

**Outcome(s) of Lesson:**

**GRADE 7**

**Language Arts**

1.1 Discover and Explore

**Express ideas and develop understanding**

- extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes

**Experiment with language and forms**

- discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding

**Science**

**Unit A: Interactions and Ecosystems** (Social and Environmental Emphasis)

**Outcomes for Science, Technology and Society (STS) and Knowledge**

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
  - describe examples of interaction and inter-dependency within an ecosystem (*e.g., identify examples of dependency between species, and describe adaptations involved; identify changing relationships between humans and their environments, over time and in different cultures—as, for example, in aboriginal cultures*)
4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
  - illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments (*e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding*)

**How will I know the students have achieved the learning outcome?**

- Students will participate in the investigation of given resources
- Students will create visual representation of what they learned and present to class
- Students will collaborate on Venn Diagram and hand in their diagram

**HOOK:** Read ‘As Big as the sky, As Tall as the Trees’, discuss the ‘Grandfather Rocks’ theme where Indigenous people would pass their knowledge down through the generations using stories; this knowledge, like the rocks, has experienced many generations of

time and has learned many lessons. One part of knowledge that was passed through the Indigenous generations was land and resource management. Compare how Indigenous people relate to the environment versus how Non-Indigenous people relate to the environment.

This project is designed for approximately 3 junior high 60-80 minute classes. It could be split into Period 1 - PART A, Period 2 - PART B, Period 3 - Presentation/Venn Diagram.

**Learning Opportunities:**

| Time | Learning Opportunity   | How do I check that students understand what to do?  |
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|      | <ul style="list-style-type: none"> <li>● Write on Board:                             <ol style="list-style-type: none"> <li>1. What is Land and Resource Management?</li> <li>2. Get divided into groups by teacher.</li> <li>3. Listen to Project instructions.</li> <li>4. One member of each group get paper with guiding questions and one resource - get chromebook(s) at this time if needed</li> <li>5. Each group answer all guiding questions using given resource (Finished by end of class 1!)</li> <li>6. One member shows teacher the answers that the group came up with, revisit questions if necessary</li> <li>7. Each group decide how you will present your information to the class (powerpoint, poster, presentation)</li> <li>8. One member of group asks teacher if your group's presentation idea is acceptable, revise if necessary and ask teacher again</li> <li>9. Create presentation of your information (Finish by end of class 2!)</li> <li>10. Show teacher your finished project, revise if necessary</li> <li>11. Do group presentation</li> <li>12. Create Venn Diagram with teacher and class</li> <li>13. Hand in Venn Diagram</li> </ol> </li> </ul> <p><b><u>PART A</u></b></p> <ul style="list-style-type: none"> <li>● Review the concepts of land and resource management. (Maintaining a balance between the environment (land, trees, water, animals, gas, coal, oil etc) and our needs.</li> </ul> | <ul style="list-style-type: none"> <li>● Read instructions on board</li> </ul> <p><b><u>PART A</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains instructions to entire class and separates into groups(see Learning Opportunity)</li> <li>● Teacher holds many copies of guiding questions for each section and slips of papers with website urls, video urls, books (these are resources that will be used)</li> <li>● One member of each group comes to front and picks up appropriate guiding questions (Sect. 1 or 2) and one resource (website url, video url, book) and student explains to teacher what they are going to do with these papers/resources. (they are going to answer questions using resource)</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Divide class into 2 sections, then further divide each section into groups of 3 or 4 depending on numbers (Give instructions (written on board) to whole class)</li> <li>● <b>[PROJECT INSTRUCTIONS]</b> Section 1 will investigate the current ways we try to maintain balance between the environment and our needs using the wild horse roundup in 1994 that took place on CFB Suffield land. Each group within section 1 will be given a different resource (website, book, video[could use hard copies]) to investigate (using Guiding Questions) and then will be instructed to create a visual representation (powerpoint, poster, presentation) of their findings to be shared with the class later.<br/>Guiding Questions:             <ol style="list-style-type: none"> <li>1. What was the relationship between people and the wild horses?</li> <li>2. What effects were the horses having on the environment?</li> <li>3. Which groups were involved in deciding what to do with the horses?</li> <li>4. What points were brought up in favor of removing the horses?</li> <li>5. What points were brought up in favor of keeping the horses?</li> <li>6. Were any adaptations to the environment made while the horses were present? How about after the horses were removed? What happened to the environment after the horses were removed?</li> <li>7. What process do we use to today to manage the environment? Who is involved in this process?</li> </ol> </li> <li>● <b>[PROJECT INSTRUCTIONS]</b> Section 2 will investigate the different ways that Indigenous people interact with the land and how they approach land and resource management. Each group within section 2 will be given a different resource (website, book, video) to investigate (using Guiding Questions) and then will be instructed to create a visual representation (powerpoint, poster, presentation) of their findings to be shared with the class later.<br/>Guiding Questions:             <ol style="list-style-type: none"> <li>1. What beliefs do Indigenous people have about the environment?</li> <li>2. How did Indigenous people interact with animals and the environment? Has this changed over time?</li> <li>3. How did Indigenous people adapt to their environment?</li> <li>4. What process did Indigenous people use to manage the environment? Who was involved in this process?</li> </ol> </li> <li>● One member of each group get paper with guiding questions and one resource</li> </ul> | <ul style="list-style-type: none"> <li>● One member shows teacher the answers that the group came up with, revisit questions if necessary</li> </ul> <p><b>PART B</b></p> <ul style="list-style-type: none"> <li>● One member tells teacher group’s presentation idea, revises if necessary</li> <li>● Show teacher their finished project, revise if necessary</li> </ul>   |
|  | <p style="text-align: center;"><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>● Enough copies of Sect 1 &amp; 2 guiding questions for each group</li> <li>● Enough copies of urls/books for each group to have one</li> <li>● Enough chromebooks as needed</li> <li>● Poster material as needed</li> </ul> <p>● <b>Non-Indigenous Resources:(Sect.1)</b></p> <p><a href="https://www.producer.com/2013/11/military-solution-creates-farm-problem/">https://www.producer.com/2013/11/military-solution-creates-farm-problem/</a></p> <p><a href="http://www.cbc.ca/news/canada/calgary/alberta-cfb-suffield-elk-population-1.3703168">http://www.cbc.ca/news/canada/calgary/alberta-cfb-suffield-elk-population-1.3703168</a></p> |

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| <p>- get chromebook(s) at this time if needed</p> <ul style="list-style-type: none"> <li>● Groups work collaboratively to answer questions using resource</li> <li>● One member shows teacher the answers that the group came up with, revisit questions if necessary</li> </ul> <p><b><u>PART B</u></b></p> <ul style="list-style-type: none"> <li>● After group has answered all of the guiding questions using their resource and it has been accepted by teacher, they will decide how they are going to share their learning with the class (powerpoint, poster, presentation)</li> <li>● They will share their project idea with the teacher to make sure their project is acceptable, revise and ask again if necessary</li> <li>● They will work collaboratively to create a representation of their learning</li> <li>● Show teacher their finished project, revise if necessary</li> <li>● If some groups are done early and have been approved by teacher, they may visit other websites/videos/books of this project to gain more understanding of the topics</li> <li>● When all visual representations are approved by teacher, have a presentation of each group (Sect 1 groups first, Sect 2 groups next) (Do reminders of how a respectful and mindful audience acts)</li> <li>● To end lesson, hold group discussion and have teacher and students create Venn Diagram together (teacher on board/students on paper in front of them). Have ‘Non-Indigenous/Both/Indigenous’ as title, then teacher brings up following points and students write information in corresponding spot on diagram.             <ol style="list-style-type: none"> <li>1. These people use the land/resources to meet their needs - both</li> <li>2. These people believe that the land and environment are just as important as the people - Indigenous</li> <li>3. These people used observation over many years as a tool to manage resources - Indigenous</li> <li>4. These people rely on scientific findings to manage resources - Non-Indigenous</li> <li>5. These people adapted to their environment - Indigenous</li> <li>6. These people adapted their environment to suit their needs - Non-Indigenous</li> <li>7. These people use stories to pass down their knowledge - both</li> <li>8. These people use written words to pass down their knowledge - Non-Indigenous</li> <li>9. Can students think of any other categories that belong on diagram?</li> </ol> </li> </ul> | <p><a href="https://www.umanitoba.ca/cm/vol7/no2/horses.html">https://www.umanitoba.ca/cm/vol7/no2/horses.html</a></p> <p><a href="https://www.horsejournals.com/canadian-wild-horses">https://www.horsejournals.com/canadian-wild-horses</a></p> <p><i>Book: Caught in the Spin: The Wild Horses of CFB Suffield</i> by Dawn Dickinson</p> <p>Video: Horses of Suffield. Nick Bakyta (Director). Katherine Rankin &amp; Jerry Krepakevich (Producers). Montreal, PQ: National Film Board of Canada, 1998. 46 min., 39 sec., VHS, \$39.95. Order Number: C9198 027. Subject Headings: Wild horses-Alberta-Suffield Region. Suffield Region (Alta.)-Environmental conditions.</p> <ul style="list-style-type: none"> <li>● <b>Indigenous Resources: (Sect. 2)</b></li> </ul> <p><a href="http://www.dfo-mpo.gc.ca/Library/318433.pdf">http://www.dfo-mpo.gc.ca/Library/318433.pdf</a></p> <p><a href="https://www.ictinc.ca/blog/what-is-the-relationship-between-indigenous-peoples-and-animals">https://www.ictinc.ca/blog/what-is-the-relationship-between-indigenous-peoples-and-animals</a></p> <p><a href="http://firstpeoplesofcanada.com/fp_g">http://firstpeoplesofcanada.com/fp_g</a></p> |
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|  | <ul style="list-style-type: none"><li>● Students hand in completed Venn Diagram</li></ul> | <p>roups/fp_groups_overview.html</p> <p><a href="http://www.afn.ca/honoring-earth/">http://www.afn.ca/honoring-earth/</a></p> <p>Video: Cree Hunters of Mistassini<br/><a href="https://www.nfb.ca/film/cree_hunters/">https://www.nfb.ca/film/cree_hunters/</a></p> |
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**How do I differentiate the learning opportunity for all learners?**

- Construct groups that compliment learning styles, perhaps Kagan 1/2/3/4
- Have hard copies of resources available to ease investigation for some, possibly highlighted to modify even more
- Provide video for those who may have trouble reading
- Have books to increase investigative skills for advanced learners
- Preview websites and scaffold ease of reading to ability
- Presentation of learning can be technology-based, artistic, written, or spoken to encompass all styles

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

- As directed on board, Students will move from one activity to another knowing that there is a time-limit to each component
- Before and upon completion of a task, the teacher is visited to ensure proper understanding and direction of work
- If groups have finished project early and have been given approval, they may visit other resources from this project that they haven't seen (websites/videos/books) to gain more understanding

**CLOSURE:**

- To end lesson, hold group discussion and have teacher and students create Venn Diagram together (teacher on board/students on paper in front of them). Have ‘Non-Indigenous/Both/Indigenous’ as title, then teacher brings up following points and students write information in corresponding spot on diagram.
1. These people use the land/resources to meet their needs - both
  2. These people believe that the land and environment are just as important as the people - Indigenous
  3. These people used observation over many years as a tool to manage resources - Indigenous
  4. These people rely on scientific findings to manage resources - Non-Indigenous
  5. These people adapted to their environment - Indigenous
  6. These people adapted their environment to suit their needs - Non-Indigenous
  7. These people use stories to pass down their knowledge - both
  8. These people use written words to pass down their knowledge - Non-Indigenous
  9. Can students think of any other categories that belong on diagram?
- Students hand in completed Venn Diagram

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

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| <b>Accommodations</b>                       | <ul style="list-style-type: none"> <li>● For investigation, use website urls, video urls, books, hard copies of these (possibly highlighted as needed) vary this according to ability</li> <li>● Representation of learning, can be technology-based, artistic, written, or spoken to encompass all styles and abilities</li> <li>● Manage groupings to complement learning styles ex) Kagan 1/2/3/4</li> </ul> |
| <b>Cooperative Learning Strategies used</b> | <ul style="list-style-type: none"> <li>● Inquiry-based learning</li> <li>● Investigating and Representing in a collaborative group</li> </ul>   |
| <b>Movement Breaks</b>                      | <ul style="list-style-type: none"> <li>● Project is designed to not have long periods of inactivity</li> <li>● If activity is needed, a quick walk around and stretch will be done</li> </ul>   |

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| <b>Modes of Learning<br/>(Differentiation)</b> | <ul style="list-style-type: none"><li>● Visual Learning</li><li>● Auditory Learning</li><li>● Verbal Learning</li><li>● Interpersonal/Collaborative Learning</li><li>● Kinesthetic Learning</li></ul> |
| <b>Higher Order<br/>Question(s)</b>            | <ul style="list-style-type: none"><li>● Compare how Indigenous people relate to the environment versus how Non-Indigenous people relate to the environment.</li></ul>                                 |

**Reflection and Revisions:**