

Outcome(s) of Lesson:

1. English 20-1 SO 2.1.1 - Discern and analyze context (b, d)
2. English 20-1 SO 2.1.3 – Engage prior knowledge (b)
3. English 20-1 SO 2.3.1 – Connect self, text, culture, and milieu (a, b, d)
5. **English 20-1 SO 4.1.1 – Assess text creation content (a, b, d)**
6. English 20-1 SO 5.1.1 – Use language and image to show respect and consideration (a, b)

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

- Students will discuss how and why it is important to study a text like *As Big as the Sky, As Tall as the Trees*. Formative assessment will be done during dialogue circles to determine the students' understanding of the context in which the book was created, and why it is important to Aboriginal history.
- Students will connect their personal experiences to the text content and form. They will demonstrate their knowledge through conversation and written work.
- Students will identify personal and collective perspective changes along with the factors that influence them through conversation and written work.
- Students will reflect on the importance of this type of literature and the purpose it serves.
- Students will converse effectively and respectfully.
- Students will understand the impact of the word choice in texts that have cultural foundations and demonstrate this in their written work.

HOOK: 15 minutes

- **Set up seating in a circle within the classroom. Once the students are seated in the circle facilitate the following discussion points:**
 - **Today I would like to honor Treaty 4 and the Blackfoot nation/peoples whose land we are teaching on**
 - **The seating in this room is purposeful. Dialogue circles are a sacred part of First Nations cultures in Canada. They are used as a safe space where participants can build relationships, learn from others, share their thoughts/knowledge, and importantly as a way to pass on cultural teachings. The space in this circle is safe. In this circle we respect each other and ourselves. We will also respect each persons right to pass.**
 - **We are going to learn about the 'Aboriginal Ways of Knowing' and how information is passed down through generations. The book *As Big as the Sky, As Tall as the Trees* gives us a glimpse into some Aboriginal teachings. After we read the book we are going to discuss it in our dialogue circle.**
- **Read the book *As Big as the Sky, As Tall as the Trees***

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
30 min	<p>Note: This lesson was created to span two 60-80 minute English Language Arts periods/classes. Timing may vary due to quality and quantity of discussion among the students. A third day/lesson may be necessary.</p> <p><u>Day 1:</u> After the HOOK, begin discussion with students. There is a significant verbal component to this lesson. Explain the procedure of the dialogue circle focusing on the topic of grandfather rocks:</p> <ol style="list-style-type: none"> 1. Grandfather rocks were considered sacred because they have seen the lives of many. Over the years they have witnessed history and are used as a way to honor that knowledge and pass down the energy they have collected throughout their many years. This stone will be symbolic of the grandfather rocks and we will use it as a collective to pass through the circle. When you have the stone you are the one who may talk. Everyone else must respect the person who is holding the stone. If you have questions you can raise your hand and that person may answer. Again, we respect the right to pass; you may give the rock to the next person if you wish not to share. I will begin the circle with a question/thought prompt and each person will have a chance to share. 2. Check for clarification – thumbs up, thumbs halfway, thumbs down. 3. Question prompts: <ul style="list-style-type: none"> - How did this book make you feel? What are your thoughts? - What is the purpose of a book like this? - How did they create this book? What considerations did they make? Was the language purposeful? The visuals? 	<p>Check for confirmation – thumbs up, thumbs halfway, thumbs down</p>
15 min	<ol style="list-style-type: none"> 4. Read Napi and the Night Hawks (pg. 53) from the book <i>The Blood People – A Division of the Blackfoot Confederacy</i> out loud to the students. 5. Using a cooperative learning strategy the students will stand up, hand up, pair up and discuss the important lessons of the reading. Explain the activity: 	<p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> - Stone roughly the size of a fist - Napi and the Night Hawks Reading - Loose leaf paper for students if they do not have any of their own

<p>20 min</p>	<ul style="list-style-type: none"> - When prompted students will stand up and raise their hands. They will walk around the room until the teacher calls out “pair up”. Students will high five the person nearest to them and form a pair. This will be their discussion partner. Once they have paired up they will discuss the <i>important lessons from the reading</i>. <p>Rules:</p> <ul style="list-style-type: none"> - Do not high five each other in the face - No drive by’s (do not ignore anybody’s high five) - No tailgating (do not follow your friends) - If you do not have a partner come to the front of the classroom and the teacher will pair you together <ol style="list-style-type: none"> 6. Check for understanding – thumbs up, thumbs halfway, thumbs down. Allow the students appropriate time to discuss the reading. This can go quickly or longer depending on the class. 7. Ask the students to return to the dialogue circle. 8. Passing the symbolic grandfather rock around the dialogue circle discuss with the students the important lessons of the reading and which personal story/lesson from their own life that they might share. 9. End the lesson by giving the students an assignment: <i>Connecting personally to the readings in class today, write a 1-2 page lesson or teaching that you believe would be important knowledge to pass down to the next generation. It is important to note that I (the teacher) will be the only one reading/viewing these. I will not know if you make up your story entirely, but I would like to see you incorporate a real-life experience or personal learning of some kind. This could be an experience you have had, a story you have been told, an obstacle you have overcome (or not), or something you have read (there are many other options – these are only a few). Consider the composition and style of the readings done in class – looking specifically at word choice and style of writing. Create your lesson/teaching with these ideas in mind. Be purposeful in your choice of language/words and the way you put them together within your teaching.</i> 10. Clarify any questions that students may have about instructions. Assignment will be due next class. <p>** Accommodations: students may also prepare a visual, digital, or oral version of their teaching/lesson</p>	
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How do I differentiate the learning opportunity for all learners?

Verbal component – read aloud + class discussion (dialogue circle)

Visual learning – As Big as the Sky, As Tall as the Trees

Kinesthetic learning– stand up, hand up, pair up

Written component – assignment

Tactile component – symbolic grandfather rock

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

Transition between learning opportunities fits naturally with the class segments. Using the cooperative learning strategy gives the students a movement/brain break and prepares them for the following assignments and/or discussions.

Time	Learning Opportunity	How do I check that students understand what to do?
15-30 min	<p><u>Day 2:</u> Begin the class by setting up the dialogue circle. Depending on student choice allow time for presentation of teaching/lesson from last class. Students will have the opportunity to share their assignment with the class or hand it in (this depends on the form/medium they have chosen). Pass the symbolic grandfather rock around the circle to give each student the choice/opportunity to hand in or present his or her assignment.</p>	<p>Check for confirmation – thumbs up, thumbs halfway, thumbs down</p>
30 min	<p>** Check for understanding – thumbs up, thumbs halfway, thumbs down</p> <ol style="list-style-type: none"> Once the symbolic grandfather rock has been passed around the circle and returns to the beginning present the following discussion prompts to the students: <ul style="list-style-type: none"> How did the readings and creation of this assignment change your perspectives and ideas about aboriginal teachings and ways of life? Why are these types of teachings/literature important? What/did you learn about yourself through this process? After the symbolic grandfather rock has been passed around the circle for the last time have the students return the classroom to the original set up. When they are back in their desks have them complete the last part of the lesson. 	<p>Materials Needed</p> <ul style="list-style-type: none"> Stone roughly the size of a fist (symbolic grandfather rock) Loose leaf paper for students if they do not have any of their own
20 min		

<p>Students will be given time to silently reflect on his or her experience in a written response that is 1-2 pages long. This will also serve as an exit slip (formative assessment).</p>	
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How do I differentiate the learning opportunity for all learners?

<p>Verbal component – class discussion (dialogue circle)</p>
<p>Written component – reflection</p>
<p>Tactile component – symbolic grandfather rock</p>

CLOSURE:

- The second lesson will include discussion within the dialogue circle and end with silent time to individually reflect in a written response that is 1-2 pages long. The reflection will serve as an exit slip (formative assessment).

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

Accommodations	Opportunity to create teaching/lesson using different mediums: written, visual, digital, or oral.
Cooperative Learning Strategies used	Thumbs up, thumbs halfway, thumbs down. Stand up, hand up, pair up. Dialogue Circle.
Movement Breaks	Stand up, hand up, pair up. Putting chairs and desks/tables back into place after the dialogue circle.
Modes of Learning (Differentiation)	Verbal, kinesthetic, oral, written, tactile component.
Higher Order Question(s)	<p>Knowing what we have learned about the purpose of this type of literature, how could it bring about social change?</p> <p>Working collaboratively, create a document with ideas about how to respect and include culture in your daily life and community. How could you put this into action?</p> <p>As a class, critically evaluate the cultural climate within your school and make some suggestions about how it could be improved.</p>

Reflection and Revisions: