

Lesson:

Goal:

languages, traditions, celebrations, and stories of families, and groups, and communities contribute to their sense of identity and

How do the students have achieved the learning outcome?

are students while working.

Students created a tree with at least three branches filled of what shapes their identity.

Students describe what they drew on their tree, and how it is a part of their identity.

Resources:

the book "As Big as the Sky, As Tall as the Trees" by Leah Yardley

Learning Opportunities:

Learning Opportunity	How do I check that students understand what to do?
<p>Discuss that everyone has their own identity. Indigenous people view their identity as a growing tree, or the "Tree of Life". People are always growing and building the trunk of their tree. The trunk of the tree represents them. Different life events shape who you are and can change your identity. These events create new branches on their "Tree of Life", which slightly shapes their identity.</p> <p>Brainstorm with student ideas that could have shaped their identity (focus on their traditions/celebrations, groups they belong to, their family, languages they speak, stories etc.)</p> <p>Give each student their own Tree of Life:</p> <p>Give each student a large paper with an outline of a tree on it. Have students draw a picture of themselves on the trunk of the tree.</p> <p>Then, have students draw and colour at least 3 pictures of aspects of their life that has shaped their identity on the branches.</p>	<ul style="list-style-type: none"> ● Before starting, ask the students specific questions about the instructions (What are you drawing on the branches? How many pieces of you identity do you need to draw? Etc.).
	<p>Materials Needed</p> <ul style="list-style-type: none"> ● "As Big as the Sky, As Tall as the Trees" book ● Tree template

When the trees are finished, have students complete a ghost walk (walk around the room and observe the trees that their classmates made without talking).	<ul style="list-style-type: none"> • Crayons/Pencil for drawing and coloring
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How do I differentiate the learning opportunity for all learners?

learning, Auditory learning, Discussion, Individual work, partner work

what will students do when they are finished?, how will we move to the next learning opportunity?)

ts can partner up and discuss what they drew and how it relates to their identity.

ome students share with the class their tree, and how it is unique to them.

Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Standards	<p>Low Level:</p> <ul style="list-style-type: none"> • Give specific ideas/examples of what the student could draw about themselves. • Have a partner to help them draw or give an idea of what their identity is. • <p>High Level:</p> <ul style="list-style-type: none"> • Have students draw their own tree • Have students write the main idea of the pictures • Have students write sentences describing what they drew on the tree.
Learning used	<ul style="list-style-type: none"> • Ghost Walk • Sharing with a partner
Breaks	<ul style="list-style-type: none"> • Ghost walk
Learning (mode)	<ul style="list-style-type: none"> • Visual-spatial, bodily-kinesthetic, naturalistic, interpersonal, intrapersonal
Order (s)	<ul style="list-style-type: none"> • How is your tree the same/different as your neighbors? Does this mean your identity is the same/different? • What are some parts of your identity? • What is identity?

Revisions: