

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: "Land as Teacher" Artist Trading Cards Lesson # 5 Date: Dec 10 /24
 Name: Ashley Epp Subject: Language Arts Grade(s): 6

Rationale:

This lesson is intended for the beginning of the school year to help students set personal goals and get to know their teachers and classmates. Students will listen as the teacher reads the book *Walking Together* by Elder Dr. Albert D. Marshall and Louise Zimanyi. The book introduces students to the Mi'kmaw concept of Etuaptmumk, or Two-Eyed Seeing, to see from multiple perspectives and view the land as a teacher. After reading the story, the students will be given a handout that lists animals and the traits and virtues they symbolize in Indigenous culture. Students will choose an animal that symbolizes the virtues they hope to be their teacher and embody in their personal goals for the school year. Students will then make an artist trading card with a drawing of their animal on the front, and the animal's traits and at least one personal goal on the back. Students will be given protective sleeves for their trading cards to keep them in good condition throughout the year so that students can look back on the goals they made for themselves during this activity. Students can keep their cards at their desks or in their backpacks to look at anytime for motivation. Students may make multiple cards if they would like to have more than one animal as a teacher.

Core Competencies:

Communication	Thinking	Personal & Social
Connecting and Engaging with Others: <ul style="list-style-type: none"> During think-pair-share, students will share which animal traits they identify with and which animal they wish to have as a teacher with a classmate. Students will listen to their classmates as they share. 	Reflecting and Assessing: <ul style="list-style-type: none"> Students will reflect on themselves and their learning styles and habits to relate to the traits of animals. They will think about which animal traits they hope to embody in the goals they set for themselves. 	Recognizing Personal Values and Choices: <ul style="list-style-type: none"> Students will reflect on their own traits and the traits they wish to embody in the goals they set for themselves.

Big Ideas (Understand)

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts: <ul style="list-style-type: none"> Students will connect the story to their own experiences, listen to their classmates' perspectives, and look beyond the text to 	Metacognitive Strategies: <ul style="list-style-type: none"> Students will talk and think about learning through reflection and goal-setting.

<p>create goals for themselves inspired by the land.</p> <p>Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts:</p> <ul style="list-style-type: none"> Students will recognize the Indigenous perspective of the story and activity and understand how many personal perspectives can be applied. 	
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to understand the Indigenous perspectives and values being expressed in the story. Students will be able to identify their own strengths, traits, and virtues, and connect them to animals and the symbolism they hold in Indigenous cultures. Students will be able to create artist trading cards that illustrate the animals they've chosen to be their teachers and the goals they've set for themselves based on the animals' traits. 	<ul style="list-style-type: none"> Students will be assessed on the completion of their animal trait handouts. Students will be assessed on the completion of their artist trading cards Students will be assessed on whether their goals connect to the traits of the animal they've chosen as a teacher.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Writing skills Drawing and colouring skills Ability to listen and connect to a story
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Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place):</p> <ul style="list-style-type: none"> This lesson focuses on the connectedness between stories and the self, the self and others, the present self and the future self, and the interconnectedness of perspectives and experiences. <p>Learning is embedded in memory, history, and story:</p> <ul style="list-style-type: none"> Through reading the book <i>Walking Together</i>, students will reflect on the connections between the story, themselves, and what they've learned from their peers.

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> For students who require help with writing or drawing, someone can help by scribing for them or they can collaborate with a partner. Students who have difficulty drawing and writing may instead work virtually using Canva, Google Docs, or another application or website. Students have the option to wear headphones (while working on the handout or artist trading cards) if feeling overstimulated by noise or other factors.

Differentiate Instruction (DI):

<ul style="list-style-type: none"> Students may use visual aids such as pictures and videos to aid their understanding. They may also look at the picture book more closely while working to understand concepts through images.

- Students who are struggling with the activity may work with a partner or receive help from the teacher or a classmate.
- Students who require further explanation of the activity may work with the instructor for further clarification.

Materials and Resources

- *Walking Together* physical book or video
- Animal traits handouts
- Thick paper or cardstock cut to trading card size (2.5 inches by 3.5 inches)
- Pencils
- Colouring supplies

Lesson Activities:

Teacher Activities	Student Activities	Time
<ul style="list-style-type: none"> • The teacher will ask students if they've read the book <i>Walking Together</i> before. • Provide some background on the book (authors and background, themes to pay attention to). • Read the book and show pictures to the class (use projector if needed). • To continue holding students' attention, periodically ask students to make predictions about the story. Ask what the story might be about just by looking at the cover and title, or ask what might happen next after an exciting page. • Explain the trading card activity and handout activity and show an example you made yourself to clarify expectations. 	<ul style="list-style-type: none"> • Students will listen to the teacher read the story. • Students will ask questions or make comments about the story. 	15 minutes (10 minutes to read the book and discuss, 5 minutes to explain activity)
<ul style="list-style-type: none"> • Ask students to engage in a quick brain break and get their bodies moving with a 1-2 minute long brain break video. • Hand out Indigenous animal symbolism worksheets. • Circulate the classroom and encourage students. Help them if needed. • When most students are done, instruct students to Think-Pair-Share with an elbow partner. • Hand out blank trading cards to students and remind them of the expectations. • Circulate the classroom and encourage and help students. 	<ul style="list-style-type: none"> • Students will engage in a quick brain break. • Students will read the traits of each animal and choose 1-2 animals that they identify with. They will then choose 1-2 animals they wish to learn from and write at least 1 goal for themselves based on their animal teacher's traits. • Students will share what they wrote and listen to their elbow partner. • Students will then work on their artist trading cards by drawing, colouring, and writing. 	30 minutes (10 minutes for Indigenous animal symbolism handout, 20 minutes for artist trading cards)
<ul style="list-style-type: none"> • Get students' attention and ask them to form a sharing circle. Ask them about which animals they connected to. 	<ul style="list-style-type: none"> • Students will form a sharing circle and take turns sharing which animals they chose to 	5 minutes

<p>Which animals did they choose as teachers?</p> <ul style="list-style-type: none"> • Ask students to share their drawings or goals with the class if they would like to. Offer to read their goals to the class if students are nervous to share aloud. 	<p>connect to and to be their teachers and why.</p> <ul style="list-style-type: none"> • Students may share their work with the class or ask the teacher to read it. 	
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Organizational Strategies:

- Counting down from 5 to get students' attention in a timely manner.
 - Begin implementing organizational strategies and positive classroom practices at the beginning of the school year to create comfortable routines in the classroom.

Proactive, Positive Classroom Learning Environment Strategies:

- Snapping/clapping for peers when they finish showing or reading their trading cards.
- Listening to each other as they share their goals, the animals they connect to and the animals they wish to learn from.
- Allowing everyone a chance to speak in a sharing circle process using an object as a "talking stick."
- Encouraging students.

Extensions:

- Students can make multiple artist trading cards for each animal they want as a teacher.
- Students could make goals for each other and trade cards with their peers.
- Students could ask friends and family which animal they identify with and which animal they would like to have as a teacher.

Reflections (if necessary, continue on separate sheet):

I thought of the idea for this lesson plan after looking for picture books with Indigenous content for a language and literacy assignment, and looking at Indigenous animal symbolism during a classmate's math presentation. I found a video of a woman reading *Walking Together* by Elder Dr. Albert D. Marshall & Louise Zimanyi, and the math activity reminded me of this book. I thought this activity would be a great way to implement Indigenous learning in the classroom and for students to better understand themselves, their new classmates, and their new teacher during the first or second week of school. Although *Walking Together* may be aimed at students younger than grade 6, I think the book's message of valuing multiple perspectives and learning from the land to be valuable lessons for all ages. While creating a lesson plan focused on Indigenous content, it was easy to doubt myself and worry about if my lesson would teach Indigenous knowledge respectfully. Before teaching this lesson, I would check with Indigenous educators in my school or community for guidance.