

Topic: Communicating ideas about the land	Lesson: 1-3	Date:
Subject: English Language Arts	Time: variable (1-3 classes)	Grade: 4

Intents/Objectives/Purpose

Curricular Connection:

Students will:

- Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.
- Present information that engages, informs, persuades, or entertains an audience.
- Integrate visual aids to enhance communication.
- Participate in presentations as a respectful audience member.
- Examine connections between texts and self
- Create written texts for a variety of audiences and purposes.

From: <https://curriculum.learnalberta.ca/curriculum/en/c/laneng3?s=LANENG>

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>1. Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> • Start the class by taking students on a quick walk outside to look at the land around the school • While they walk, tell them to think about this prompt: <ul style="list-style-type: none"> ○ <i>“When I think about “land” and “home,” I think about...”</i> • When you return to the classroom: <ul style="list-style-type: none"> ○ Have students jot their answers to the prompt on a sticky note and stick it on a white board or blank wall when they are done ○ Read a few of the answers to the class. 	10-20 mins	-sticky notes -pencils
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> • Read an Indigenous book about the land to the students. Book ideas include: <ul style="list-style-type: none"> ○ Sila and the Land by Roundpoint, Angalik and DuPré (24 pages) ○ Walking Together by Marshall, Zimanyi and Kewageshig (34 pages) 	20-40 mins	-The chosen book (all are free through the public library. Sila and the land and Walking Together are also available

<ul style="list-style-type: none"> ○ Siksikawa Otaawahsinnowa (Where the Blackfoot People Live By Miikotsimiiii (Red Wing) and Payne Many Guns (29 pages) ○ If none of these options resonate with you, you may also explore options from this webpage: https://www.youtube.com/watch?v=rUa6U0DcxKw&list=PL40rQpwLkfOEDRBzj9k5CFhlapBxxRCG ● After, have a discussion about the chosen book. These questions may include: <ul style="list-style-type: none"> ○ What are the main takeaways from the book? ○ What does the book tell us about the land? ○ What are some suggestions for how we can connect to and take care of the land? 		<p>from amazon for purchase)</p> <p>-White board/markers for the discussion</p>
<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> ● Show a slideshow on the main ideas of the importance of the land as well as on storytelling to help guide their upcoming assignment ● Slideshow: The Importance of the Land ● After each video in the slideshow, ask students to tell you some key points and takeaways for each video <ul style="list-style-type: none"> ○ Also ask students about their wonderings. 	<p>20 mins</p>	<p>Slides</p>
<p>5. Review/Assessment</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ● Students should create a visual or piece of writing that depicts the importance of the land to them <ul style="list-style-type: none"> ○ This visual/piece of writing may be a story, letter, poem, poster, slide-show or video (other types of media can be negotiable) ○ This part most likely will take about 1-3 classes or can be assigned for homework ○ Students should be able to access the book/slideshow that was used as provocations as well as online resources to help them with their presentation ● Once that visual is completed, students should orally present their piece of media to the class. This ties in with the Indigenous oral storytelling tradition. The media and oral presentation should answer the following questions: <ul style="list-style-type: none"> ○ What does your project tell us about the land in general? ○ What does your project tell us about what the land means to you? <p>*Students may work in groups for this assignment if you feel that this is best*</p>	<p>60 mins-180 mins</p>	<p>-Chosen book</p> <p>Chromebooks/iPads for research or videoing</p> <p>-Project materials: *poster paper *lined paper *markers *pencils *crayons</p> <p>-Rubric: (please make a copy and edit it to match</p>

your grading
scale)

Rubric

6. Differentiation with specific groups/students

- Depending on the group of students, you may limit them to only creating a visual or only creating a piece of writing

Extra Resources

-To facilitate your (the teacher's) learning about the importance of Storytelling from Indigenous perspectives, please check out the videos from Empowering the Spirit: <https://empoweringthespirit.ca/sharing-through-story/>