

Topic: Wetland Ecosystems incorporating Indigenous Perspectives	Lesson: 1-2	Date:
Subject: Science	Time: 90-105 mins	Class: Grade 5
<p>Intents/Objectives/Purpose Students will be able to explain the difference between concave and convex.</p> <p><i>Curricular Connection:</i></p> <ul style="list-style-type: none"> ● Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen. ● Understand that a wetland ecosystem involves interactions between living and non-living things, both in and around the water ● Recognize that changes in part of an environment have effects on the whole environment <p><i>LOs from: Alberta Programs of Study, 1996, p.28</i></p>		

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> ● Arrange students so that they are sitting in a circle. If weather permits, conduct this activity outside (working outside allows students to connect with the land which aligns with Indigenous Ways of Knowing) ● Before you start, share the following quotes and ask students to think about what they might mean? <ul style="list-style-type: none"> ○ “The land is a sacred trust from the Creator. The land is the giver of life like a mother. The ecological aspect of Indigenous knowledge is all about the land. The land is a source of identity for Aboriginal People.”-Dr. Leroy Littlebear ○ “In the circle, we are all equal. There is no one in front of you and there’s nobody behind you. No one is above you, no one is below you. The circle is sacred because it’s designed to create unity.”- Lakota Wisdom ● Conduct a Think-Pair-Share with the following questions. (Give students two minutes to think about the questions, then 3 minutes to share their thoughts with one to two partners. The “Share” component will be conducted as a Sharing Circle where each student will listen while one student at a time shares their thoughts. ● Be sure to go over the rules of a Sharing Circle with your class before starting the activity if you have never done a circle before. At this time, you will not correct student answers. This will serve as a formative assessment. <ul style="list-style-type: none"> ○ Question 1: What do you think a Wetland is? 	30-40 mins	How to host a sharing circle/rules: https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html and https://www.albertaschoolcouncils.ca/public/download/documents/42879

<ul style="list-style-type: none"> ○ Question 2: What do you think are some examples of wetlands? ○ Question 3: What do you think a Wetland might be used for? ○ Question 4: What are some living things that we can find in a wetland? ○ Question 5: What are some non-living things we can find in a wetland? ○ Question 6: Why might it be important to protect a wetland? ○ Question 7: Why do you think the water in the wetland is important? 		
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> ● Bring students back inside and return them to their seats. ● Use the Presentation to guide the next bit of learning ● Hand out the worksheet comparing Indigenous worldviews to Western worldview when you have arrived at <u>slide 12</u>. Give a brief overview of the differences. ● Play this video on Indigenous worldview, to help students understand what is about to be discussed: Circle of Life: What is the Aboriginal Worldview?. (You may want to have a talk about terminology (Indigenous vs. Aboriginal)). (This video is on Slide 12) <ul style="list-style-type: none"> ○ For more information on terminology, please see this resource: https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16a%20-%20Terminology.pdf ● Ask students to think back to the questions from earlier with the lens of an Indigenous scientist. Ask the following question: <ul style="list-style-type: none"> ○ What might Indigenous Peoples think about nature and Wetlands? <ul style="list-style-type: none"> ■ Answers should look like: <ul style="list-style-type: none"> ● In Indigenous worldviews all components in nature including those in the wetlands are considered living things ● The Wetland and the plants and animals in it give us messages and teachings ● The nature in the wetland is sacred ● Indigenous worldviews highlight respect for all living things, which includes everything on Mother Earth, from an Indigenous perspective, and lead to a healthy environment, including healthy wetlands <p>It is important to communicate clearly to students that the sharing of Indigenous worldviews, or any perspectives, is not</p>	<p>20 mins</p>	<p>Wetlands PowerPoint</p> <p>-note on terminology: https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16a%20-%20Terminology.pdf</p> <p>Worksheet comparing Indigenous to Western Worldview</p> <p>-Worldview video: Circle of Life: What is the Aboriginal Worldview?</p>

<p>intended to contradict the worldviews of others, but that all perspectives must be respected as valid.</p>		
<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> ● Give Student the “My Rubber Boots” worksheet to fill out ● Show them the “My Rubber Boots” video and tell them to fill the sheet out as they watch: My Rubber Boots ● ● Give Student the “Tea of Life Worksheet” to fill out ● ● Show them the “Tea of Life” video and tell them to fill the sheet out as they watch: Tea of Life 	<p>20 mins</p>	<p>Rubber Boots video: https://www.youtube.com/watch?v=2w_peZ8htA8&t=4s</p> <p>Rubber Boots Worksheet</p> <p>Tea of Life Video: https://www.youtube.com/watch?v=Nu2D1akq318&t=177s</p> <p>Tea of Life Worksheet</p>
<p>5. Review/Assessment</p> <ul style="list-style-type: none"> ● Once students are complete their sheet, facilitate a discussion of the answers as a large group ● Have students also discuss what may be different between the views and teachings of Roy (the Elder) compared to the Western scientist. 	<p>15 mins</p>	<p>Answers: My Rubber Boots Worksheet</p> <p>Tea of Life Worksheet</p>
<p>6. Extra Time</p> <p>Watch this video: Wetlands Odyssey to see if students can recognize common nature in Wetlands</p>	<p>3-5 mins</p>	<p>https://youtu.be/OI2oNcbh-xw</p>
<p>Guiding Resource: https://www.sacredrelationship.ca/media/uploads/Lesson_Plan_1.1_-_Gr5_Science.pdf https://www.sacredrelationship.ca/media/uploads/Lesson_Plan_1.2_-_Gr_5_Science.pdf</p>		