

UNIT PLAN – Grade 2 Social Studies

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Unit Topic / Guiding Question: Social Studies: Indigenous Connections

What Connections do Indigenous and all People have with the Land?

How can we Take Care of our Planet While Making connections to Local Community.

What is the Significance of our Local Environment on our Values and Beliefs?

Resources:

<https://curriculum.gov.bc.ca/curriculum/social-studies/2/core>

<http://www.fnesc.ca/first-peoples-principles-of-learning/>

<https://www.canadianbiomassmagazine.ca/new-video-celebrates-partnership-with-nazko-first-nation/>

https://cnc.bc.ca/docs/default-source/research-forest/project-summaries/nazko-first-nations-legacy-fund-summary-2022.pdf?sfvrsn=539fb185_0

Lessons From Mother Earth By Elaine McLeod and Illustrated by Colleen Wood

A Walking Curriculum By Gillian Judson

Rationale: Students will learn about responsibility and connection with the land and environment and how Indigenous knowledge and understanding helps to shape this understanding

STAGE 1: Desired Results

Big Ideas



Essential Questions

	UNDERSTAND	<p>Big Idea: Local actions have global consequences, and global actions have local consequences..</p> <p>Big Idea: Canada is made up of many diverse regions and communities.</p> <p>Big Idea: Individuals have rights and responsibilities as global citizens.</p>	<p>What Connections do Indigenous and all People have with the Land?</p> <p>How can we Take Care of our Planet While Making connections to Local Community.</p> <p>What is the Significance of our Local Environment on our Values and Beliefs?</p>
	DO	<p>Core Competencies:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Communication</p> </div> <div style="text-align: center;">  <p>Thinking</p> </div> <div style="text-align: center;">  <p>Personal & Social</p> </div> </div>	

Communicating

In familiar settings, I communicate with peers and adults.

Profile 2

I talk and listen to people I know. I can communicate for a purpose. I can understand and share basic information about topics that are important to me, and answer simple, direct questions about my activities and experiences.

Students will be sharing ideas in group discussions.

Collaborating

Profile 2

In familiar situations, I cooperate with others for specific purposes.

I contribute during group activities, cooperate with others, and listen respectfully to their ideas. I can work with others for a specific purpose.

Students will be contributing ideas for the specific purpose of understanding Indigenous and personal connections with the land.

Creative Thinking

I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.

Profile 2

I can get new ideas to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.

Students will be interpreting information to understand how they can be an integral part of the connection and reconciliation of the land.

Positive Personal & Cultural Identity

I am aware of different aspects of myself. I can identify people, places, and things that are important to me.

Profile 2

With some help, I can identify some of my attributes. I can identify objects or images that represent things that are important to me and explain what I like and dislike. I can describe my family, home, and/or community (people and/or place).

Students will be encouraged to write ideas about their own interests, attributes, ideas and feelings to personalize their experience.

		<p>Learning Standards – Curricular Competencies:</p> <p>Explain why people, events, or places are significant to various individuals and groups (significance)</p> <p>Students will explore some connections that local as well as global Indigenous communities share with their land and resources.</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</p> <p>Students will explore with why the connections of local and global Indigenous communities (and non-indigenous communities) with the land and its resources help to shape their values and experiences.</p>
	<p>KNOW</p>	<p>Learning Standards - Content:</p> <p>Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p>Students will know that people depend on the land and its resources for survival (food, shelter, etc.), wellbeing (cultural, emotional and physical and community connection, etc.), and need to understand that it is these connections that help to define the people of the land. The world is full of diversity and so is the land.</p> <p>Relationships between people and the environment in different communities</p> <p>Students will know that the environment helps to shape the community and what the behaviours, purposes and interactions of individuals in that community will be.</p> <p>Rights and responsibilities of individuals regionally and globally</p> <p>Students will know that as stewards of the land and resources, people have the responsibility to look after these.</p> <p>Students will know the First Peoples Principles of Learning:</p> <p><i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</i></p>

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
- Learning involves recognizing the consequences of one's actions.*
- Learning involves generational roles and responsibilities.*
- Learning recognizes the role of indigenous knowledge.*
- Learning is embedded in memory, history, and story.*
- Learning involves patience and time.*
- Learning requires exploration of one's identity.*
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

Comments on how you will address the FPPL:

- Through exploration of local and global indigenous community focus students will understand that the connectedness and responsibility to the land is a foundation of family, community and ancestors.
- Students will understand that a sense of place is greatly determined by the local environment and people who understand and know this environment. We will be considering some of the projects and experiences that are significant within certain local communities and their connection with environmental factors.
- Students will understand that it is the responsibility of all of us to recognize what the land and environment offers us, what we take from it and what we need to give back.
- Students will know that the indigenous knowledge of the land and its resources and patterns is generational and tells the story of the place so that its integrity can be preserved and restored.

STAGE 2: Assessment Plan

Formative Assessment (Assessment as Learning and Assessment for Learning):

Through class discussion and experiential emersion students will be interacting and exploring creative and reflective thinking. Teacher will be observing and providing feedback while students experience formative connection with continued engagements.

Summative Assessment (Assessment of Learning):

Students will be expected to create a personal journal page (written and illustrated) of their own personal, family or community connection with the land and environment while understanding how this contributes to their daily life.

Emerging: Students have an initial and partial understanding and connection with the material.

Developing: Students understand the material but lack interaction and/or effort in connecting the material with independent thought.

Proficient: Students understand and interact with the material. They are engaged in independent thought and conclusion.

Extending: Students understand and engage with the material, and are willing to respectfully collaborate and discuss with other students to derive and express detailed conclusions and ideas. Students also make horizontal connections with personal or related history and stories.

Stage 3: Learning Plan

Stage 3: Learning Plan		
Date/Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)

<p>Lesson 1 March 10</p>	<p><i>Making Connections</i> <i>How do we depend on our environment for survival and wellbeing?</i></p>	<p>We will examine how our local environment shapes our lives and those of the people in our community; what resources we use, and what other connections we can make (generational knowledge and experience, employment, hobbies and interests, physical and emotional wellbeing, etc.) to understand the significance of where we come from.</p> <p>We will go for a walk in our local school environment while discussing connections with our own lives.</p>
<p>Lesson 2 March 14</p>	<p><i>How are the Nazko First Nation making connections with their environment, what makes their land significant for them and how are they taking care of it.</i></p>	<p>We will discuss previous understanding</p> <p>We will watch: https://www.canadianbiomassmagazine.ca/new-video-celebrates-partnership-with-nazko-first-nation/</p> <p>We will examine https://cnc.bc.ca/docs/default-source/research-forest/project-summaries/nazko-first-nations-legacy-fund-summary-2022.pdf?sfvrsn=539fb185_0</p> <p>to gain an understanding of how the Nazko First Nation connects to their land and what they are doing to make a difference for climate change. They are gathering knowledge, coordinating with other stakeholders and replanting their local forests to rehabilitate the over-harvested and fire damaged forests.</p> <p>We will discuss connections and compare to our area (very close and relatable to the Nazko area). Students will make connections with how we share the land and knowledge and what all of our responsibilities are.</p>
<p>Lesson 3 March 16</p> <p>Formal</p>	<p><i>How do we share a reciprocal relationship with our land?</i></p>	<p>We will make connections to previous learning through a brief discussion. We will read the story Lessons From Mother Earth By Elaine McLeod and Illustrated by Colleen Wood. This story will illustrate the traditions and generational traditional knowledge that supports the individual, family, community and the land.</p> <p>Students will then do their own personal reflection and illustration in their journal while connecting their own relationships and understanding of tradition and the land.</p>

<p><i>Lesson 4</i> <i>April 4</i></p>	<p><i>What Does Spring Bring? – Indigenous connections.</i></p>	<p>In this lesson we will begin to follow the seasons of change and make connections to the meanings of these changes. Students will make connections with the local Dakehl people’s understanding of Spring while seeing that our own unique area creates meaning in the lives of all of its people.</p> <p>We will read the story</p> <p>Strong Stories Dakehl: Spring in Saik’uz by Cecilia John</p> <p>We will then talk about al of the seasonal changes that we experience in our are and how they impact our lives as well as what meaning they have for our own families.</p> <p>Students will then complete there own interpretation on our Spring Has Sprung Page(https://worksheetplace.com/mf_pdf/springchange.pdf) using our paragraph writing skills from our Language Arts Unit.</p>
<p>Resources needed:</p>		
<p>Appropriate outside clothing, Smart Board, Books: Lessons From Mother Earth and A Walking Curriculum, internet access, white board and markers, journals, pencils, pencil crayons.</p>		
<p>Interdisciplinary connections:</p> <p>(e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)</p>		
<p>Art – Students will illustrate their own reflection. ELA – Students will be working on interpreting and writing important and meaningful text.</p>		
<p>Reflection</p>		

How did the unit go? How do I know?

Where to next?