

Extra Lesson Plans

To future and present Educators,

We would like to begin by acknowledging that the land on which we've gathered for the last two years is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosauonee peoples. We have been given the opportunity to learn and grow as people and as future educators. There is an ancient proverb, whose source is unknown, but speaks volumes it states: "Treat the Earth well. It was not given to you by your parents; it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children." We owe it to the children of these lands, past, present, and future, to provide them with the best, most truthful education in which they can learn, grow, and be inspired.

The following collection of cross-curricular resources has been developed with open minds and open hearts. We have done our very best to create inclusive, culturally appropriate resources for teachers to be able to bring indigenous studies into the mainstream classroom. We as Canadians have a responsibilities towards reconciliation and we as teachers have the opportunity to take steps forward by teaching indigenous pedagogy as well as Canadian truths to our students.

We hope that this is a step in the right direction. We apologize for any mistakes we have made within this document and we will gladly accept any feedback on its contents.

Sincerely,

The Teachers of Section 03, Aboriginal Ways of Knowing

Beginning Times Teaching

Grade Level: 3

Topic: First Nations / Music

Length of Period: 50

minutes

Expectations:

Music Curriculum

- C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument)
- C3.1 identify and describe ways in which music can be used in the community (e.g., to celebrate events, to bring people together, to dance to, to communicate, to entertain, to help people remember product names)

Social Studies Curriculum

Grade 3: Communities in Canada, 1780–1850

- A1.1 describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850 (e.g., First Nations)
- A1.3 identify some key components of the Canadian identity (e.g., bilingualism, multiculturalism, founding nations, religious freedom), and describe some of the ways in which communities HERITAGE AND IDENTITY Grade 3 that were in Canada around the early 1800s have had an impact on Canadian identity (e.g., with reference to Canada's official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month)
- A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 (e.g., isolation; climate; lack of access to doctors, law enforcement, or manufactured goods in isolated communities; encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples and Black Loyalists)

Learning Goals:

- Work as a group to share ideas and understanding about the medicine wheel and its significance to the Anishinabe people
- Understand that people have diverse cultures and beliefs
- Play a beat and rhythm in unison

Equipment List:

- Chalk Board
- Chalk
- Water jug
- Measuring device
- Black Sharpie Markers
- Set of 10 plastic cups in all 4 colours: red, blue, white, white
- Class set of elastics
- Plastic wrap
- Class set of drum sticks
- Class handout of medicine wheel handouts

Success Criteria:

- Identify key words and meaning to sections of the medicine wheel
- Display critical thinking about different cultures
- Show understanding of the different sounds created with differing level of water. Same but different.

Minds On: 10 minutes**Drum introduction and construction:**

Tell students to choose a colour they relate to the most.

- Students collect materials needed for activity
- Students should work with a partner to build the drum
- Pour water according to colour choice
- Next have them form groups by finding people from each colour group this will be their group for the next activity.

Action: 30 minutes**Drum Circle**

- Have students sit in a circle based on their colour in the form a of a colour wheel. East is yellow, South is red, West blue/black, North is white
 - Draw the medicine wheel on the board/chart paper
 - Discuss elements of the medicine wheel
 - North, White, Air./Wind, Spiritual Health, elders night
 - East, yellow, Fire, Tobacco, Spring Mental Health, birth, dawn
 - South, red, earth,sweetgrass,Summer, physical health, adolescent, afternoon
 - West, blue, water, sage, autumn, emotional health, adult, evening
 - Have every student write one word in relation to their drum colour on their drum

Discuss importance of a drum to the Anishinaabe people. Why did we make drums?

- Have students keep a beat in unison while teacher sustains the beat leads the drum circle.
 - All students play together, then each colour plays separate.
 - Students should pay attention to different sound/ tones present with different colours
 - This displays same but different

Class Discussion

- Each group will share what they heard in the drum circle.
- Acknowledge that every student had different ideas about what they expected to hear.

Assessment & Evaluation:

- Observe as the student's work, and whether they are all participating
- Collect completed medicine wheels

Closing and Consolidation: 10 minutes

- Hand out blank medicine wheel sheet. This will be a ticket out the door.
- Have students fill out medicine wheel with one word from the discussion about the medicine wheel, and a description of why it stood out to them in the lesson. There are no right or wrong answers

Collect completed activity and read some responses anonymously

- Reiterate that students have different ideas about cultures and beliefs. This difference adds variety to life.

