

Outcome(s) of Lesson:

1. LA 2.4 – 3, Create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events.
2. LA 2.4 – 4, Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.
3. Sci Unit E – 2, Identify evidence for the rock cycle, and use the rock cycle concept to interpret and explain the characteristics of particular rocks.

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

- Students can explain and describe the rock cycle in a meaningful way that relates to their own family history.
- Students have been able to compose their own personal story that follows proper development and have been able to depict it using various form of presentation and media.

HOOK: 10min

- **Introduce Students to Grandfather Teachings** – Play a video created by grade 7/8 students at First Nations School of Toronto.
[Link - https://youtu.be/lpA3kzbD44I](https://youtu.be/lpA3kzbD44I)
 Introduce that we are standing on Treaty 4 and 7 lands, therefore we must first give respect by acknowledging this fact.
 Speak about how important the elders and their wisdom were for the First Nations back then and still today.

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
15min	<p>Grandfather Rocks Read the book As Big as the Sky, As Tall As the Trees.</p> <ul style="list-style-type: none"> - Focus primarily on pages 7 -10 that discuss the Rocky Mountains and the connections of rocks to ourselves and specifically the rocks journey and the story it can tell us. - Explain to the students that this is a representation of the Native Americans believe in Grandfather Rocks, a view that is rooted in their connection to the earth and others. - Tie in the Grandfather teachings and their relationship to Native American political and ecological systems of government. - Precisely how they learn from their elders and carry stories that are the moral framework of their society and family structure. 	<ul style="list-style-type: none"> - Have students verbally share their ideas before and during the brainstorming process. - Observe their level of engagement with their documentation format. - Can students relate the rock to their own lives and develop a story? - Can students share their ideas with others in a logical format?

	<p>- It is through these stories and the visual connection to the land that their own story flows and is endlessly connected too.</p> <p>Give a brief background behind the significance of Grandfather Rocks by telling the Sioux Legend or Oral Story behind their meaning:</p> <ul style="list-style-type: none"> - This legend tells why we should respect rocks. In the beginning, everything existed only in spirit form and these spirits moved around hoping to find a place where they could stay and show themselves. When they reached the Sun, they knew it was too hot. Finally, they came upon Earth, but it was covered with water, and there were no life forms. Suddenly a Great Burning Rock broke the surface of the water, and it began to dry out the land. This Rock is called Tunkasila (pronounced Tunka-Shila), "Grandfather Rock" because it is the oldest of all the rocks. Rocks must be respected because of this. <p>Detail how vital these stories and legends are to the Native Americans, explain that they are held as sacred beliefs that are part of the core that keeps them together.</p> <p>5min Science Link Briefly reintroduce the three main rock cycles Discuss how different rocks are formed and connected to each other. Explain how this is no different than our life cycles: how we live, the values we hold, the relationships that we build, and the ups and downs that we go through emotionally.</p> <p>5min Connections Bring a large box of various forms of rocks that form the foundation of our earth.</p> <p>Take out a rock from the box and describe some of the characteristics that form the composition of the rock you are holding, briefly relate these components to your own life story. Eg. The bluish transparency is a reorientation of how you grew up loving to be on the water or in the water. Relate it to a personal story that helped shape who you now are.</p> <ul style="list-style-type: none"> - Give students time to find their rock. - This should not be a quick process. - Tell them to think about their lives genuinely. - They should consider all aspects of who they are and what made them unique. - Each student should be able to describe why the rock they chose has a connection to their life story. 	<ul style="list-style-type: none"> - Did students actively engage in the Think, Pair, Share? If no, were they willing to share an idea using another form? - Did students remember the rock cycles from the previous class? - Can they describe the characteristics of the rocks using proper scientific terminology? <p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> - Various rocks from different cycles of formation, with different compositions. - Paper - Journals - Chromebooks - Paint - Pencils - Recording devices - Camcorder - Camera
--	--	--

20min	<p>Brainstorming / Mind Mapping</p> <p>Have students take their rock and a *documentation form that suits their learning style and begin to map out the specific attributes that make up the composition of their rock.</p> <ul style="list-style-type: none"> - Then have them link these to a significant thing, events or individuals that shaped who they now are. - What unique events have shaped who you are? - What has developed your character? - How does the rock depict your defining life moments? - What can you extrapolate from the rock that helps define your current life goals? - The focus of this part of the exercise is to be as detailed as possible. - Discuss the importance of being genuine and sincere to their true self. - Move this into a storyboard of their own life story. - Define the point of view. - Develop the plot which should follow the scientific rock cycle of the rock that they chose. - Formulate an ending that includes their current life goals and wisdom. 	
5min	<p>Wrap Up the Period - Closure</p> <p>Have the students finish their thought process.</p> <p>Do a quick Think, Pair, Share where students can give quick ideas that might help their peers and their ideation process.</p> <p>Ask them to continue to think about the stone and its connection to them. Their homework is to think about their rock as they go home. What does it represent, does it conger up any key points that they might have missed today?</p>	
How do I differentiate the learning opportunity for all learners?		
<p>*Documentation Forms</p> <p>Allowing each student to approach and document their thought process in a way that is unique to them. For example</p> <ul style="list-style-type: none"> - Mind Map - Journal - Drawings - Digital form - Collage of pictures - Written list - Take pictures - Create a song or poem - Comic Book 		

TRANSITION: <i>(what will students do when they are finished?, how will we move to the next learning opportunity?)</i>
<ul style="list-style-type: none"> • Give each student the ability to move throughout the classroom and find the learning spot that best suits them, as long as they do it quietly and respectfully

Expansion:
<ul style="list-style-type: none"> • This is only the begging lesson of a unit • Have students ideate their ideas on another day and move into developing their storyboard. • After the ideation have them move into writing their story using proper form. • Eg. Point of View, Plot, and Ending • Present them with multiple forms of text implementation; for example, oral, visual, written, song, poetic, dramatic, comic book and movies. • Have students choose three to four forms of text expression to present their story. • Allow class time to expand and develop each textual expression. • This lesson could quickly expand into a five day - two weeks personal story creation and research project. • The research component could include interviewing your grandfather(s) or other family members on the stories that created your family history. • The key to this lesson is the connection between past and present through the natural rock, how you choose to incorporate the story component is entirely up to you and your current classroom structure and design.

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)	
Accommodations	<ul style="list-style-type: none"> - Allow students that have a difficulty writing, document their story visual, audibly, or a combination of both. - Students can work with a partner in needed
Cooperative Learning Strategies used	<ul style="list-style-type: none"> - Think, Pair, Share
Movement Breaks	<ul style="list-style-type: none"> - Students are able to move throughout the classroom during the Ideation/Brainstorming process. - Quick Think, Pair, Share at the end of the period
Modes of Learning (Differentiation)	<ul style="list-style-type: none"> - Spatial, Mathematical, Linguistic, Intrapersonal, auditory-musical, interpersonal.
Higher Order Question(s)	<ul style="list-style-type: none"> - What unique events have shaped who you are? - What has developed your own character? - How does the rock depict your defining life moments? - What can you extrapolate from the rock that helps define your current life goals?

Reflection and Revisions:

I have included a separate document that will form the official reflection of learning and creation process of this lesson.

- In short, this lesson has proved to be an eye-opening experience.
- I have come to realize how much more I need to know and understand the First Nation's communities.
- I have also been able to look at my own life through this creation process and personally my story and how I would connect better to the sorry creation process after relating it to a piece of our physical world.