


Topic: Plants for Food and Fibre	Lesson: 1	Date:
Subject: Science	Time: ~ 60 mins	Grade: 7
<p><i>Intents/Objectives/Purpose</i></p> <p><i>Curricular Connection:</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>illustrate and explain the essential role of plants within the environment</i> • <i>“...describe human uses of plants as sources of food and raw materials, and give examples of other uses (e.g., identify uses of plants as herbs or medicines; describe plant products, and identify plant sources on which they depend)...”</i> <p><i>From Alberta Programs of Study, 2014, p. 15</i></p>		

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>PREP: Print off the attached document for section 3:</p> <p>■ Indigenous plants activity.pdf</p> <ul style="list-style-type: none"> • Print off enough copies so that groups of 2-3 students can do the activity • Laminate (if possible) and cut out each square. Keep each set of copies grouped separately 		
<p>1. Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> • Give each student one sticky notes • Pose the question: “What do plants mean to you?”. • Have students answer the question on sticky notes • Have students stick the sticky notes on the white board/wall • Read off some of the answers • State that: Just like plants are meaningful to us in different ways, they have different meanings and uses for different cultures and all meanings and uses should be considered and valued 	7-10 mins	-sticky notes -pencils
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> • Use the following Slide Deck to guide your lesson (You may start the slide deck before the introduction): <ul style="list-style-type: none"> ▣ Grade 7: Plants for Food and Fibre • Notable points: <ul style="list-style-type: none"> ○ Slide 4: Invite students to think about the quote for about a minute or two. You may ask some students their thoughts, but do not correct their answers. ○ Slide 8: Ask students: “How do Students Use Plants?” and take a few answers 	40 mins	PowerPoint- Foods for Plants and Fibre

<ul style="list-style-type: none"> ○ Slide 15: The main takeaway is that historically and presently, plants have many medicinal uses. 		
<p>3. Coached/Guided-Practice/Seatwork</p> <p>Slide 19:</p> <ul style="list-style-type: none"> ● Split students into groups of 2-3 ● Hand out the prepped squares/cards: https://drive.google.com/file/d/1KQjcYeyFTr-CFVUtTqLr12TtQXjzj7li/view?usp=share_link ● Tell students: these are just some general teachings about plants. Not EVERY Indigenous group and nation has the same teachings for each plant. ● Tell students that they need to match the picture of the plant to the use 	<p>5-10 mins</p>	<p>Handout -Plants for Food and Fibre</p> <p>■</p>
<p>5. Review/Assessment</p> <ul style="list-style-type: none"> ● Formative: Ask students: <ul style="list-style-type: none"> ○ What can plants be used for? ○ Why are plants important to the environment? ○ What did you learn about the uses of plants by Indigenous peoples? 	<p>5 mins</p>	
<p>Extension activity</p> <ul style="list-style-type: none"> ● If possible, obtain the physical plants ● Sage can be obtained from the district Elder, the Indigenous strategist, from schools with a higher Indigenous student population or from the Elizabeth Fry Society (Calgary) ● With parental permission, you may also be able to conduct a smudging ceremony with students so that they are able to connect with the Sage <ul style="list-style-type: none"> ○ If you are doing this: <ul style="list-style-type: none"> ■ Do not lead the ceremony without the proper rites or teachings. <ul style="list-style-type: none"> ● Please ask your principal to consult an Elder to help you with this practice ■ OBTAIN parental permission ■ Sage may be the easiest plant to obtain ■ Allow students to opt out of the smudging practice ■ Be sure to read both documents. ○ Alternatively: 		<p>Resources on smudging: -https://elizabethfrycalgary.ca/2019/03/22/indigenous-learning-smudging-ceremonies/ -https://www.cbe.ab.ca/programs/supports-for-students/Documents/Indigenous-Education-Cultural-Protocols.pdf p.7-8</p>

<ul style="list-style-type: none">■ You may also watch/ show this video: https://www.youtube.com/watch?v=ooJCthCBo-0 ( Smudging with Reg and Rose Crowshoe)● Another alternative:<ul style="list-style-type: none">○ Go on a plant identification on a walk around the school community or if possible, at a field trip location<ul style="list-style-type: none">■ To help with identifying the plants, use: Galileo Network Plant Index		
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