

<b>Topic: Nature Mosaic</b>	<b>Lesson: 1-3</b>	<b>Date:</b>
<b>Subject: Social Studies/ Art</b>	<b>Time: 60-90 mins</b>	<b>Grade: 4</b>

***Intents/Objectives/Purpose***

*Curricular Connection:*

**Social Studies:**

*Students will:*

- **4.1.1 value Alberta’s physical geography and natural environment**
  - appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta
  - appreciate the environmental significance of national and provincial parks and protected areas in Alberta
  - appreciate how land sustains communities and quality of life
- **4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:**
  - What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)

**Art:**

*Students will:*

- Continue to make two-dimension assemblages from found materials, reaching for more sophistication leading to specifics such as mosaics

<b><i>Activities</i></b>	<b><i>Time</i></b>	<b><i>Displays/Resources</i></b>
<p><b>1. Introduction/Set/Advanced Organizers</b></p> <ul style="list-style-type: none"> <li>● If weather permits: <ul style="list-style-type: none"> <li>○ Bring students on a quick walk around the school: tell them to notice the nature around them and to think about what that piece of nature means to them.</li> <li>○ You may want to have students gather items such as fallen leaves, flowers or dirt for their mosaic assignment mentioned later in the plan.</li> </ul> </li> <li>● If weather does not permit: <ul style="list-style-type: none"> <li>○ Show a ~3 minute excerpt from the following video in lieu of a nature walk:  <a href="https://www.youtube.com/watch?v=XcX00olueXY">https://www.youtube.com/watch?v=XcX00olueXY</a></li> <li>○ This video is of Nose Hill Park (connects to the case study on slides 4-5)</li> </ul> </li> </ul>	~20-30 mins	Sharing circle protocol: <a href="https://passthefeather.ca/sharing-circles/">https://passthefeather.ca/sharing-circles/</a>

<ul style="list-style-type: none"> <li>● After the walk/video: <ul style="list-style-type: none"> <li>○ Seat students in a circle and explain what a sharing circle is</li> <li>○ Explain sharing circle protocol to them</li> <li>○ *For meaning of a sharing circle and the protocol, see linked document: <a href="https://passthefeather.ca/sharing-circles/">https://passthefeather.ca/sharing-circles/</a> *</li> <li>○ Using the sharing circle protocol, ask the following questions: <ul style="list-style-type: none"> <li>■ What elements of nature did you notice on our walk/in the video?</li> <li>■ How might the elements of nature that we saw be important? <ul style="list-style-type: none"> <li>● Examples of answers might be “trees give us oxygen”, “plants have many important uses” or “the snow can be important if we like sledding”</li> </ul> </li> <li>■ What are some different pieces of nature that are meaningful to you? <ul style="list-style-type: none"> <li>● These answers do not have to be something that they saw on their walk</li> <li>● You may give examples such as: “if you like hiking, mountains may be meaningful to you” or “if you like swimming, lakes may be meaningful to you”</li> </ul> </li> </ul> </li> </ul> </li> <li>● Use this as a segue to land acknowledgments: <ul style="list-style-type: none"> <li>○ <b>Say:</b> when we think about how nature and the land are meaningful to us we can begin to think about how important it is and about how it sustains us. We can use this to craft a land acknowledgement. Land acknowledgments are important because they help us to form a respectful relationship with the land and show our gratitude to the Indigenous Peoples who this land was forcibly taken from. We would not be living the life that we do without the land and the sacrifices of the Indigenous Peoples.</li> </ul> </li> </ul>		
<p><b>2. Clarifying/Creating -Understanding/Concept-Development</b></p> <ul style="list-style-type: none"> <li>● Use this slideshow to guide the rest of the lesson. <ul style="list-style-type: none"> <li>○ Show the land acknowledgment video: <a href="https://www.youtube.com/watch?v=8VXhTLS9aS4">https://www.youtube.com/watch?v=8VXhTLS9aS4</a>. Say: this is important as for a part of our assignment, we will craft our own land acknowledgments to show how much the land means to us.</li> </ul> </li> <li>● Slides that need extra elaboration:</li> </ul>	<p>~30 minutes</p>	<p>-Slides</p> <p><a href="#">-Children's Treaty 7 Land Acknowledgment</a></p>

<ul style="list-style-type: none"> <li>○ <b><u>Slides 3-4:</u></b> <ul style="list-style-type: none"> <li>■ <b>If you did not show the video mentioned in section 1</b> of the lesson plan, you may want to show a quick excerpt of it so students can see what Nose Hill Park looks like to help them connect with the case study.</li> <li>■ If you did show the video, relate it back to these slides.</li> <li>■ For the student's perspectives, try to guide them toward thinking about the sacrality of the land and why it may be important to have certain areas protected. <ul style="list-style-type: none"> <li>● Ex. It protects the remnants of Indigenous cultures that are a part of the identity of the park.</li> <li>● Ex. It protects the animals and plants that are becoming extinct/extirpated.</li> <li>● Ex. Some Indigenous groups view some of the land at the park as sacred and letting people into those areas might damage it.</li> </ul> </li> </ul> </li> <li>○ <b><u>Slide 15:</u></b> <ul style="list-style-type: none"> <li>■ The Study of the Big Rock (in Okotoks)</li> <li>■ This is a Blackfoot Story of how the big rock came to have the giant split down its middle.</li> <li>■ Key takeaways: <ul style="list-style-type: none"> <li>● Indigenous Peoples use stories to explain cool natural phenomena.</li> <li>● It also shows the diverse and interesting geology that Alberta has to offer.</li> </ul> </li> </ul> </li> <li>○ <b><u>Slide 18:</u></b> <ul style="list-style-type: none"> <li>■ Facilitate a discussion of if students think that fossils should be protected.</li> <li>■ Although fossils are cool and students might want to be able to keep them, have them consider the Indigenous perspective of fossils as well</li> </ul> </li> </ul>		<p><a href="https://www.youtube.com/watch?v=8VXhTlS9aS4">https://www.youtube.com/watch?v=8VXhTlS9aS4</a></p>
<p><b>3. Coached/Guided-Practice/Seatwork &amp; Review/Assessment</b></p> <ul style="list-style-type: none"> <li>● Students will create a nature mosaic that represents aspects of nature that are meaningful to them.</li> <li>● They will then also write a land acknowledgement to thank the land for allowing them to do the things that they have placed in their mosaic. Their acknowledgment should be specific to them and their chosen activities.</li> </ul>	<p>~20-30 mins</p>	<p>-print outs of other aspects of nature that students might want (have students create a document of</p>

<ul style="list-style-type: none"> <li>○ You may share examples of land acknowledgments for your treaty using the ones in this link: <a href="https://www.lawsociety.ab.ca/about-us/key-initiatives/indigenous-initiatives/indigenous-land-acknowledgements/">https://www.lawsociety.ab.ca/about-us/key-initiatives/indigenous-initiatives/indigenous-land-acknowledgements/</a> <ul style="list-style-type: none"> <li>■ Depending on the level of your class you may share the basic or extended land acknowledgment as your expectations.</li> <li>■ <b>If students are taking items from nature, please explain “reciprocity” to them:</b> <ul style="list-style-type: none"> <li>● In Indigenous worldviews, we do not take without giving back.</li> <li>● For example, if we are taking rocks from a riverbed, we might offer tobacco or water to the land.</li> <li>● Encourage students to offer water to the land when they take an item from it.</li> <li>● Here is a video to explain reciprocity: <a href="https://www.learnalberta.ca/content/aswt/traditional_environmental_knowledge/#respecting-wisdom-laboucan">https://www.learnalberta.ca/content/aswt/traditional_environmental_knowledge/#respecting-wisdom-laboucan</a></li> </ul> </li> </ul> </li> <li>● An example as well as the assignment instructions/rubric are attached</li> </ul>		<p>their nature images and print it for them)</p> <p>-assignment template:</p> <p>-assignment example</p> <p>-assignment rubric:</p>
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<p><b>Differentiation with specific groups/students</b></p> <ul style="list-style-type: none"> <li>● For groups who may struggle with a mosaic, have them create a collage instead using items collected from nature as well as pictures of items in nature</li> <li>● You may have a supply of usable items for the mosaic to help inspire students</li> </ul>
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<p style="text-align: center;"><b>References</b></p> <p>Alberta Education. (1985). <i>Art</i>. Alberta Education. <a href="https://education.alberta.ca/media/482114/elemart.pdf">https://education.alberta.ca/media/482114/elemart.pdf</a></p> <p>Alberta Education. (2005). <i>SOCIAL STUDIES KINDERGARTEN TO GRADE 12</i>. Alberta Education. <a href="https://education.alberta.ca/media/159595/program-of-studies-gr-4.pdf">https://education.alberta.ca/media/159595/program-of-studies-gr-4.pdf</a></p> <p><i>Land acknowledgement</i>. Calgary Foundation. (n.d.). <a href="https://calgaryfoundation.org/about-us/reconciliation/land-acknowledgement/#:~:text=Spanning%20generations%2C%20acknowledgement%20of%20the,an%20important%20part%20of%20reconciliation.">https://calgaryfoundation.org/about-us/reconciliation/land-acknowledgement/#:~:text=Spanning%20generations%2C%20acknowledgement%20of%20the,an%20important%20part%20of%20reconciliation.</a></p>
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