many uses of the buffalo and how the buffalo was the main source of survival for Plains First Nations peoples (Gr. 1)

Cross Curricular Connections:

English- CCK.6 Create messages using a combination of pictures, symbols, and letters (K)/ Listen, speak, read, write and view grade-level appropriate material for a variety of purposes

Social Studies- Heritage -family, culture, celebrations, traditions, the past

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Bison Supermarket prepared by People in Their World Learning Series (School Case #2) – worksheet, information and specimens of buffalo hide with hair, horns and hoofs

People of the Buffalo: How the Plains Indians Lived by Maria Campbell (selected pages)

Assessment:

Anecdotal notes: observe students responses during discussion and filling out charts

Making of booklet- *My Book About Buffalo Parts and How They Were Used*
Writing and pictorial representations

CCC's:

Developing Thinking- transferring knowledge from viewing materials to worksheet
Developing Identity and Independence- following instructions to complete booklet
Developing Literacies- use of a variety of media and mediums

Closing lesson

Content:

Closing lesson-summarize learning (How can we practice respecting each other while we make and eat the bannock?)

-Connection to something from past still used today in First Nations Cultures

Social Studies objectives:

Heritage -family, culture, celebrations, traditions, the past (Gr. 1)

Cross Curricular Connections:

Math- Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity. (SSK.1)

Math- Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering, or matching. (SS1.1)

Resources:

Treaties in the Classroom resource guides for Kindergarten and Grade one

Granny's Giant Bannock by Brenda Wastasecoot

The Bannock Book by Linda Ducharme (Bannock recipe)

Assessment:

Anecdotal notes

Observation of student's conversations and actions regarding respect

Have the students internalized what is respect and how to be respectful?

CCC's:

Developing Thinking- understanding that something from First Nations culture is still important and used today

Developing Identity and Independence- contributing to a group to make the bannock

Developing Literacies- learning measurement through comparisons and how measurement can be used in a meaningful way

Developing Social Responsibilities- working respectfully in a group toward a common goal

Rational:

This unit is important to students learning because it allows students to gain an understanding of a culture that is very different from their own. Within the there are no students whom identify as First Nations or Métis. I believe that this unit begins to lay the historical framework for students to begin to understand First Nations culture and the important role First Nations people play in our society. Also, I believe that it is important for students to understand that First Nations people occupied Canada before anyone else came to live here. It is also important that students, upon understanding that First Nations people lived in Canada first, also understand that they willingly helped the newcomers (explores, fur traders and settlers) survive when they first arrived in this country. Students will learn about treaties because they are an important part in shaping what is now Canada. Through the lessons students will gain an important foundation in which Treaties in the Classroom can be built upon in following years. Through this unit students will also learn the importance of respecting oneself, others and the earth

Essential Question and Learning Questions:

Essential Question:

How do we respect ourselves, each other and the earth?

Learning Questions:

- How can we show respect to others?
- What does it look like when we are respectful?
- Is being encouraging to others respectful or not? Why or why not?
- How did First Nations people help the newcomers?
- Why is the Circle of Life and the number four considered sacred in First Nations culture?
- What is a promise?
- How is a treaty like a promise?
- How were the treaties sealed?
- Why are we all treaty people?
- How long were the treaties sealed for and how were they done so?
- What was the importance of the buffalo in First Nations culture?
- How did First Nations people use the buffalo and other items from the earth to survive?
- Why should we only take what we need from the earth?

- What do we already know about First Nations people before contact with newcomers?

- What do we want to learn about First Nations people before contact with newcomers?
- What have we learned about First Nations people before contact with newcomers?

Learning Objectives – Social Studies from Treaties in the Classroom:

Kindergarten:

Topic One: Diversity of First Nations Peoples

1. Students will become aware of the diversity of First Nations people who, since time immemorial, lived in what is now known as North America (K)
2. Students will identify some First Nations who lived in North America and what is now Saskatchewan (K)
3. The Students will learn that each First Nation had its own creation story about how the world was made (K)

Topic Two: The Circle of Life and the Sacred Number 4

1. Students will gain an understanding of why First Nations people think the number four is sacred by learning about the significance [of it] (K)

Topic Three: The First Nations Lived Here First: Pre-Contact Lifestyles

1. Students will become aware that all First Nations had their own cultures, languages, beliefs, and values, oral traditions and [ways of living] – Students will be aware that First Nations people live just like us today but still hold to their traditions and ways of knowing from the past (K)
2. The students will become aware that First Nations peoples living on the plains depended on the buffalo for their survival. (K)

Topic Four: A Treaty is More Than a Promise

1. Students will gain an understanding of what a treaty is by exploring the concept of a promise and what it means to make one (K)
2. Students will gain an understanding about the sacredness of the treaties from a First Nations perspective and how they were sealed by sacred pipe ceremonies (K)

Grade one:

Topic One: First Contact Between First Nations Peoples and the Newcomers

1. Students will gain knowledge about the first contact between First Nations people and the newcomers who came to live here so they could hunt and trap fur-bearing animals

Topic Two: Mother Earth

1. The students will gain knowledge about “The Circle of Life” and how it relates to all of creation (Gr. 1)

2. The students will recognize that many things in nature and in their environment have four elements and circular patterns (Gr. 1)

3. The students will gain knowledge about circular patterns found in the Circle of Life and the importance of the number four in First Nations cultures (Gr. 1)

Topic Three: First Nations Peoples and the Buffalo

1. The students will gain awareness of the significance of the buffalo in First Nations cultures through the art of oral storytelling (Gr. 1)

2. Students will gain knowledge about the many uses of the buffalo and how the buffalo was the main source of survival for Plains First Nations peoples (G. 1)

Topic Four: We Are All Treaty People

1. Students will gain knowledge about the treaties negotiated and made between the First Nations and the British crown, in what is now known as Saskatchewan (Gr. 1)

2. The students will [begin to] identify the Saskatchewan Numbered Treaties 4, 5, 6, 8 and 10 (Gr. 1)

Cross Curricular Connections:

Some of the cross curricular connections I feel exist in a very general form within some of the lessons. Please see lesson overviews for specific cross curricular connections for lessons.

Kindergarten

Art

CPK.1 Express ideas through exploration of the elements of dance including: • action • body • dynamics • relationships • space

CPK.2 Explore a variety of drama strategies including: • role • imaging • parallel play • journeys • meetings

English

CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility

CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including: • making connections to background knowledge (before) • identifying important ideas and events (during) • recalling (after).

CRK.4 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.

CRK.5 Listen, comprehend, and respond to gain meaning in oral texts.

CRK.6 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

CCK.1 Create and compose various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.

CCK.3 Use communication cues and conventions to construct and communicate meaning when speaking, “writing”, and using other forms of representing including

CCK.4 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways

CCK.5 Use oral language to converse, engage in play, express ideas, and share personal experiences

CCK.6 Create messages using a combination of pictures, symbols, and letters

Health

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.

APK.1 Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.

Math

NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures

NK.3 Relate a numeral, 0 to 10, to its respective quantity.

SSK.1 Use direct comparison to compare two objects based on a single attribute, such as
• length including height • mass • volume • capacity.

Science

TEK.1 Examine observable characteristics of plants, animals, and people in the local environment (looking at how First Nations people used natural items and how they can still be used today to make useful items- natural dyes from onion skins)

Social Studies

DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.

OutcomesPAK.1 Understand and respect the rules of the classroom, playground, and school

Grade one

Math

N1.3 Demonstrate an understanding of counting by:
• indicating that the last number said identifies “how many”
• showing that any set has only one count using

N1.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically, and symbolically

SS1.1 Demonstrate an understanding of measurement as a process of comparing by:
• identifying attributes that can be compared
• ordering objects
• making statements of
• filling comparison, covering, or matching.

Art

Drama

Accept the dramatic context and assume roles within it.

Contribute ideas appropriate to the drama and accept the ideas of others.

Visual

Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment (working with natural dyes)

Begin to develop own ideas into visual art expressions, using the processes and materials of visual art. (collage and working with natural dyes simply by dipping paper into them)
English (learn and practice these skills)

Listen, speak, read, write and view grade-level appropriate material for a variety of purposes

Health (new draft curriculum, 2009)

Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school (new curriculum draft, 2009)

Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school (new draft curriculum, 2009)

Science

Compare various plants, plant parts, and plant products. (Recognize some products other than foods which come from plants)

Social Studies

Heritage -family, culture, celebrations, traditions, the past

Decision making- change, leadership, choices, rules, consequences, conflict resolution

Adaptive Dimension:

Many of the students in the classroom are at the same level from what I have observed. They are a very outgoing group of kindergarten and grade ones. Both groups work very well together which is the reason many of my lessons have the students working in groups. By grouping the students together it is also meant to scaffold learning of the weaker grade ones and kindergartens.

Adaptations that I have made to my lessons to make them more effective for the kindergartens and the weaker grade ones are as follows:

1. Use of visuals for the students who are visual learners
2. Use of hands on materials who are kinesthetic learners
3. Allowing the kindergartens to draw answers to questions whereby I write their thoughts down for them and attach it to their work
4. Sentence starters for some students

Comprehensive School Health Approach:

Referenced Saskatchewan Evergreen Renewed Grade 6 Health Curriculum (pages 5-8)

The intentions regarding the CSHA within this unit is a hope that by weaving the practice of respect throughout the unit, these practices will reach out into the students daily lives. I believe this is possible because the students have seen and discussed ways to be respectful and have practiced them within the classroom community.

The following Components of the Comprehensive School Health Approach I feel are expressed within my unit plan in the following ways:

1. Healthy Physical Environment

- Safety procedures are communicated and practiced-lessons have clear safety concerns if applicable. These cautions and procedures will be communicated fully to students so incidents can be avoided
- Opportunities exist for students to be involved in shaping a healthy and happy classroom community such as talking about respect and each student making a classroom promise.
- The opportunity exists for students to go to the bathroom or get a drink before each of my lessons begin. I feel this is an important routine for student to be able to meet their needs without ridicule (i.e. “Shouldn’t you have done that at recess?”)
- Opportunities exist for students to move about classroom while working and to have learning experiences that are conducted outside of the classroom.
- Respect is a practice and focus of all lessons
- Opportunities exist for students to build a sense of belonging to the classroom community through meaningful interactions with their peers (working in groups to accomplish a common goal) and to contribute to the community and the construction of their own knowledge through class discussions and brainstorming.

2. High Quality Teaching and Learning

- “Establishment of cross-curricular learning opportunities to strengthen health understanding and skills” (Saskatchewan Evergreen Health Curriculum, 2009). These opportunities are engrained throughout the unit whereby students continuously explore what respect is and what it means to act respectfully. These opportunities are laid out in the following sequence: students explore respect through looking at behaviour in Waseajack and the Great Flood, brainstorming of ways to be respectful, writing how they feel they can be respectful, exploring again respect using Waseajack and the Great Flood by looking at if being an encouraging

person is being respectful, writing encouraging notes to other class members, discussing rules and behaviour before working outside the classroom and or in groups and writing their own promise about what they can do to keep the classroom a happy place for the rest of the year. Students will also look at how to respect the earth by not taking more than you need from it, exploring how all parts of an item can be used (buffalo) and how polluting the earth is disrespectful (through lesson with teaching partners social action project).

- “Using anti-oppressive and developmentally appropriate learning strategies to allow all youth to see themselves” (Saskatchewan Evergreen Health Curriculum, 2009). These opportunities are presented to students by allowing them to see that they can make a difference through respecting others, themselves and the earth. These opportunities also allow students to construct their own meaning about how they are and can be respectful.
- “Fostering skills life skills such as health literacy, problem solving, self-efficacy, and social responsibility” (Saskatchewan Evergreen Health Curriculum, 2009). One’s social responsibility when working within a group (listening to others, valuing ideas, helping each other)
- “Creating and critiquing knowledge, not just having it” (Saskatchewan Evergreen Health Curriculum, 2009). This is done by allowing students to question and wonder, making sense of information through learning experiences and discussion and collaboration with peers.
- “Applying health related understandings” (Saskatchewan Evergreen Health Curriculum, 2009). – Exploration and practice of respect interwoven into unit.
- “Engaging in inquiry-based decision making” (Saskatchewan Evergreen Health Curriculum, 2009). This is done through class collaboration and discussion
- “Reflecting on learning” (Saskatchewan Evergreen Health Curriculum, 2009). – KWL chart, brainstorming activities, discussion and collaboration
- “Questioning students’ assumptions about the world and their place in it” (Saskatchewan Evergreen Health Curriculum, 2009). This is done by allowing students to learn the historical context which has shaped our country.
- Assessment- using many means of assessment, using it to guide further learning experiences and to modify existing ones, making it clear to students when they have reached outcomes (assessment closely linked to desired outcome).
- Resource-based resources- using current curricular documents and information within the classroom and by using a variety of media to engage and enhance learning for all.

3. Supportive Social Environment

- Making connections to families through our class blog so as students and parents can see the learning experiences that have been take place in our three week block. Newsletters can also be sent home weekly documenting learning for families that do not have computer and internet access. Also this blog may be available for viewing on the classroom computers during an evening which students and parents visit the classroom for the school wide Heritage Fair.
- Promoting health through encouragement of healthy (respectful) behaviours in and outside of classroom. Also by using Sandwich Technique as a discipline strategy to promote self esteem (see Classroom Management section for further explanation).

4. Community Engagement and Partnerships

- Engaging community members (parents and other family members) through a blog I will use to keep them updated on things going on in the three weeks. Also if any families are not able to access a computer, weekly newsletters of the posts can be sent out.
- The class is spending part of a lesson outside because of the need for a larger space. This shows students that any place can be a place of learning.
- Connecting with families during Heritage Fair

Classroom Management:

Classroom management plans will be adapted as needed. Currently the following classroom management plans that are set in place are ones also used by my cooperating teacher. I feel that these are effective management strategies and because they are effective, should not be changed in order to keep consistency for the students. Additional plans will be made according to the lesson or emotions of students on a given day. Behaviour problems are not a concern for me within this classroom and I feel that the students are very capable of the tasks I have given them with only the need for the occasional encouragement to stay on task.

During the three weeks I am going to practice the Sandwich Technique with students who are displaying unacceptable behaviour. The Sandwich Technique is where you approach the student and fist say something positive to them, followed by the correction that is needed, and again followed by a positive comment. I feel that using this technique will help correct student behaviour while fostering student's self-esteem and sense of belonging through positive reinforcement. Also, I feel that this technique will help me to avoid power struggles between me and the misbehaving student. This is so because focusing on the negative (bad behaviour), often puts the student on the defensive, causing the situation to escalate.

Assessment and Evaluation:

Anecdotal notes:

Anecdotal notes will be used to observe student behaviour, comprehension of lessons, and class discussions. These notes will be kept on recipe cards in a box. I will use these notes to inform adaptations to lessons and future planning.

Note: Specialized checklists may be developed at a later date to focus anecdotal notes.

Exit cards:

Exit cards will be used to assess students understanding of the key concepts of the lesson.

Booklet:

Booklet will be used to assess students understanding of the lesson.

Documentation:

Photos of students learning experiences will be used to document students learning process. These photos will also serve as a communication tool with parents and will be posted on our class blog with summaries of student learning experiences. Documentation of student's words will also be posted with work for the kindergartens whom can not write yet. The kindergarten students will be encouraged to express their thoughts through drawings and emergent writing.

Blog- Mrs. Mazur's Pre-Intern's Experience With Gr. 1/K

Address- <http://mazurclass.wordpress.com/>

Technology-Enhanced Learning

Technology will be used to enhance students learning throughout the unit in the following ways:

1. Students will be encouraged to use the Smartboard to record data. The Smartboard will also be used by me during group discussions and to fill in charts. This is a valuable tool to use because of the ability to save data and use it to revisit concepts at a later date or to add to charts.
2. Videos and pictures will be shown using the Smartboard to enhance learning for all students with a focus on the visual learners in the class.

3. A story will be told using a book on tape. The story is in both English and Cree allowing students to experience a First Nations language.

Wesakejack and the Flood as told by: Bill Ballantyne

4. A CD-Rom will be explored as a class to fill out a KWL chart on the Smartboard regarding how First Nations people lived before the arrival of the newcomers

CD-Rom- Living Long Ago on the Great Plains from RPL kit Living Long Ago by People in Their World Learning Series School Case #1

5. Class Blog- this has been developed as a means of communicating with parents by posting pictures, voice threads and short summaries about what we are teaching.

Blog- Mrs. Mazur's Pre-Intern's Experience With Gr. 1/K

Address- <http://mazurclass.wordpress.com/>

Professional Development:

Professional development targets that I will focus on in the three weeks are as follows:

1. Time Management- obtain a feel of what is truly able to be accomplished during the forty five minute time frame of the lesson, adapt lessons on the fly to be able to close lesson effectively even if the lesson must be revisited, work with students to stay on task during discussion and brainstorming.
2. Classroom Management – use Sandwich Technique to encourage positive behaviour, self-esteem, sense of belonging and avoid power struggles with students.
3. Organization and Withitness- be aware of what is happening in all areas of classroom, I feel this is especially important since many of my lessons include group work. Be aware of the changing needs of students and adapt lesson on the spot to meet needs.

The Nine Early Childhood Principles:

Children are capable

Many of the learning experiences in this lesson reflect this principle. I view the children as capable learners able to construct their own knowledge from the learning experiences laid out in the lessons. The students have many opportunities to express their own thoughts through class discussion and brainstorming activities. The students are also

given many opportunities for hands on, interactive learning. Both the kindergartens and grade one students are what I feel to be at a high level of functioning which I feel is reflected in some of the more challenging lessons. I have also given them many opportunities to work in groups which I feel is the perfect opportunity for students to scaffold knowledge from one another and to create a sense of community and belonging within the classroom.

Children are born with innate and unique gifts, with provide a foundation for their learning and interactions with the environment

During the three weeks it is reflected within the lessons that I am focusing on the idea of respect. I am drawing on the students idea of fairness in regards to respect.

Children construct knowledge from their experiences, in a social environment and through processes, which are developmental, integrative and interactive

Many of the learning experiences I have planned within my lessons provide opportunities for exploration and hands on learning allowing students to construct their own knowledge of the subject matter. Through the use of many different instructional practices, experiences, and the use of technology, I will be engaging students of all learning styles.

Classrooms should reflect authentic, respectful human relationships and opportunities for active learning, negotiation of viewpoints, and the development of a sense of community

The focus of the three weeks revolves around the essential question: How do we respect ourselves, others and the earth? Through deconstructing literature, inquiry, class discussion and brainstorming I feel that students will be able to construct their own meanings regarding the essential question. The practice and idea of respect will be interwoven throughout the three weeks. Many of the opportunities allow students to work with one another to develop respectful relationships and a sense of belonging to a community (the classroom).

Learning environments for young children should extend from prepared classroom environments to the natural and social contexts within the children's community/ecological region

By focusing on what is and how to practice respect, I feel these practices will extend beyond the classroom walls and can become a practice in the students day to day lives. Also, I have tried to connect with the idea that even though they are learning about First Nations people in a historical context, many of the traditions and items are still seen as sacred and are used by First Nations people today.

Prepared classroom environments should offer children opportunities for full and balanced development of all human abilities

By viewing my students as capable and able to construct their own meanings from prepared material, I feel that I encourage the development of all human abilities.

Societies construct educational and child care practices that reflect the dominant values, attitudes and beliefs of their particular time and place

This is reflected in the idea in society that we should be respectful to one another and build positive relationships with others. My lessons and learning experiences I have constructed for the students reflect these beliefs.

The adult is responsible for creating a learning environment that reflects the principles and attitudes of anti-bias curriculum

I feel this is reflected by connecting with the idea that even though they are learning about First Nations people in a historical context, many of the traditions and items are still seen as sacred and are used by First Nations people today. I have also within my lessons used and introduced students to politically correct terminology (i.e. First Nations instead of Indian and newcomer instead of explorer which reflects that First Nations people occupied Canada first).

Teachers' practices are a reflection of their beliefs and values

The reason I choose to teach this unit is because I have an interest in authentic and meaningful First Nations education and the education of others regarding First Nations culture and traditions. I feel positive relationships can be built between non First Nations and First Nations people through education.

Resources for Teacher:

Saskatchewan Evergreen Curriculum

Saskatchewan Evergreen Health Draft Curriculum (2009)

Children First: A Resource for Kindergarten (2009)

Treaties in the Classroom resource guides for Kindergarten and Grade one

Wesakejack and the Flood as told by: Bill Ballantyne

CD-Rom- Living Long Ago on the Great Plains from RPL kit Living Long Ago by People in Their World Learning Series School Case #1

Music CD-Treaty Elders Memorial Round Dance (Sweet Grass Records – Canada)

A Promise is a Promise by Robert Munsch and Michael Kusugak

Origin of the Buffalo (<http://www.indians.org/welker/origbuff.html>)

Story robes <http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/html/storyrobes.htm>

Taking Care of Mother Earth by Leanne Flett Kruger

People of the Buffalo: How the Plains Indians Lived by Maria Campbell (selected pages)

Bison Supermarket prepared by People in Their World Learning Series (School Case #2)
– worksheet, information and specimens of buffalo hide with hair, horns and hoofs

Paper Tigers Blog-information on bannock

<http://www.papertigers.org/wordpress/?tag=grannys-giant-bannock>

Granny's Giant Bannock by Brenda Wastasecoot

The Bannock Book by Linda Ducharme

Student Resources:

The following books will be added to the student library for use during book share and DEAR time so students may have the opportunity to explore content for themselves.

Eagle Crest Books- Leveled Readers

<i>Title</i>	<i>Level</i>
The Dream Catcher	12
The Raven	2
The Hawk Drum	4
Picking Blackberries	9
My Grandma	1
My Buddy	2
Hot Moose Stew	12
Best Friends	13
My Grandpa	2
The Fishing Trip	6
The Dog Sled Ride	16
Dean's Fish	15

Other student books

<i>Title</i>	<i>Author</i>
The Aboriginal Alphabet For Children	Evelyn Ballantyne
The Hoop Dancer	Hazel Perrie & Pat Harrison
My School	Treaty 8 First Nations of Alberta
My Community Long Ago	Treaty 8 First Nations of Alberta
A Promise Is A Promise	Robert Munsch & Michael Kusugak
Treaty Days	Joan Pederson & Pamela Jacobson Quigg
Wesakesack and The Bears	as told by Bill Ballantyne
Wesakesack and The Flood	as told by Bill Ballantyne
Taking Care Of Mother Earth	Leanne Flett Kruger
Grandfather Buffalo	Jim Arnosky
What Do We Know About The Plains Indians?	Dr. Colin Taylor
Welcome To The World Of Moose	Diane Swanson
Baby Deer	Bobbie Kalman
The Buffalo	Sabrina Crewe
The American Bison	Steve Potts
The White-Tailed Deer	Michael Zwaschka
Deer, Moose, Elk and Caribou	Deborah Hodge

Lesson Plans:

The lesson plans are presented in the sequential order in which I hope to present them. I have planned it so as the kindergarten and grade ones receive the kindergarten objectives on the days the kindergartens are present and the grade ones receive the extension of the topic the next day. This has been laid out this way because it was stated that the grade ones had done little or none of the objectives in Treaties in the Classroom the previous year. I understand fully that I may not be able to deliver all of the lessons within this time frame and may have to redo or expand on some of the topics.

Note: see overview of lessons for cross curriculum connections.

Name: Amanda Jacek
Grade: Kindergarten/grade

Subject: ELA/S.S

Content: (Topic) Tribes of Saskatchewan and a story of creation from a Cree perspective	Teaching Strategy: Direct Instruction Indirect Instruction Interactive Instruction
Learning Objectives/Outcomes: 1. Students will become aware of the diversity of First Nations people who, since time immemorial, lived in what is now known as North America (K) 2. Students will identify some First Nations who lived in North America and what is now Saskatchewan (K) 3. The Students will learn that each First Nation had its own creation story about how the world was made (K)	Assessment: Student's will complete exit card regarding what actions they do that are respectful and why this is so. I am respectful when I _____. I am respectful when I do this because _____. (second sentence for advanced students) Students may also create own sentence Ask Kindergartens to draw you a picture and/or they can write you a sentence. Kindergartens words will be documented and attached to work.
Adaptive Dimension: If Kindergartens are present this day have students respond through drawing or experiential writing if they wish. Document their words and attach to work.	
Cross Curricular Competencies: Developing Thinking- listening critically to a story and point out respectful and disrespectful behaviour Developing Identity and Independence- informing students of the diversity of First Nations people Developing Literacies- listening to story on tape, story told from a different cultural perspective Developing Social Responsibilities- talking about respect, moral reasoning what is respectful and disrespectful	
Prerequisite Learning: Draw on student's prior knowledge of First Nations people and the idea of respect.	
Materials/Preparation: Wesakejack and the Flood as told by: Bill Ballantyne (tape and book), treaty map of Saskatchewan, exit slip papers	

Set: 10 min

Show students the map of Saskatchewan treaty areas. Tell students that another way to refer to Saskatchewan is the Prairie. Ask the students if they know any names of Canadian First Nations tribes and write them on the Smartboard . Write and point out any tribes that the students have not listed. Have students say names after you and save for future reference.

Point out where Lumsden is on a map and the treaty 4 area, also stating that the Cree and Saulteaux tribes lived in this area at the time treaties were signed. The Cree and Saulteaux belonged to a larger Nation called the Plains Cree Indians.

Talk about that the respectful term to use is First Nations people not Indian

Development 15 min

Ask students what respect is, make a mind map on Smartboard. Ask students to think about the word respect as they listen to a Cree story about how the earth was created. Remind students of the list of tribes we just made. State that each tribe had unique and different stories as well as languages and traditions.

Some tribes refer to the earth as Turtle Island or Mother Earth

(Book 6 min. in English and Cree).

Questions for discussion (add answers to mind map):

How were the people in the book not being respectful to one another?

What things might the people could have done to show respect for one another?

What are some things that you sometimes see people doing that are not respectful?

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Closure: 15 min

Ask students to write an exit card about being respectful

They can use the sentence :

I am respectful when I _____.

I am respectful when I do this because _____. (add second sentence for advanced students)

Students may also create own sentence

Ask Kindergartens to draw a picture and/or they can write a sentence

Remind students to put name on card and when they are done they can drop it in the basket. If they do not know how to spell the word they must try their best and sound it out. Grade ones -They may draw a picture if they wish but only after they have written their sentence.

Use student helpers to pass out paper

Go to Kindergarten desk and remind them of instructions. Ask them to put up their hand when they have finished the picture instead of dropping it in the basket so you can write down what they say how the picture represents something they do that is respectful (documentation) and attach it to work.

If many students are done early instruct class that the students may read the books from the basket on the hide but all those books must be put back into the basket when done.

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Social Studies

Content: (Topic) How First Nations people lived before contact with newcomers		Teaching Strategy: Direct Instruction Interactive Instruction	
Learning Objectives/Outcomes: 1. Students will become aware that all First Nations had their own cultures, languages, beliefs, and values, oral traditions and [ways of living] – Students will be aware that First Nations people live just like us today but still hold to their traditions and ways of knowing from the past (K)		Assessment: Use exit slip: I learned that First Nations people before contact _____.	
Adaptive Dimension: Kindergartens not present this day			
Cross Curricular Competencies: Developing Thinking- critical thinking- what would they like to know about First Nations people, making connections between incoming information and questions to draw conclusions (answers) Developing Identity and Independence- valuing and respecting human diversity through learning about First Nations culture Developing Literacies- media literacy- use of computer, information literacy- constructing meaning from media, historical literacy Developing Social Responsibilities- engaging effectively in class discussion to fill out KWL chart			
Prerequisite Learning: Any previous relevant knowledge constructed from unit or outside sources			
Materials/preparation: Smartboard and CD-Rom, paper, arrowheads, hide, sage or sweetgrass bundle, any other items I can gather for presentation (berries, twigs from trees), paper			

Set: 10 min

Make KWL chart on Smartboard or chart paper so it can be added to at a later date

Ask students what do they already know about how First Nations people lived long ago before contact with the newcomers. Explain what contact means, refer to globe where N. America is and Europe.

Note that many of these items are still seen as important to First Nations people and are still used

Ask them then what do they want to know (i.e) what did they wear, what did they play with, how did they hunt, or where did they live (pre-contact)

Count with students how many questions they have in each column. Show on hands if number small enough

Development: 20 min

Tell students that we are going to watch some short clips that may help us answer our questions

View CD-Rom ----->

Closure: 15 min

Ask students to write exit slip about what they learned and what they still wonder. What they still wonder can be something that is not on the KWL chart that may need to be added.

Can use sentence starters or make own

I learned that First Nations people before contact _____.

Use student helpers to pass out paper

If students are done they may use interactive CD-Rom or look at book box

CD-Rom- Living Long Ago on the Great Plains from RPL kit Living Long Ago by People in Their World Learning Series School Case #1.

<i>A Day In the Life</i>	View
a) Tracks	1,2
b) Music (flute, drum, and rattle)	All
c) Toys	All
d) Food (meat-buffalo, elk, deer, antelope, rabbit and pemmican, berries and roots	All

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Art/S.S
(Done over two days)

Content: (Topic) Parfleche		Teaching Strategy: Direct Instruction Independent Study	
Learning Objectives/Outcomes: 1. The students will become aware that First Nations peoples living on the plains [depended on the buffalo for many items to survive] (K).		Assessment: Anecdotal notes	
Adaptive Dimension: None needed			
Cross Curricular Competencies: Developing Thinking- learning about another culture Developing Identity and Independence- taking a concept (parfleche using geometric shapes) and making it uniquely their own Developing Literacies- artistic literacy, Developing Social Responsibilities- developing ability to work independently			
Prerequisite Learning: none			
Materials/Preparation: parfleche, string, colouring utensils			

Review treaty area, tribes who lived in the treaty area, other name for Saskatchewan
Second day review information again along with parfleche information

Set: 10 min

Show students piece of hide and pass around
Tell students that real parfleche are made out of rawhide which was stuffer than this (un-tanned hide)
Talk about traditional uses for parfleches

Show pictures and talk about the shapes used
Make list with visuals of shapes the students could use.
Tell them they are decorated with porcupine quills that were dyed or painted on with dyes from natural items

It wasn't until later on when they used beads (contact)--- reminder of yesterdays lesson

Development 25 min

Show students where to draw on parfleche and where to write name (inside)

Student work time

Closure 10 min

Review of what we made, what it was used for and what it was made out of
Sharing time

-
- Write: If I could put anything in my parfleche I would put _____.
 - Most students did this on second day when finished parfleche

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Closure: (10 min)

Ask pairs to stand up and read their sentence together to

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Social Studies

Topic: Circle of life and sacred number four	Teaching Strategy: Direct Instruction Experiential Learning Interactive Instruction (group work)
Learning Objectives/Outcomes: 1. The students will gain knowledge about “The Circle of Life” and how it relates to all of creation (Gr. 1) 2. The students will recognize that many things in nature and in their environment have four elements and circular patterns (Gr. 1) 3. The students will gain knowledge about circular patterns found in the Circle of Life and the importance of the number four in First Nations cultures (Gr. 1) 4. Students will gain an understanding of why First Nations people think the number four is sacred by learning about the significance [of it] (K)	Assessment: Anecdotal notes Observe: Student responses If students are able to follow instructions (did I give enough/too much or too little instruction on activity?) Observe students as they work (who is on task or not, are they doing their job and working well in group) – use for information about assigning groups for later tasks
Adaptive Dimension: None should be needed for this lesson.	
Cross Curricular Competencies: Developing Thinking- developing an understanding of The Circle of Life and sacred number four Developing Identity and Independence- working independently and cooperatively in a group setting Developing Literacies- Constructing knowledge of the Circle of Life and sacred number four through art (collage) and viewing others collages Developing Social Responsibilities- Working with a group to complete a task by doing ones part and working with resources (sharing, helping sort pictures).	
Prerequisite Learning: None Materials/preparation: pictures from magazines divided into entities, bristle board cut into quarters, sand, pie plate, example circles, scissors, glue, sticky tack, entity signs to be put up before lesson, hide	

Set: 10 min

Smartboard activity (Circle of Life- OTC Wikispace-Grade one

<http://otctreatyteacherwikispace.wikispaces.com/SMART+Board+Activities>) to introduce lesson

Development: 20 min

Tell students that they are going to collage on pieces of a circle with several different things (entities) that the First Nations people believe come in the sacred number four.

Entities:

The four elements of the universe: fire, water, air and the earth

The four directions: east, south, west and north (teacher example)

The four seasons: spring, summer, fall and winter

The four entities above the earth: the sun, moon, sky and stars

The four entities that breathe:

Insect Life

Water and Sky Life

Two- and Four-legged Land Life

Humanity

The four stages of human life: child, adolescent, adult and elder.

Explain that each person in the group will be responsible for one part of the four parts that are going to make up a circle. Each person will get a piece of the circle and it will be their job to collage on it the entity that is written at the top.

Tell students that each table group will receive a box with pictures in it and that it is their job to sort the pictures into the correct category. Also, that it is their job to make sure lots of the circle is covered with pictures.

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Ask students how they need to work in a group and why they need to do this (How can we respect each other when we work in a group?)

Ask students to repeat back to you the instructions

Closure: 15 min

Clean up and review

Review with students why the circle is sacred as well as the number 4.

Why is the number four seen as sacred to First Nations people?

What shape is considered sacred? Why?

If students are done they may collage extra pictures on back of their part of the circle

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Math/S.S

Content: (Topic) Measurement (comparing sizes of animals First Nations people hunted- Which one would give the most meat and hide?)	Teaching Strategy: Direct Instruction Indirect Instruction Experiential Learning Interactive Instruction
Learning Objectives/Outcomes: 1. Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering, or matching. (SS1.1) 2. Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity. (SSK.1) 3. How First Nations people lived before contact with newcomers (K/Gr.1)	Assessment: Observation of work- how students make comparisons, group conclusions Reading predictions- Do the students understand that they are comparing and is it evident that have they drawn on any prior knowledge? Discussion
Adaptive Dimension: If kindergartens present pair with grade ones	
Cross Curricular Competencies: Developing Thinking- thinking critically about information and making predictions based on previous knowledge Developing Identity and Independence- working cooperatively in a group with own role (job) to contribute to group Developing Literacies- technological literacies – using Smartboard to record final information Developing Social Responsibilities- working in a group respectively and in an area that is outside the constructs of the classroom	
Prerequisite Learning: Animals First Nations people hunted for food and hides,	
Materials/Preparation: Smartboard, animal cards with string, paper for predictions	

Set: 15 min

Ask students if they remember the kinds of animals First Nations people hunted primarily for food and hides? Make list on Smartboard.

Ask students to show you what length is, how long something is with their arms. Show on Smartboard ←→ (Length). Tell students that today we are going to compare how big some of the animals are that the First Nations People hunted to find out which one would have given the most food and hide. (Bison (Buffalo), Moose, White Tail Deer and Rabbit)

Make class prediction of which animal will give us the most hide and food.

Have students work in table groups, have them assign the tasks of recorder, measurers (2) and judger –explain these roles

Have the recorder write down the names of the animals on the mini white board and show how to record beside each animal (1-for biggest 2,3,4-for smallest). Ask students how they might do this. Talk about the need for base line (same starting point for all ropes)

Ask students what are some respectful rules for walking in the hall and going outside. Tell students you are going to go into the area right outside the classroom window and each group needs to find their own space. Remind students not to go on other side of school or play structures. (note if weather is not cooperative lesson will be held in the classroom and hallway or stage if available)

When the group has decided on the order all members are to come to the sidewalk and sit down so I know they are done.

Get students dressed and line up to go outside

Development: 15 min

Work time outside

Animal body length:

Bison- 3.8 m

White-tailed deer- 2 m

Moose- 3 m

Rabbit- .4m

Closure: 15 min

Have each recorder write the order they decided on (biggest to smallest) on Smartboard beside their group names

Compare- have students count and show on hands how many groups thought each of the animals were the smallest to biggest, and record answers. Decide on which animal would have given the most meat and hide

Ask students if they predicted correctly. What things did they think about when they were predicting? (previous learning experiences from unit, pictures they have seen?)

Talk about how when we predict we can think back to our prior knowledge

If done have students listen to creation story again, read books of their interest or use interactive CD

**Classroom
Management
Strategies**

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: English/S.S
~ may be done over two days
~ book and discussion may take longer than anticipated

Content: (Topic) What is a treaty and how it is very similar to a promise	Teaching Strategy: Direct Indirect Independent study
Learning Objectives/Outcomes: 1. Students will gain an understanding of what a treaty is by exploring the concept of a promise and what it means to make one (K) 2. Students will gain an understanding about the sacredness of the treaties from a First Nations perspective and how they were sealed by sacred pipe ceremonies (K)	Assessment: Assess understanding through observation during discussion and through writing of a promise
Adaptive Dimension: If Kindergartens are present this day have students respond through drawing or experiential writing if they wish. Document their words and attach to work.	
Cross Curricular Competencies: Developing Thinking- critically analyzing Allashua's actions (Did she break her promise?), analyzing what is a promise, making promises - what kind of promises can we make to make classroom a safe, respectful and happy place for everyone? Developing Identity and Independence- seeing how one can contribute to the classroom respectfully through a promise Developing Literacies- information literacy- about what is a: treaty, a promise and how treaties were sealed Developing Social Responsibilities- engaging in discussion about promises, making promises, revisiting exit cards talking about how to be respectful	
Prerequisite Learning: Lesson draws on knowledge of what a promise is	
Materials/Preparation: Book: A Promise is a Promise by Robert Munsch and Michael Kusugak Grey paper, picture of pipe, hide, have bulletin board prepared	

Set: 15 min

Place picture of pipe used in ceremonies in center along with book

Ask students to turn to their neighbour and talk about what they think a promise is and then have each pair share what they think (eye to eye and knee to knee)

Tell students to remember what the others said about promises because you are going to read a story about promises

Read: A Promise is a Promise by Robert Munsch and Michael Kusugak

Development: 15 min

Ask students:

What did Allashua promise to her mother in the beginning of the story?

Did she break her promise?

What happened when she broke her promise?

Do you think that it is good to break promises? Why or why not?

How does it make you or others feel if a promise is broken?

Is a promise forever? Why or why not?

Tell students that a promise is like a treaty. A treaty is an agreement between two nations of people. The First Nations and government agreed to treaties when Canada became a country. Ask students if they remember what treaty area they live in.

Show students the pictures of the pipe and tell them that a pipe was used to seal the treaties that were made. Tell students that the First Nations people believed the smoke from the pipe would carry their agreement upward to the creator and that this agreement was forever.

**Classroom
Management
Strategies**

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

“As long as the sun shines, the grasses grow and the rivers flow.”

Tell students that we are going to make our own promises to make the classroom a safe, respectful, happy place for everyone.

Remind students of when we talked about being respectful and they wrote cards I am respectful when I

Brainstorm ideas on Smartboard of what one could do with the words I can... in the middle

Closure: 15 min (may become part of next day lesson)

May wish to make draft promise first and then recopy

Draw cloud on paper and write sentence starting with I can _____ and have students write own promise and cut out when they are done.

Kindergartens can draw and I will write down their words and attach to picture or they may use inventive spelling

Students may wish to make more than one promise

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Social Studies

Content: (Topic) What was agreed to during the treaty signing between the First Nations people and the British Crown	Teaching Strategy: Direct Instruction Interactive Instruction
Learning Objectives/Outcomes: 1. Students will gain knowledge about the treaties negotiated and made between the First Nations and the British crown, in what is now known as Saskatchewan (Gr. 1) 2. The students will [begin to] identify the Saskatchewan Numbered Treaties 4, 5, 6, 8 and 10 (Gr. 1)	Assessment: Anecdotal notes: See if students remember what a treaty is, how they were sealed by First Nations people and what treaty area they live in.
Adaptive Dimension: None needed	
Cross Curricular Competencies: Developing Thinking- connecting the meaning of treaties from past to present (we are all treaty people) Developing Identity and Independence- beginning to understand idea of negotiation and that we all live on this land that was negotiated for Developing Literacies- historical literacy Developing Social Responsibilities- contributions to class discussion and working respectfully when moving about the classroom	
Prerequisite Learning: What a treaty is Materials/Preparation: treaty maps, set up stations, cut outs of negotiated items, Smartboard template with pictures of items to drag to categorize	

Set: 15 min

Review what a promise and a treaty is. Also review that the treaties were sealed with a pipe ceremony. Ask students if they remember how long the treaties were agreed to? “As long as the sun shines, the grasses grow and the rivers flow.”

Show students the treaty map and point out that the black lines are boundaries. Fort Qu’Appelle is where the treaty was signed and the pipe ceremony took place

Ask students if they remember which treaty area they live in? (#4)-Review other information

Tell students that there were many things that were agreed to between the First Nations people and the British Crown (Canadian Government) when the treaties were signed. Things were negotiated for and this meant that each group would give each other something in return for something else.

Give example of negotiation using class

Development: 15 min

State that not all the treaties negotiated for these items but these were the common ones. Each area had more specifics. These were negotiated for so both groups could live in Canada together. Collage on paper the pictures of what was generally negotiated for during the treaties

Ask students to not glue over writing.

Point out to students the extra piece in corner (what British Crown negotiated for- land).

Generally Negotiated for by First Nations:

Land, money, clothes, food, farming tools, able to hunt or fish, schools, medicine

Negotiated by British Crown:

Land

Use Round Dance Music

**Classroom
Management
Strategies**

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Closure: 15 min

Review orally treaty information once papers are handed in

Conversation on why students may think they are treaty people – make connection with what was negotiated for by government- students now live on that land that was negotiated for

If time close with

Read together: I live in ____ (ask if any students live in another town other than Lumsden) and _____ is in the Treaty 4 area. I am a Treaty ____ person. I am part of the treaties. (display on board, overhead or Smartboard)

If done students may use items/worksheets in Bison Supermarket

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Art/S.S

Content: (Topic) Buffalo hide painting (story robes)		Teaching Strategy: Direct Instruction Independent Study	
Learning Objectives/Outcomes: 1. The students will become aware that First Nations peoples living on the plains [depended on the buffalo for many items to survive] (K). 2. Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (making own story using symbols)		Assessment: Anecdotal notes	
Adaptive Dimension: None needed			
Cross Curricular Competencies: Developing Thinking- learning about another culture Developing Identity and Independence- using symbols to write their own life story (connection with use of past items to present day~ stories can be told many different ways Developing Literacies- artistic literacy, Developing Social Responsibilities- developing ability to work independently			
Prerequisite Learning: none			
Materials/Preparation: hide shaped brown paper, scissors, black pencil crayon, symbol key			

Review the following: 5 min

Treaty area, tribes who lived in the treaty area, other name for Saskatchewan, what a promise is (compare to treaty), what were the treaties sealed with, what was the belief of the smoke, how long were they signed for, what was negotiated (First Nations and Government ~ what did each party want?)

Set: 10 min

Ask students if they remember anything we have already talked about that was made from the buffalo and used by First Nations people

Show students rawhide and talk again about parfleche
Talk about other items that the buffalo was used for
Pass around items and talk about them

Development 20 min

Show website and talk about story robes.
Show own story robe and tell them what the symbols mean

Ask students to only use black pencil crayon, and show where to put name.
Instruct that you want them to try to make their own story not just a bunch of random symbols (use ones on paper only)
Cut out when done
Ask them to crumple it and put in bag, explain what we are doing

Closure 10 min

If time have students copy treaty 4 saying onto lined paper and paste on back of previous lessons paper
K's can cut and glue on treaty map pieces (could also be extension)
Or make another story robe on white paper b/c there will not be enough

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: English/S.S
(lesson will be done on ½ day
of teaching in conjunction
with lesson 10)

Content: (Topic) The Buffalo	Teaching Strategy: Direct Instruction Experiential Learning Interactive Instruction
Learning Objectives/Outcomes: 1. The students will become aware that First Nations peoples living on the plains depended on the buffalo for their survival. (K) 2. The students will gain awareness of the significance of the buffalo in First nations cultures through the art of oral storytelling (Gr. 1) 3. Accept the dramatic context and assume roles within it. Contribute ideas appropriate to the drama and accept the ideas of others (Gr. 1)	Assessment: Anecdotal notes Observation- of students answers - retelling story - answers to closure questions
Adaptive Dimension: None needed	
Cross Curricular Competencies: Developing Thinking- remembering a story in order to retell it, focus on comprehension of story Developing Identity and Independence-valuing each others ability to contribute to retelling of story through drama Developing Literacies- using drama to retell story Developing Social Responsibilities- being respectful of each others ideas and space while dramatizing story	
Prerequisite Learning: none	
Materials/Preparation: Story, Smartboard or chart paper	

Set: 10 min

Read story Origin of the Buffalo
(<http://www.indians.org/welker/origbuff.html>)

Ask students to pay careful attention because you will need their help after to retell the story

Development: 25 min

Ask students if they remember what happened first in the story. Make list of events in succession.

Tell students we are going to tell the story again and we will see what we have missed but this time you are going to use everyone to retell the story. Tell students after you read a section they can act out the part with silent actions.

Keep inside circle, appoint people to be chief, three braves, grandmother – all rest will be tribe and buffalo

Walk students through, giving small suggestions

After restate list, did we miss anything? Add to list of story.

Closure: 10

Ask students why the Cheyenne hunters went into the cave?

What did the grandmother give them?

Was everyone happy at the end of the story, why or why not? (connection to needing buffalo for survival)

If time have students explore Bison Supermarket box or books

**Classroom
Management
Strategies**

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Name: Amanda Jacek
 Grade: Kindergarten/grade 1

Subject: Art/ S.S
 (lesson will be done on ½ day
 of teaching in conjunction
 with origin of buffalo lesson)

<p>Content: (Topic)</p> <p>Use of natural dyes</p> <p>(combine with lesson on the buffalo- story- Origin of the Buffalo)</p>	<p>Teaching Strategy:</p> <p>Interactive Instruction Experiential Instruction</p>
<p>Learning Objectives/Outcomes:</p> <ol style="list-style-type: none"> 1. Students will become aware that all First Nations had their own cultures, languages, beliefs, and values, oral traditions and [ways of living] (focus on ways of living-use of natural dyes) (K) 2. Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment (working with natural dyes) (Gr. 1) 3. Begin to develop own ideas into visual art expressions, using the processes and materials of visual art (working with natural dyes simply by dipping paper into them) (Gr. 1) 	<p>Assessment:</p> <p>Anecdotal notes</p> <p>Questions regarding KWL chart</p> <p>Do you remember what First Nations people used to dye things like clothes and hides?</p>
<p>Adaptive Dimension:</p> <p>None needed</p>	
<p>Cross Curricular Competencies:</p> <p>Developing Thinking- engaging students in the creative process</p> <p>Developing Identity and Independence-seeing ones self as a contributing member of the group</p> <p>Developing Literacies- using art as a means of expression</p> <p>Developing Social Responsibilities- respecting each other while working as a group</p>	
<p>Prerequisite Learning: Look back at KWL chart uses for berries ect- dyes</p> <p>Materials/Preparation: Onion skin dye, white coffee filters, large cut out of buffalo, string, clothes pins, tarp/plastic, buckets, paint shirts if they have</p> <p>Safety: Ask students to not consume any of the materials, check for allergies, remind students to be careful because floor might be slippery, state that this will stain</p>	

Set: 5 min

Tell students that you made a dye using only onion skins (show onion skin)- talk about how First Nations people traditionally used natural items to make dyes

Tell them that they are going to help finish the large buffalo by making fur for it by using the onion dye and coffee filters

Ask students to get paint shirts if they have them

Development: 25 min

Give instructions – show how to dip the coffee filter into the dye (not all the way) and then ring it out. Show how it dyes the filter and tell students that it will also dye their clothes and other things so they must be extra careful.

Ask students to not consume any of the materials, check for allergies, remind students to be careful because floor might be slippery

Have students then attach filter to clothes line to dry.

Closure: 10 min

Clean up

- will revisit once filters are dry and glue them on to the cardboard to make it look like the buffalo has hair.

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Social Studies
(Done over two days)

Content: (Topic) The Buffalo – uses	Teaching Strategy: Direct Instruction Interactive Instruction Independent Study
Learning Objectives/Outcomes: 1. Students will gain knowledge about the many uses of the buffalo and how the buffalo was the main source of survival for Plains First Nations peoples (Gr. 1)	Assessment: Anecdotal notes: observe students responses during discussion and filling out charts Worksheet- uses of the buffalo
Adaptive Dimension: For kindergartens tell them to draw answers and I will ask them about their drawings	
Cross Curricular Competencies: Developing Thinking- transferring knowledge from viewing materials to worksheet Developing Identity and Independence- contributing to KWL chart Developing Literacies- use of a variety of media Developing Social Responsibilities- being respectful of each others ideas while filling out KWL chart	
Prerequisite Learning: refer back to knowledge learnt in KWL chart	
Materials/Preparation: Smartboard, worksheets, hide with hair, horns and hoofs, saved KWL chart, People of the Buffalo: How the Plains Indians Lived by Maria Campbell (selected pages), pictures of items	

Set: 20 min

Review

Tell students that today we are going to learn how First Nations people used the buffalo to survive (introduce hide with hair, horns and hoofs- pass around circle)-RSM buffalo box

Point out what items are still made from hides (ie. drum)

Development: 20 min

Make chart on Smartboard with following buffalo parts: horn, hide, hair, hoof, teeth, rib

Read selected parts of buffalo map

Discuss with students that First Nations people used every part of the buffalo and that nothing went to waste

Work through booklet together-My Book About Buffalo Parts and How They Were Used

Closure: 10 min

Continue working on booklet and drawing corresponding pictures- students share with teacher when they are done

If time have students look at map of bison, items from buffalo box

Classroom Management Strategies

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Name: Amanda Jacek
Grade: Kindergarten/grade 1

Subject: Math/S.S
(may be extended over two periods
on last day)

Content: (Topic) Comparing measurements while making bannock Closing lesson-summarize learning (How can we practice respecting each other while we make and eat the bannock?) -Connection to something from past still used today in First Nations Cultures	Teaching Strategy: Direct Instruction Indirect Instruction Interactive Instruction
Learning Objectives/Outcomes: 1. Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity. (SSK.1) 2. Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering, or matching. (SS1.1) 3. Heritage -family, culture, celebrations, traditions, the past (Gr. 1)	Assessment: Anecdotal notes Observation of students conversations and actions Regarding respect Have the students internalized what is respect and how to be respectful?
Adaptive Dimension: Pair kindergartens with a compatible grade one group	
Cross Curricular Competencies: Developing Thinking-understanding that something from First Nations culture is still important and used today Developing Identity and Independence-contributing to a group to make the bannock Developing Literacies-learning measurement through comparisons and how measurement can be used in a meaningful way Developing Social Responsibilities-working respectfully in a group toward a common goal	
Prerequisite Learning: What is respect, concept of measurement, foods First Nations people ate in the past Materials/Preparation: Bannock recipe and materials Safety: check for allergies, make sure we use gluten free items (one student has a reaction to gluten), wash hands before making and before eating, make sure students do not eat raw items	

Set: 15 min

Revisit foods First Nations people ate. Ask students if we can make a list of some of those foods. Are many of them some you eat?

Talk about bannock. Tell students that like many of the items on the list bannock is still eaten today by First Nations families.

Read The Bannock Book

Development: 20 min

Show students the measuring cups and spoons. Tell students that they are going to work in table groups to make a batch of bannock.

Talk about how can we be respectful while making the bannock. Refer back to the lists of respectful things we made in beginning of 3 weeks.

Have students go wash hands

Ask students to please take turns putting the ingredients in. Have them measure on their own. Ask questions such as:
Which measuring item held more ingredients?

Did we use more flour or sugar?

How do we know if one holds more ingredients?

Closure: 10 min

Clean up

Conversation reviewing and praising students on things you saw respectful (i.e) taking turns

Bannock will have to be cooked over noon hour because there is not enough room in staff kitchen for students. This will be an afternoon snack before recess for the students.

Closure: (10 min)

Ask pairs to stand up and read their sentence together to class.

**Classroom
Management
Strategies**

~ One, two, three eyes on me

~ Echo clap

~ Reminder- Ask students after each step to repeat back instructions. After instructions on what to do, expectations for answers, and expectations for assignment.

Buffalo Booklet

<p style="text-align: center;">Horns</p> <p>Buffalo _____ were used to make _____.</p>	<p style="text-align: center;">Hides</p> <p>Buffalo _____ were used to make _____.</p>
<p style="text-align: center;">Hair</p> <p>Buffalo _____ was used to make _____.</p>	<p style="text-align: center;">Hooves</p> <p>Buffalo _____ were used to make _____.</p>

Teeth

Ribs

Buffalo _____ were used to
make _____.

Buffalo _____ were used to
make _____.

**My Book About Buffalo
Parts and How They
Were Used**

Name: _____