

Unit: ___ Sacred Tree/Tree of Life

Courtney Henry

Grade 2

Social

Lesson #: _____

Outcome(s) of Lesson:

1. Social: 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
2. Social: 2.2.3 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
3. Social: 2.2.4 appreciate how connections to a community contribute to one's identity (I)

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

1. By creating their own tree that represents who they are
2. Being able to share with the class about their family and community that represents them in a thought out way

HOOK:

3. Read "As Big as the Sky, as Tall as the Trees." Discuss the various modes: water, colors, grandfather rock, sacred tree. Then explain that we will be focusing on the sacred tree.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
40-60min Could be broken into 2 lessons.	<p>Explain to students the importance and meaning of trees in Aboriginal culture.</p> <ul style="list-style-type: none">• Tree of Life is one of a journey and as we go through life we become who we are: this is our trunk. Our trunk is the foundation of who we are. As we grow and become who we are different events, opportunities, shape who we are. These types of things become our branches. These things can either be good or bad because both experiences are equally important.	<p>Check throughout explanation by asking students the steps and meaning of what you are asking.</p> <p>Give clear expectations and guidelines so students feel enough structure to move forward.</p>

50 min	<ul style="list-style-type: none"> • As we learn and grow a tree limb(s) is/are created. • Our tree limbs we create as we learn and grow display are the foundation of who we are. Ex. Family, community, likes, dislikes, loves. <p>First ask students to think of what makes them who they are? What do they do? What do they love? Have they felt happiness? Have they felt sadness? Have they learned from these experiences? Have them discuss with an elbow buddy their thoughts.</p> <p>Express before that the students will be sharing a few things that their partner said. Be sure to be clear that each person understands that they will be sharing with the entire class and that if they feel some things are too personal they do not have to express those feelings/ thoughts.</p> <p>Tell students that they will be creating a Sacred Tree or Tree of Life that represents who they are.</p>	
30 min	<ul style="list-style-type: none"> • Students will be using their artwork as a motivation tool to help explain their story. • Students will be suggested to start their artwork by creating their trunk. Before students start. Ask them why they believe they should be starting with the trunk as they create. Why is the trunk so important? Why would you need a strong trunk? • Students will take dark construction paper(s) and on one side they will create designs, stripes, shapes, circles, anything that they believe will help represent them and who they are. They can take pieces or one piece depending on their skill level and either connect papers using hinges to make a connected cylinder or just one piece of paper connected. • Once students are finished with that step they will roll their paper into a cylinder (go over the meaning cylinder and what a cylinder looks like). Students will tape/glue their trunk together. • Students will then cut snips along the bottom of their tree to create a sturdy base for their tree. Why is it important to have a sturdy base? 	<p style="text-align: center;">Materials Needed</p> <p>Glue, tape, various construction paper colors, pencil, paper</p>

Unit: ___Sacred Tree/Tree of Life

Courtney Henry

Grade 2

Social

Lesson #: _____

- After that they will find different colored construction paper to create, branches, leaves, flowers, and place them onto their tree with tape or glue. Give students a hint to create their branches a little longer to create a hinge flap so it can give their tree a more 3D look.
- Ask students to really think about the colors they are choosing. Why are they choosing them? What do they represent? Make sure they understand that what they are creating has meaning.

Students will then take a ghost walk of their classmate's trees making mental notes of the different types of trees and how unique each students trees are and what their classmates trees represent. This ghost walk is a silent one.

After student's trees are finished they must then discuss with a partner (elbow buddy or teacher picked partner) Ideas about what they think they would like to share with the class.

- Once students have shared different ideas with their partner they must then write different points on a sheet of paper that they would like to share.
- They can connect the branches and the trunk to different aspects of their life
- Remind them again that the trunk is the base of who they are and what they want to represent and branches are life experiences/opportunities/circumstances/paths.
- Have students check with teacher on the different things that they will be sharing before they are cleared to share with the class.
- Students will then share what makes them who they are and what they represent.
- Ensure that you explain to students to speak loudly not only to let their classmates hear what they are saying but to be confident and proud to be sharing who they are.

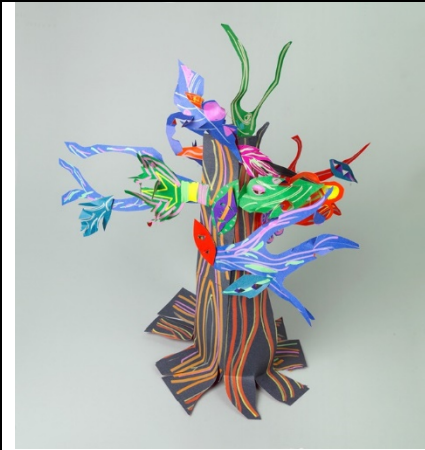
Unit: ___ Sacred Tree/Tree of Life

Courtney Henry

Grade 2

Social

Lesson #: _____



Idea's branch from:

<https://www.crayola.com/storytelling-tree-lesson-plan/>

How do I differentiate the learning opportunity for all learners?

- Students have freedom to create a tree that represents who they are.
- There are no specific necessities for this tree. It just represents who they are.
- If students are having difficulty cutting or creating they may ask peers to help by having them share ideas and points on what and why.
- Students who have difficulty writing may have teachers/ EA's/ student teachers first write their ideas down for them as they speak and they have them read and copy in down what was shared.

CLOSURE:

4. Reflect with students on the importance of the meaning of the Sacred Tree or Tree of Life. Ask students how they think Aboriginal people may have shared lessons/ stories with their community?

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

Unit: ___ Sacred Tree/Tree of Life

Courtney Henry

Grade 2

Social

Lesson #: _____

Accommodations	Having possible templates or ideas for students to create for their branches.
Cooperative Learning Strategies used	Partners, Elbow buddies
Movement Breaks	Meeting with Teacher to check what they will be sharing, collecting different colors of construction paper, moving to the front and sharing about themselves, gallery walk
Modes of Learning (Differentiation)	Interpersonal, Intrapersonal, Kinesthetic, Auditory, Visual
Higher Order Question(s)	Why is the trunk so important? What are the different aspects of a trunk and branches?

Reflection and Revisions: