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| Subject: | Social Studies (Innovation and its Connection to the Land) | Grade: | 3 | Duration: | 6 weeks (tied to Skw’une-was Program at the Cheakamus Center) |

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| Big Ideas: | Summative Assessment: |
| **Big Idea:** Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. | Create an innovation or artifact that is influenced by their environment and improves the quality of their lives. |

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| Unit Understandings: |  | Content: |
| * People’s relationship to the land
* Environmental influence on innovation
* Interconnected nature of indigenous values
 |  | * Interconnections of cultural and technological innovations of global and local indigenous peoples
* Relationship between humans and their environment
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| Transfer: |  | Essential Questions: |
| Students will use their knowledge of the land to enhance the quality of their lives. |  | * How do we connect with the land?
* How does knowledge of the local environments influence innovation?
* Why do people innovate?
* How are indigenous values connected?
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|  | Concepts: |  |  | Curricular Competencies: |
|  | Connection, Innovation, Culture, Relationship |  |  | * Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
* Explain why people, events, or places are significant to various individuals and groups
* Recognize the causes and consequences of events, decisions, or developments (cause and consequence)
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| First People’s Principles of Learning: |  |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors |  |
| Core Competencies: |
| **Communication:**1. Connect and engage with others (to share and develop ideas)4. Explain/recount and reflect on experiences and accomplishments**Thinking:**1. Analyze and critique (consider a variety of perspectives)**Personal and Social:**1. Relationships and cultural contexts2. Personal values and choices |
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| Lesson Planning |  |
| Suggested Lessons: | Resources: |
| **Response to Images:** Students view, compare and connect images of surprising environmental adaptations to the land. Discuss.Students can record their thoughts on one of the following: [**Chalk Talk**](http://www.acsa.edu.au/pages/images/Creating%20significant%20learning%20experiences%20through%20PBL%20Chalk%20Talk%20Protocol.pdf) - A silent group conversation**Venn Diagram** in response to the question: “How do these images connect to the land?”Visible Thinking Routine - [See Think Wonder](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html)  | Images may include: * Susan Point – Spindle Whorls
* Sri Lankan fishing techniques
* Cambodian floating village
* Inuit igloo, snow googles, tools
* Cedar inner bark weavings, canoes
* Traditional homes or modes of transportation from around the world

[See Think Wonder](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html) [Project Zero Visible Thinking Routines](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html) |
| **Tuning into the concept of Relationship:** Guide the students through the process of an **Affinity Diagram** with the guiding question “What do you think of when you think of the concept relationship?”. (Google this for visual examples) Steps: * Brainstorm:

Ask students to individually write one thought or word on a sticky note that they think of when they think about relationships* Share, Compare & Stack:

In small groups, students share and compare their ideas. They stack all duplicate ideas together in one pile.* Brainstorm Again:

Give students a few more minutes to silently and individually generate more ideas that they might have missed the first time. * Categorize:

Working in their group, students categorize their ideas. Ideas that don’t ‘fit’ they park in the ‘Parking Lot’. Students come up with a heading for the category.* Prioritize:

Students prioritize the bigger/more broad or important ideas at the top of the column and work down in importance or ranking. Review and see if the Parking Lot ideas can fit in or ask the question why they don’t. * Summarize:

Students work together to write one or two sentences about what relationships mean to them.  | [An explanation of an Affinity Diagram](https://www.balancedscorecard.org/portals/0/pdf/affinity.pdf) – please note this example is for the business world but can be adapted.  |
| **Picture/Description/Feeling** Guide students through a sensory visualization. Ask them to visualize their favourite place in nature. What do they see, smell, hear, touch, feel? Ask students to draw a picture of it. Then label it using descriptive words. Describe how it makes them feel. What zone are they in when they are there? **Extension:** **Sensory Exploration & Descriptive Language****Sensory Walk**- Pair up students. Get them to go for a walk in and outside the of the school while one of the students is blind folded. Ask the student who is blind folded to describe what they hear. **Mystery Bags** – Create mystery bags in which students feel what is inside and ask them to describe it.  |  |
| **If You’re Not From…**Discuss and record own connections to the land.Read Story: If You’re Not from The Prairie by David Bouchard.  | Book: If You’re Not from The Prairie by David Bouchard |
| **Writing Power Lessons**- adding descriptive words- Adding Details, Triple Scoop Words, SimilesUse writing techniques to create a poem about their own connection to the land, using either the structure from “If You’re Not from the Prairie” or “Where I’m From | Writing Power- Adrienne GearIf You’re Not from the Prairie- David BouchardWhere I’m from (Poem)- George Ella Lyon |
| **Guest Speakers** share their connection to the landAsk in a variety of people from the school and outside community to share their connections to the land. **Extension:**  |  |
| **Connect to the Land Through Song** Ask Indigenous Resource Teachers to help you follow proper protocol and ask people to share songs about the local land. Watch **N’we Jinan Artists** “We are Medicine” Song Ask students to compose a song based on their relationship with the land. | **N’we Jinan Artists** “We are Medicine” Song written, recorded and filmed with Nuxalk students of Acwsalcta School in Bella Coola, British Columbia. <https://www.youtube.com/watch?v=VeWqgLLCef0> |
| **Skw’une-was Program at the Cheakamus Center** Afterwards, students complete a reflection of their experience at the Longhouse and the traditions of the Sḵwx̱wú7mesh people (pronounced "Sko-ko-mish"). One way might be through the lens of the **Medicine Wheel** and the four directions of Spirit (Spiritual), Heart (Emotional), Mind (Mental) & Body (Physical). Students may also **create a weaving** symbolising the interconnected nature of indigenous values.  |  |
| **Affinity Diagram for Innovation**Have students complete the process of creating an Affinity Diagram for the concept of Innovation |  |
| **First Peoples Innovations**- Book Walk – Students explore a selection of books about First Peoples innovations. | The elders are Watching - Dave BouchardFood plants of coastal First Peoples - Nancy J. TurnerPlant technology of First Peoples in British Columbia - Nancy J. TurnerThe Inuit Thought of It: Amazing Arctic Innovations - [Alootook Ipellie](https://www.amazon.ca/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Alootook+Ipellie&search-alias=books-ca) (Author), [David MacDonald](https://www.amazon.ca/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=David+MacDonald&search-alias=books-ca) (Author)The Water Walker - Nibi Emosaawdang |
| **Innovation Case Studies**- looking at technologies/inventions created by First Nations Peoples | Houses of Snow, Skin and Bones- Bonnie ShemieThat’s Awesome- Robert CuttingHow the Inca Engineered a Road Across Extreme Terrain- NewselaIgorot- World Book Student |
| **Fish Bone Sorting Out Reflection –** Students complete a Fish Bone graphic organiser detailing their understandings of the enduring understandings. Together as a class through discussion, the students and teacher reflect on what they know and if there are any gaps in their understandings. Students conduct further research in these areas if necessary.  | Google Fish Bone graphic organiser and you will find a variety to choose from |
| **Summative Assessment Task -** Create an innovation or artifact that is influenced by their environment and improves the quality of their lives. Students and teachers co-create a rubric for self, peer and teacher assessment.  |  |