**Understanding by Design Unit Template**

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| **Title of Unit** | The Seven Grandfather Teachings | **Grade Level** | Grade 3 |
| **Subject** | Social Studies, Science, Health,  Arts Education | **Time Frame** | 10-14 days |
| **Developed By** | Alanna LeMaire-Ruder, Hailey Sills, Hannah Magnusson, Makenna Morrison | | |
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| **Stage 1 - Identify Desired Results** | | | |
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| **Learning Outcomes** | | | |
| Social Studies   * DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land * Compare and contrast the different belief systems that people have regarding the land we live on   Science   * PL3.2 Analyze the interdependence among plants, individuals, society and the environment * Look at how plants, people and society, and the environment are connected   Health Education   * USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it * Explore your inner spirituality and the importance of caring for it   Arts Education   * CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Metis artists in own communities or regions * Appreciate the traditional and always changing artworks of the Saskatchewan First Nations and Metis artists around our community   Treaty Education   * SI3 Examine how various teachings people have about the natural world guide behavior and actions * Consider how different teachings about the natural world influence people's behavior and actions | | | |
| **Enduring Understandings**  What understandings about the big ideas are desired?(what you want students to understand & be able to use several years from now)  What misunderstandings are predictable? | | **Questions for Deep Understanding**  What provocative questions will foster inquiry into the content?(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) | |
| *Students will understand that...*   * Different cultures will have differing perspectives about the land and the importance that it holds * Demonstrate an understanding of the seven Indigenous teachings * in several years from now, students need to be able to appreciate the ever-changing culture * Students will be sensitive to the diverse cultures immigrating to Canada * Everyone’s inner self is different   *Related misconceptions…*   * They could misunderstand that Indigenous culture is superior others * learning about the Indigenous seven teachings does not mean that the students are going to be experts in the previous struggles and culture of the Indigenous people | | *Content specific….*   * What is the importance of the interconnectedness of people and the environment? * Why do you think it is important to learn about your inner self?     *FNMI, multicultural, cross-curricular…*   * Why do they value these teachings? * Why are the teachings valuable to non-Indigenous students? * Why should these teachings be celebrated? | |
| **Knowledge:**  What knowledge will students acquire as a result of this unit?  This content knowledge may come from the indicators or might also address prerequisite knowledge that students will need for this unit. | | **Skills**  What skills will students acquire as a result of this unit?  List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit.  These will come from the indicators. | |
| *Students will know...*   * And gain an understanding of The Seven teachings * How the Indigenous people view the land * How to begin to connect to who they really are * Information about Saskatchewan First Nations and Metis art/artists expressions * how to use a talking stick in a circle talk and the importance of circles | | *Students will be able to…*   * Provide information regarding The Seven teachings * Describe their inner self and acknowledge it is different than others * look at the natural world carefully * present the information they are learning | |

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| **Subject/Grade: Social Studies Grade 3        Lesson Title: Humility and Wisdom                   Teacher: Hailey Sills** | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:**   * DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land * Research the view of land as held by Indigenous peoples in communities studied. * Identify ways in which people in communities studied interact with the land (e.g. meeting needs and wants, how land is protected or neglected).   Treaty Education:   * SI3 Examine how various teachings people have about the natural world guide behavior and actions. * Analyze how First Nation peoples’ beliefs guide relationships with the land and natural world. | |
| **Modified indicator:**   * Compare and contrast the different belief systems that people have regarding the land we live on. * Consider how different teachings about the natural world influence people's behavior and actions.   **Key Understandings: (‘I Can’ statements)**   * I can demonstrate an understanding of beliefs of multiple communities around the world regarding living on and with the land. * I can complete research about the ways Indigenous peoples view the land. * I can examine the different ways Indigenous peoples view the land and see how it affects their actions and behaviours. | **Essential Questions:**   * How are humility and wisdom related to social studies and treaty education? * How will students demonstrate an understanding of the outcomes and indicators? * Why is treaty education so important for students to learn? |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| * I will be assessing student learning through an assignment and one quiz. * For the assignment, the students will be given a map of Canada labeled with the provinces and cities on it, their job is to label all of the treaties and treaty locations throughout Canada. * The quiz will be a written exam about The Seven Teachings, with a main focus on wisdom and humility and the relation to Canada. There will be multiple choice questions, fill in the blank questions with a word bank, and one small written question. | |
| **Stage 3: Build Learning Plan** | |
| **Set (Warm-up, Focusing the Learning):    Time:** Day One   * Day one I will begin with an introduction about the treaties and the location of them in Canada. I will also discuss the historical significance they hold. * They will be given a sheet of all the treaty locations in Canada. * I will teach about The Seven Teachings and clarify that we will only be focusing on wisdom and humility. * I will explain the relation of the Indigenous communities to Canada as a country. * I will explain the way Indigenous communities view the land and the significance it holds to their culture.   **Development:  The Map                   Time:** Day Two   * Students will be given a map of Canada labeled with the provinces and cities. * Students will be given markers, crayons, pencil crayons, and pencils to label their maps. * I will tell them to begin labeling the treaties the best they can for the first 15 minutes. * I will come around and look at their maps, taking notes of the students who misplaced certain treaties or forgot some. * For the next 15 minutes, the students will take out their worksheet of the labeled treaties in Canada. Using a different color the students will label the ones they forgot, or correct the ones they misplaced.   **Learning Closure: The Quiz                 Time: Day Three**   * Students will now be given a small quiz to test their knowledge of the treaties, The Seven Teachings, the historical significance and the relation to Canada. * The questions will be multiple-choice, fill in the blank, and one small short answer question. * I will be out of 15 marks. | **Materials/Equipment:**   * Labeled map of Canada. * Markers, crayons, pencil crayons and pencils. * Study guide of information for the quiz.   **Management Strategies:**   * Making sure students understand each concept before moving on. * Going around the room and meeting with each child individually when introducing a new topic.   **Safety Considerations:**   * The pencils could potentially be sharp.     **Possible Adaptations/**  **Differentiation:**   * Maybe get them to label a regular map of Canada with the provinces and cities, and then get them to label a treaty map. |
| **Stage 4: Reflection** | |
| * Overall, I think this lesson plan will be effective in a grade three classroom. * They get to have hands-on experience with the coloring/labeling of a map. * They will be tested on their knowledge. * I will be making sure there is a general understanding of the topics before moving onto a new one. | |

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| **Subject/Grade:Science  3 Lesson Title: Love/Respect    Teacher: Hannah Magnusson** | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:**  **PL3.2 Analyze the interdependence among plants, individuals, society and the environment**  **(k)** Defend a position related to plant use (e.g., picking plants, harvesting crops, fertilizing, and planting invasive species) and protection (e.g., establishing conservation areas, planting native species, and developing alternatives to plant-based products).  **(l)** Imagine a world without plants and describe the impact on animals, people and the environment  **(m)** Respond to and acknowledge the ideas of others regarding the importance of plants to self and society  **Treaty Education:**  SI3 Examine how various teachings people have about the natural world guide behavior and actions.   * Analyze how First Nation peoples’ beliefs guide relationships with the land and natural world | |
| **Modified indicator:**   * Look at how plants and people are connected * Look at the relationships between plants and the earth and what they need to grow and to be successful   **Key Understandings: (‘I Can’ statements)**   * I can understand what love and respect mean * I can use my listening skills to further my knowledge on Treaty Education for love and respect * I can be respectful to other ways of learning and acknowledge the differences between cultures * I can be free of judgment | **Essential Questions:**   * How do plants experience love and respect through the environment? * How can the students acknowledge the plants and garden through love and respect? * Why is it important to learn about love and respect for the environment? * What ways can students demonstrate love and respect for the environment, other than growing a garden? |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| * Get the students to create an NWL sheet * Asses their ability to follow instructions * For this assignment I will be assess the student’s abilities to work in a group setting and use their listening skills * I will also assess the ability to answer the questions that the Elder may ask them and their ability to present what they have learnt with this lesson * I will also have an ongoing document open for myself to have running records or anecdotal records of the engagement of the students and their ability to focus and what went well and what didn’t go well. * I will also at the end of the lesson look at their journals to see what they have learnt and to check their understanding and evaluate them on the completion of the NWL sheets | |
| **Stage 3: Build Learning Plan** | |
| **Set:                                                      Time:** Day 1: 20 min   * Have an area set aside for planting a garden for three types of vegetables. * This lesson should take place at the beginning of the spring planting season * This lesson may also include pre-planning and organization with the guest Elder if they are available * As a part of pre-planning, I will ask the Elder to name the vegetables that my class will be planting in their language. Try to plant vegetables that may be part of their traditional local diet * Have the Elder tell a “planting” story to share with the class. If the Elder does not have one, then I would read a book to the class about planting a garden   **Development:                        Time:** Day 2: 2-3 hours   * Plan to meet the local Elder at the garden site or a plating site that we have created within our school * Have a class discussion and list information about gardens with the Elder”   + - What type of vegetables would you expect to see in a garden?     - What do the vegetables start out as?     - What do the vegetables need to grow? * Explain to the class that we will be going to a garden site where we will plant vegetable seeds * Take students to the site and explain that we will be planting potatoes, carrots and tomatoes. They will be planted in rows * I will ask the Elder to say the names of the vegetables in the local First Peoples language and have the students repeat the words * Ask the students to describe the area   + - What does it look like?     - What do you see in the whole area?     - How many different types of flowers do you see in the area?     - Student will then collect a few samples of the different types of flowers in the area * Return to the classroom and explain to the students that we are going to divide into 3 groups and each group has a different task to complete and they will continue to rotate till they have completed all the tasks * Group 1 – display the flower samples. Have students draw at least two examples of the different types of flowers. They should include all the aspects of the flowers * Group 2- have your local Elder read “Giving Thanks” by Chief Jake Swamp. While reading the book tell the students to listen so they can answer the following questions   + - What is the title of the book?     - Why should we give thanks?     - What did the plants need to grow?     - What else needs water to grow? * Group 3 – have students draw and color a plan of the garden, draw a row of potatoes, a row of carrots, etc. or we can have the students draw and color a picture of the vegetable they will plant next time they go to the garden.   **Learning Closure:                     Time:** Day 3: 20 min   * Have the students write in journals through the entire lesson on what they observed and learnt from this experience * Have the students present in their groups what they came up with and then discuss the differences and similarities within all the groups | **Materials/Equipment:**   * One strip of large white paper per group of 2-3 students * One worksheet per student * Giving Thanks: A Native American Good Morning Message, by Chief Jake Swamp * Pictures of potatoes, tomatoes and carrots * Gardening supplies   + - Shovel     - Bucket     - Watering Can * Vegetable Seeds   **Management Strategies:**   * Making sure students understand proper listening skills and communication skills * Have another helper like a TA in the classroom to help control the group work * Make sure students understand what is being asked of them and to allow room for questions * While introducing a new topic make the students write down things that they heard, and think are important to increase engagement   **Safety Considerations:**   * Wearing gloves while planting * Wearing safety goggles so dirt doesn’t enter their eyes * Extra room for when working in groups   **Possible Adaptations/**  **Differentiation:**   * Decreasing the amount of writing for students who may have trouble writing or spelling. Having computers on hand so they can keep up with the groups * Have them work with a group of individuals that you know will be there to guide them and keep them focused and engaged. |
| **Stage 4: Reflection** | |
| * Overall, I think this lesson will engage all types of learners and be a fun lesson about learning about love and respect for the environment in treaty education * They get to experience hands on learning and work on their social interaction within the small groups * They will gain an understanding of what it means to love and respect their environment, while incorporating many cross-curriculum components | |

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| **Subject/Grade:** Grade 3 Health **Lesson Title:** Honesty, Courage and Truth **Teacher:** Makenna Morrison | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:**  USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it   * g) Participate in experiences designed to increase one's sense of connection to others and other life forms (e.g., carefully observing the natural world, class rituals focused on appreciating each class member, participating in cultural activities). * i) Distinguish between thoughts, feelings, and actions that nourish or damage one's "inner self".   Treaty Education:   * SI3 Examine how various teachings people have about the natural world guide behavior and actions   + Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. | |
| **Modified indicator:**  Treaty Education:   * Indicator: Interview someone close to you...   **Key Understandings: (‘I Can’ statements)**   * I can talk about my thoughts, feelings, and actions. * I can use respectful language when discussing Indigenous culture/ all cultures. * I can learn what Honesty, Courage, and Truth means to me and others. * I can participate | **Essential Questions:**   * What does Honesty, Courage, and Truth look like? * Why is Honesty, Courage, and Truth important to me/others? * How is Honesty, Courage, and Truth important in relation to the environment? * Why is it important to learn about one's inner self? * What does your inner self look like? Feel like? |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| * Rock presentation will allow me to see how students related what we have learnt to themselves (inner self). * Assess their ability to follow along with circle talks about Courage, Honesty, Truth, and inner self. * Assess and look at their abilities to work as a group and to participate. * Assess what they have learnt by adding new words to our flip chart | |
| **Stage 3: Build Learning Plan** | |
| **Set:                                                            Time:** 30min prep   * First start by creating or finding a talking stick * Then make sure the classroom has a spot to form a circle (preferably having everyone sitting on the floor) * Then make sure you are familiar with Courage, Truth and Honesty in relation to the environment and what these things might mean to the students. (Might be useful to google some information on the 3 Grandfather Teachings being taught in this lesson) * Collect rocks for the students to paint. Have them washed and dried so they are ready. (If students are picking their own rock this step is not needed) * Prepare take home sheets for the students to take home and ask a family member about what Mother Nature means to them/ their family. * Have flip charts available or other large pieces of paper to collect the information the students share   **Development:                                   Time:** Day 1 - 40-60 min   * Sitting in a circle, explain the importance of sitting in a circle (ex: shows interconnectedness, respect to everyone, to allow everyone to be heard, the circle is a dominant symbol in nature and has come to represent wholeness, etc.) * Ask students if they sit in a circle in their culture (ex: around a fire, at the table, playing card/board games) * Ask the students now when does the Indigenous culture sit in a circle and the importance of the circle symbol (ex: powwows, drums are circles, seasons go in a circle, dance in a circle) * Explain the importance of talking sticks to Indigenous culture. They are what Indigenous peoples use to talk in circles, and whoever has the stick has the opportunity to talk. The stick is considered an object of power and is not to be abused. * Now using the talking stick have students share what they feel their inner self is. Explain that their inner self isn’t about what they look like on the outside but how they feel on the inside. This can be their personal thoughts, their feelings, actions, goals, what motivates them. * Try to hear from every child. Allowing for all students to use the talking stick. * Now ask students the next few questions but write answers on a flip chart so you can always reference/add to them. * What does Honesty look like? How does an honest person act? * What does Courage look like? How does a courageous person act? * What does Truth look like? How does a truthful person act? * Now explain to the students the 3 Grandfather teachings that are going to be talked about next. (Courage, Honesty and Truth) Add to the flip chart so students can see and look back on these three symbols. * First start with Courage and explain how the Bear is a symbol of Courage. Describe to the students what the bear/courage means in relation to Indigenous culture. (below)   “Listen to your heart. It takes courage to do what is right. Courage is being brave in the face of life’s problems. Daily challenges take courage to overcome. Never give in, never give up.”   * Ask the students if they have any courageous stories they have had that they would like to share. * Continue this discussion with Honesty and Truth. * Explain how the Sabe is a symbol for Honesty. (below)   “Never lie, cheat, steal or gossip. Be honest with yourself and others. Speak from your heart. Be true to your word.”   * Again ask the students if they have a story about a time they were honest. * Lastly, explain Truth and how the Turtle represents truth. (below)   “Always seek truth. Living the truth is living the Seven Teachings.”                                                                                            Day 2 - 40 min   * Explain to students the importance of the natural world around us. Rocks are a part of the natural world so good to observe them and to see their importance to the environment. We need a good healthy environment to survive. * Ask the students why we need a clean environment to live? (ex: trees for oxygen, good soil for gardens) * Give each student a rock for their rock project and have them first feel the rock and share what the rock feels like and looks like. * Explain to students that they will now get to pick one of the 3 teachings we have been focusing on and to paint and/or draw on their rock what that teaching looks like/ feels like to them. Tell them that they will be sharing their story and rock to the class so as to make sure they do a good job. * When students are all done explain and give them each their Mother Nature sheet to take home to fill out with a family member.   **Learning Closure:                                  Time:** Day 3 - 30 min   * Have students sit in a circle and using the talking stick share their rock to the class and explain why they chose what they have done. * While still in the circle have each child also talk about their family members responses to Mother Nature and if they learnt anything new from them. * Wrap up with going over flip chart/ adding more | **Materials/Equipment:**   * Family members * Mother Nature assignment sheet * Rocks * Paint * Markers * Talking stick * Flip charts/ paper   **Management Strategies:**   * Sitting in a circle * Making sure all students understand what is expected from them at all times * Provide an order for students to share their rocks/ Mother Nature sheets in   **Safety Considerations:**   * Handling rocks properly (ex: not throwing or dropping rocks)   **Possible Adaptations/**  **Differentiation:**   * May need to adapt family involvement depending on students family experiences * Let kids bring a rock, or as a class go outside and pick rocks, or pre pick rocks for them * Decrease or increase time * Have day 2 split into two different time sections to allow children a break and to not get distracted |
| **Stage 4: Reflection** | |
| * In sum, I feel this lesson will spark students' creativity through the rock assignment. It allows for them to learn and share about their inner self. * This assignment encourages all students to participate through the different forms of learning. (ex: sit and listen/ talk and discuss/ share personal thoughts/ talk with parents/ learning through hands on) * Students will also get to build their social skills by presenting and sharing in the circle talks. * They will learn to understand the importance of Courage, Truth, and Honesty, to the environment, to themselves, and to others. * Students will also get to see that we are all different and the importance of us all being different. | |

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| **Subject/Grade:** Art/Grade Three**Lesson Title:** The Seven Grandfather Teachings  **Teacher:** Alanna LeMaire-Ruder | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s)/Treaty Outcomes and Indicators:**  Arts Education   * CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Metis artists in own communities or regions   + f) Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land, and the environment.   Treaty Education   * SI3 Examine how various teachings people have about the natural world guide behavior and actions   + Analyze how First Nation peoples’ beliefs guide relationships with the land and natural world. | |
| **Modified indicator:**   * Understand that Indigenous artists work represents a interconnected relationship between people, land and environment   **Key Understandings: (‘I Can’ statements)**   * I can describe what a dream catcher means to Indigenous peoples and where it originated. * I can describe what all Seven Teachings mean and the importance of them. * I can explain why beads and feathers are important in Indigenous cultures. * I can describe what the dreamcatcher stands for | **Essential Questions:**   * What do the Seven Grandfather teachings look like in everyday life? * Why do you need to respect and find importance in the Seven Grandfather Teachings in the environment? * How can we bring in Indigenous art into our daily lives? |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| Dream catcher -   * Assess whether students are able to integrate the seven different teachings into their dream catcher * Assess whether the students are capable of using their listening and speaking skill appropriately   + Speaking about how the process of making the dream catcher impacted them   + Listening to their peers describe the experience * Students will be assessed on their spelling abilities when writing out the Seven Grandfather Teachings on their feathers * Students will be assessed on their ability to follow instructions and clean up their space after each class period | |
| **Stage 3: Build Learning Plan** | |
| **Set (Warm-up, Focusing the Learning):    Time:** Day 1   * Sit the class down on the floor in a talking circle. Have each student holding their rock from the previous lesson. * Each student will show their rock and explain what treaty they are from and which of the Seven teachings is most prevalent in their home. * As a class we will have a short discussion about all of the teachings. * We will read a book about what a dream catcher is * Students will learn why Indigenous communities use beading in their everyday lives and why it is so important and where we see it   + Pow Wow * We will discuss what feathers mean in the Indenous communities, where we see them presented   + Pow Wow   + Indigenous art * Set up stations with four students per station in the classroom * Tell students that this process is to be calming and soothing, there is to be no yelling or excessive noise * Students will be separated into groups of four to begin looking at the materials needs for their dream catcher   **Development:                                                Time:** Day 2   * Students will get back into their groups from the previous day and begin the first steps in the crafting process * They will be asked to get their scissors from their pencil cases, practicing the proper safety strategies for walking with scissors * They will each be given a paper plate * Students will be asked to carefully cut out the center of the plate keeping it intact * They can colour the plate with whatever they choose * Once they have cut the center of the plate and decorated it to whatever extent they choose. They will be asked to write their name on the back and hand it in to get the holes punched for the yarn * Once they have handed in their dream catcher, they can pick up Seven paper feathers, and cut them out. * On each feather they will write each of the Seven Grandfather Teachings on them with symbols that represent that teaching   **Time:** Day 3   * Students will again arrive in class going to their stations they have been working at where their dreamcatcher plate sits waiting. * Students will finish up their feather writing and wait for further instruction * Once all students have completed their feathers they will bring them to the front to get a hole punch in the top * They will line up by table section and cut seven pieces of yarn for the feathers and a longer piece to wove throughout the center of the plate * Students will then sit back down and begin to knot their yarn and attach it to the plate and their feathers. * They will attach a few beads to the piece of yarn before putting a knot in the yarn * Once they are done they will put all their supplies away and leave the dream catcher sitting on their desk   **Learning Closure:                                          Time:** Day 4   * Students will gather in a talking circle with their dream catchers * They will stand up when it gets to their turn and describe why they coloured it they way they did and what the symbols on it mean to them or the Indigenous community * They will describe what the beads mean * Students will describe what the process meant to them and how they felt during   + Were they anxious because they are uncomfortable with crafts?   + Were they happy because they got to be creative? * Once they finish, they will get a push pin and attach their dream catcher to the bulletin board outside the classroom. Making sure to ask for assistance before doing so. | **Materials/Equipment:**   * Paper plates * Scissors * String or wool * Beads * Feathers * Individual hole punch   **Management Strategies:**   * Ensure students are clear about what the proper listen and speaking strategies   + Hands to ourselves   + Eyes up   + Focusing on the speaker   **Safety Considerations:**   * Students will work in small groups to ensure that proper safety precautions are being followed regarding scissors   + No running with scissors   + If walking they need to be at your side, pointed down   **Possible Adaptations/**  **Differentiation:**   * Allow students to draw a dreamcatcher rather than cut and paste * Allow students to write about what they feel the Seven Teachings mean to them and how they impact their lives |
| **Stage 4: Reflection** | |
| * This project will allow their students to express their creativity and express their previously learned knowledge through one final assignment * They will be able to integrate the seven different teachings and what colour is affiliated with each teaching * Students will be able to bring significance to an Indigenous art making technique * They will be able to reflect on the importance of having a dream catcher in their home and why many Indigenous families have them throughout their home * Students will be able to gain an acceptance for every detail they comes into play when making art and the serenity it brings to a person | |