

# GRADE 4 COMMUNICATING IDEAS ABOUT THE LAND

## Teacher Prompts

1. How did the students connect with the land during the walk?

Example: The students seemed to connect with the land by noticing the different types of plants and the sounds of birds. Many mentioned feeling calm and peaceful as they walked outside.

2. What connections did students make between the Indigenous practices of caring for the land and their own experiences?

Example: Some students drew parallels between their own family practices, such as gardening and recycling, and the teachings about the land from the book.

3. How did the discussion about Indigenous oral traditions shape students' understanding of the land?

Example: The students began to appreciate that oral storytelling is not just about sharing stories, but also about preserving knowledge and connecting to the land in a deeper, spiritual way.

4. What was the most meaningful Indigenous practice that students reflected on during the lesson?

Example: The practice of giving thanks to the land for its resources stood out to many students, who reflected on how we often take the land for granted.

5. How did the integration of storytelling influence students' engagement with the lesson?

Example: Storytelling sparked a lot of engagement, as students saw how personal connections to the land could be expressed through stories.

6. What role did community play in students' understanding of Indigenous practices related to the land?

Example: Students were able to understand that community involvement is central to caring for the land in Indigenous practices, especially when they saw how knowledge is shared and passed down.

