

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>The Metis Peoples</u>	Number of Lessons: <u>9</u>	Time (in weeks): <u>Unsure yet</u>
Name: <u>Kyra Doehle</u>	Subject(s): <u>ELA, Math, Arts</u>	Grade(s): <u>Kindergarten</u>

Rationale:

I am teaching this unit because it seamlessly integrates cross-curricular subjects with Indigenous knowledge. Through this engaging unit on the Metis people and their rich culture and history, I also teach my students arts, math, science, ELA, and some P.E.

This unit allows my students to learn and apply their curriculum through an Indigenous lens. By connecting to their prior knowledge and using their skills in different contexts, I aim to deepen and enhance their understanding.

Overview:

1. **Introduction to Metis Culture**
Introduction to Metis culture through hands-on exploration of various cultural items.
2. **The Metis Sash**
Learning about the Metis sash, its uses, and cultural significance as well as connecting the colours and symbolism of the Metis sash to our own lives and experiences.
3. **The Art of Weaving**
Introduction to Metis weaving and pattern-making through a hands-on activity.
4. **Musical Spoons**
Exploring Metis music through the use of musical spoons, encouraging rhythm and movement.
5. **Introduction to Jigging- Basic Step**
Learning about Metis jigging as a form of cultural expression through dance. Getting to learn the basic step and try it out.
6. **Jigging- Metis Music and Fancy Steps**
Applying what we learnt about jigging and our practice with the basic step to more difficult fancy steps.
7. **The Red River Cart Exploration**
Introduction to the historical Red River cart, linking Metis culture with the science of force and motion through experiential learning.
8. **The Giving Tree by Leah Marie Dorion and Dot Art Practice**
Exploring themes from the book and our unit so far while practising dot art skills and techniques.
9. **Culmination Project- Dot Art Leaf for Class Giving Tree**
Reflecting on our learning from the unit and representing that learning through a personal dot art leaf to add to our class tree.

CORE COMPETENCIES - Pasted from the [BC Curriculum Webpage](#)

Communication	Thinking	Personal & Social
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<p>I communicate purposefully, using forms and strategies I have practiced.</p> <ul style="list-style-type: none"> - This unit provides students with multiple opportunities to engage in meaningful, hands-on activities that incorporate practiced forms of communication like expressing ideas through movement in jigging, using rhythm and sound with musical spoons, and representing personal connections through visual art in dot art projects. These activities encourage students to communicate their understanding of Metis culture and their reflections on the themes of the unit in purposeful and creative ways. 	<ul style="list-style-type: none"> ● Critical thinking I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. <ul style="list-style-type: none"> - This unit provides students with many opportunities to develop inquiry and critical thinking skills. Students ask and answer questions about Metis culture and through hands-on learning they use their observations, experiences, and imagination to deepen their understanding. There are frequent reflection activities, often in the form of class discussions that provide students with opportunities to draw conclusions and make judgements about their learning. ● Creative thinking I get ideas when I play. <ul style="list-style-type: none"> - This unit encourages students to explore and generate new ideas through hands-on activities. Students engage in playful exploration to spark curiosity and these interactive experiences allow them to discover connections between their learning and their own lives. 	<ul style="list-style-type: none"> ● Positive personal and cultural identity I am aware of different aspects of myself. I can identify people, places, and things that are important to me. <ul style="list-style-type: none"> - This unit helps students develop self-awareness by exploring Metis culture and reflecting on their own identities. Through many activities in this unit, students identify personal preferences, emotions, and values. They are encouraged to think about the people, places, and traditions that are important to themselves to connect them to the ones that are significant to the Metis community. ● Personal awareness and responsibility I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions. <ul style="list-style-type: none"> - Students are learning many new skills throughout this unit, therefore they are able to experience the joy of creating and learning new skills. Most of the activities also allow students to express their likes and dislikes, share their learning with the class, and celebrate their accomplishments, this fosters a positive sense of self and emotional awareness. ● Social responsibility
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		<p>In familiar settings, I can interact with others and my surroundings respectfully.</p> <ul style="list-style-type: none"> - Students are encouraged to interact respectfully with others and their surroundings throughout the unit due to the amount of collaborative activities. Discussions about Metis traditions teach students to appreciate and respect cultural knowledge being shared. These experiences help them practice interacting with others and their surroundings in a way that honours both their classroom community and the cultural content of the lessons.
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BIG IDEAS - Pasted from the [BC Curriculum Webpage](#)

ELA	Arts	Math
Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	People create art to express who they are as individuals and community.	Repeating elements in patterns can be identified.

LEARNING STANDARDS- Pasted from the [BC Curriculum Webpage](#)

Curricular Competencies	Content
<p>Arts:</p> <ul style="list-style-type: none"> - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. - Reflect on creative processes and make connections to other experiences - Express feelings, ideas, stories, observations, and experiences through the arts 	<p>Arts:</p> <ul style="list-style-type: none"> - Dance: body, space, time - Traditional and contemporary Aboriginal arts and arts-making processes - Music: beat/pulse, rhythm, tempo, pitch, dynamics - Visual Arts: Elements of design: line, shape, colour, pattern, repetition. - Symbolism as expressions of meaning
<p>ELA:</p> <ul style="list-style-type: none"> - Engage actively as listeners, viewers, and readers, as 	<p>ELA:</p> <ul style="list-style-type: none"> - Metacognitive strategies - Oral language strategies

<p>appropriate, to develop an understanding of self, identity, and community.</p> <ul style="list-style-type: none"> - Use personal experience and knowledge to connect to stories and other texts to make meaning - Recognize the importance of story in personal, family, and community identity 	
<p>Math:</p> <ul style="list-style-type: none"> - Incorporate First Peoples' worldviews and perspectives to make connections to mathematical concepts - Connect mathematical concepts to each other and to other areas and personal interests - Visualize and explore mathematical concepts 	<p>Math:</p> <ul style="list-style-type: none"> - Number concepts to 10 - repeating patterns
<p>Science:</p> <ul style="list-style-type: none"> - Make exploratory observations using their senses - Recognize First People's stories, songs, and, art, as ways to share knowledge. 	<p>Science:</p> <ul style="list-style-type: none"> - Effects of pushes/pulls on movement - Effect of size, shape, and materials on movement.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> - Ability to connect personal experiences to new learning - Knowledge of patterns from the patterning unit earlier in the year - Fine and gross motor skills - Good oral language skills - Basic metacognitive skills - Movement and rhythm awareness
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> - Gather visuals, videos, and artifacts (e.g., pictures of Metis sashes, Red River carts, and Metis symbols). - Prepare age-appropriate materials to introduce the Metis as a distinct cultural group. - Set up a display or exploration table with items related to Metis culture.
Lesson 2	<ul style="list-style-type: none"> - Obtain or create examples of Metis sashes (real or images). - Print the box handout for each student - Hide the colour cards around the room
Lesson 3	<ul style="list-style-type: none"> - Cut and prepare weaving materials (yarn and ribbons) - Create a loom for each student - Create a sample piece to show as an example - Set up the workstations with materials
Lesson 4	<ul style="list-style-type: none"> - Ensure you have enough pairs of spoons for each student

	<ul style="list-style-type: none"> - Make sure the video clips are loaded onto the computer - Make sure you are practiced and ready to teach how to play
Lesson 5	<ul style="list-style-type: none"> - Make sure the School PAPL video is loaded and ready on the computer - Make sure you are practiced and ready to teach how to do the basic step - Ensure the speakers are working for sound
Lesson 6	<ul style="list-style-type: none"> - Make sure the School PAPL video is loaded and ready on the computer - Make sure you are practiced and ready to teach how to do the fancy steps - Ensure the speakers are working for sound
Lesson 7	<ul style="list-style-type: none"> - Ensure you have the toy carts, blocks, and other exploration materials separated and ready - Set up the exploration stations
Lesson 8	<ul style="list-style-type: none"> - Obtain a copy of The Giving Tree by Leah Marie Dorion - Prepare the paints, q-tips and aprons - Print out the practice sheet outlines - Create a sample dot art piece
Lesson 9	<ul style="list-style-type: none"> - Prepare the leaf cutouts for each student - Gather paints, q-tips, and aprons - Create a large tree outline on the bulletin board - Create a few sample leaves

Cross-Curricular Connections:

This unit is cross-curricular, the arts, science, and math activities, such as weaving patterns, learning to jig, exploring the Red River Cart's motion, and creating dot art, support ELA learning by helping students engage with and express their understanding of Metis culture through visual, tactile, and creative methods.

Aboriginal Connections/ First Peoples Principles of Learning:

Pasted FPPL from [Jo Chrona's Webpage](#)

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

This FPPL aligns closely with my unit as it emphasizes the interconnectedness of all aspects of learning. In this unit, the focus is on holistic learning by engaging students physically, emotionally, mentally, and socially. Students explore the cultural significance of the Metis sash through hands-on activities like creating and weaving a sash while reflecting on its historical context and the personal meaning of the colours. The experiential nature of this unit allows students to engage directly with the material by creating art, learning dance, and participating in discussions, making the learning relevant to their own experiences. Reflective learning is encouraged through almost all the lessons in this unit. Students analyze the connection between the Metis sash and their own identities, fostering deeper personal insights. The relational aspect is emphasized by the collaborative nature of the activities in this unit. Students are working together and sharing knowledge while building a sense of community in the classroom. This unit also promotes a sense of place by connecting students with the Metis' relationship to the land, community, and history, further enriching their understanding of how their learning is tied to the world around them.

Grandfather Teaching: LOVE (Eagle)

This teaching reflects the interconnectedness and respect for all beings, which is foundational in this unit about the Metis. The principle of Love teaches that all things are connected, and through love, we honour and respect these connections. In this unit, students are encouraged to explore the significance of the Metis sash as a symbol of cultural pride and heritage, fostering an understanding of how the Metis people express love and respect for their culture, history, and each other. By engaging with the material in hands-on, collaborative ways, students not only learn about the sash but also deepen their connection to the community and the values of respect, kindness, and inclusivity, which are central to

the teaching of Love. This principle supports building positive relationships within the classroom, fostering empathy and understanding as students reflect on the history and traditions of the Metis people.

Universal Design for Learning (UDL)

Ideas from the [UDL Guidelines Webpage](#)

Multiple Means of Engagement:

- Offers varied ways for students to connect with Metis culture (ex., through hands-on activities like jigging, weaving, and music, along with stories, songs, and visual art).
- Allows for flexible groupings (ex., small group work or partner activities) to cater to different social preferences and learning styles.
- Offers choices within lessons (ex., different colours for dot art or different ways to express thoughts about the Metis sash).

Multiple Means of Representation:

- Presents information in diverse formats (ex., videos, pictures, stories, and hands-on activities) to support various learning styles and language needs.
- Uses visuals like images of the Metis sash, musical spoons, or Red River carts to help students better understand the cultural context.
- Simplifies and scaffolds language in discussions to accommodate diverse literacy levels.

Multiple Means of Expression:

- Provides different ways for students to express their learning (ex., verbal reflections, drawing, dot art, movement in jigging, etc.).
- Offers opportunities for oral, visual, and kinesthetic expression, allowing students to share what they've learned in the way that feels most comfortable to them.

Differentiated Instruction (DI):

Ideas from my current Teacher Mentor and LART from our school

Student J:

- **Provide structure:** Break tasks into smaller steps and use a visual schedule to guide transitions.
- **Incorporate movement:** Allow brief breaks to release energy and improve focus.
- **Frequent check-ins:** Use positive reinforcement and have the CEA support the student with reminders and praise.
- **Offer flexible expression:** Let the student demonstrate learning by explaining orally.
- **Use visual and auditory supports:** Provide clear, simple instructions with visual aids and demonstrations.
- **Create a calm space:** Minimize distractions and offer a quiet area for focused work.

Student D:

- **Use clear, simple instructions:** Break down tasks into smaller, manageable steps and provide one instruction at a time.
- **Visual supports:** Use visual aids like charts, or pictorial instructions to reinforce verbal directions.
- **Consistent routines:** Create a predictable environment and provide a visual schedule to help the student anticipate transitions.

- **Model behaviours:** Demonstrate tasks or actions clearly and encourage the student to copy your behaviour in a structured, supportive way.
- **Provide frequent prompts and reminders:** Gently guide the student through tasks and offer verbal or visual cues to help them stay on track.
- **Use positive reinforcement:** Acknowledge and praise the student for following instructions or staying on task, even for small successes.
- **Allow breaks:** Provide regular breaks for the student to manage sensory overload or restlessness, using calming activities if needed.
- **Small group or one-on-one support:** Work with the student in smaller groups or individually to provide more focused attention and reduce distractions.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Introduction to Metis Culture (30 minutes)
Learning Standards: Curricular Competencies	ELA: Engage actively as listeners, viewers, and readers, as appropriate, to develop an understanding of self, identity, and community.
Learning Standards: Content	S.S.: People, places, and events in the local community, and in local First Peoples communities. Arts: Traditional and contemporary Aboriginal arts and arts-making processes
Instructional Objectives	SWBAT gain a basic understanding of the Metis people and their traditions through guided exploration and discussion while demonstrating curiosity as they explore items related to Metis culture.
Assessment:	<p>Observation I will observe students as they explore and handle Metis items, watching for signs that they recognize the items and begin connecting them to Metis culture.</p> <p>Conversation I will engage students in conversation, asking questions like, 'What did we learn about this item?' to assess their ability to recall and discuss elements of Metis culture.</p> <p>Product Students could create a drawing of their favourite item, an item they found interesting, or something they learned. This is not included in the lesson itself, as it would be a good extension activity if the rest of the lesson is shorter than expected. I want to keep this first lesson short and engaging to get the students excited about learning about the Metis people.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Inquiry-Based Learning - Guided Discussion:
Materials:	<ul style="list-style-type: none"> - Metis Sash - Musical Spoons - Mini Replica of a Red River Cart - Examples of Metis Artwork (beaded moccasin, dot art, etc.) - Metis Flag - A Video or Audio of Fiddle Music or Jigging

	- Lottie and J.J. (Metis doll puppets)
Lesson Activities:	
Introduction/Hook:	Place the Metis items (listed in materials) in stations around the classroom. Break students into their table groups and have them circulate through the different items. Allow them to touch and observe the items (go over expectations for treating the items with respect before dismissing students from the carpet).
Body:	<p>Gather everyone in a circle. Ask questions to facilitate discussion about what the students observed during their exploration, such as:</p> <ul style="list-style-type: none"> - What did you notice about the music? - What do you think the cart was used for? - What was your favourite item? Why? - What else did you notice? Did you see any connections? <p>Once everyone has shared, introduce the idea that all these items are important to the Metis people. Begin a short and age-appropriate explanation of Metis people:</p> <ul style="list-style-type: none"> - Who They Are: "The Metis are a special group of people in Canada. They have ancestors from two groups: the First Nations people, the very first people to live in Canada, and the voyageurs, who came from far away across the ocean." - How the Metis Came to Be: "Over time, some of the First Nations people and voyageurs started families together. Their children and grandchildren grew up learning ways from both groups, like different foods, music, and stories. This group of people became the Metis." - What Makes the Metis Unique: "The Metis created their own way of life by blending things from the First Nations and voyageurs. They made their own music, clothes, dances, and even their own language!" - Metis Today: "Today, the Metis are still an important group in Canada, with their own traditions, songs, and special celebrations. Many Metis people share their culture by teaching others how to dance jigs, play the fiddle, and wear colourful sashes." -
Closure:	<p>Get students excited about the unit, letting them know that throughout our learning, they will get to try some of the things they explored today, like learning a dance, trying musical spoons, and even weaving their own mini sash.</p> <p>Encourage them to think about what item they saw today that they might want to learn more about.</p> <p>Have students share that item and why if time permits.</p>

Lesson 2

Name & Time (Minutes Allotted):	The Metis Sash (full lesson attached)
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	

Assessment:	
Teaching Strategies:	
Materials:	
Lesson Activities:	
Introduction/Hook:	
Body:	
Closure:	

Lesson 3

Name &Time (Minutes Allotted):	The Art of Weaving (full lesson attached)
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	
Lesson Activities:	
Introduction/Hook:	
Body:	
Closure:	

Lesson 4

Name &Time (Minutes Allotted):	Musical Spoons (full lesson attached)
Learning Standards: Curricular Competencies	
Learning Standards: Content	
Instructional Objectives	
Assessment:	
Teaching Strategies:	
Materials:	
Lesson Activities:	
Introduction/Hook:	
Body:	
Closure:	

Lesson 5

Name &Time (Minutes Allotted):	Introduction to Jigging- Basic Step (30 minutes)
Learning Standards: Curricular Competencies	Arts: <ul style="list-style-type: none"> - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. - Reflect on creative processes and make connections to other experiences
Learning Standards: Content	<ul style="list-style-type: none"> - P.E.: How to participate in different types of physical activities, specifically rhythmic activities. - Arts: Dance: body, space, time - Math: Number concepts to 10 and repeating patterns

Instructional Objectives	SWBAT learn and demonstrate the basic jigging step from a video provided by <i>School Physical Activity and Physical Literacy in BC (PAPL)</i> , and understand its basic cultural significance.
Assessment:	Observation: During the activity, observe students as they attempt the jigging step, focusing on their participation and engagement, not their actual skill. Conversation: During the activity and in the closing discussion, listen for students' ability to recall connections they had to the jigging, and basic cultural significance they learned.
Teaching Strategies:	<ul style="list-style-type: none"> - Modelling and Guided Practice - Cooperative Learning
Materials:	<ul style="list-style-type: none"> - Basic Step Video with Madelaine McCallum: Indigenous Resources - School Physical Activity and Physical Literacy in BC - Smartboard projector - Speakers hooked up to the computer
Lesson Activities:	
Introduction/Hook:	<p>Start by asking the class if they have ever danced at a celebration or event. Ask them how they felt when they got to do that. Talk about their experiences for a bit, then bring it in, focussing on how we felt dancing.</p> <p>Show a short clip of the jigging video, highlight the energy and joy in the dance, and talk about how jigging is a traditional Metis dance that has been passed down through generations.</p> <p>Talk about how jigging is an important way for Metis people to celebrate their culture, and how today we will get to learn the basic step!</p>
Body:	<p>Get students in their dots on the carpet, spread out.</p> <p>Run through a quick warm-up consisting of some dynamic stretches and movements to get the students excited and ready to jig.</p> <p>Play the video from School PAPL, and have students follow along when they are prompted to. (it may be best to skip to 6 minutes into the video once students have stood up)</p> <p>After watching the video and following along, have students practice the basic jig for a little longer. We can try it faster and slower and with other music depending on how the class is catching on.</p>
Closure:	<p>Have students sit in a circle on the carpet and ask what they noticed about jigging, also how they think dancing helps bring people together. If they would like to share their favourite part afterwards in a circle share, that would be great too.</p> <p>Remind students that by learning this dance, they are connecting to an important part of Metis culture and history, and try and relate some of their answers back to our learning.</p>

Lesson 6

Name & Time (Minutes Allotted):	Jigging- Metis Music and Fancy Steps (35 Minutes)
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Learning Standards: Curricular Competencies	<p>Arts:</p> <ul style="list-style-type: none"> - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. - Reflect on creative processes and make connections to other experiences
Learning Standards: Content	<ul style="list-style-type: none"> - P.E.: How to participate in different types of physical activities, specifically rhythmic activities. - Arts: Dance: body, space, time and Music: beat/pulse, rhythm, tempo, pitch, dynamics - Math: Number concepts to 10 and repeating patterns
Instructional Objectives	SWBAT learn about Metis music, specifically the Red River Jig, and build on their understanding of jigging by trying fancy steps from the next PAPL BC Video.
Assessment:	<p>Observation: During the activity, observe students as they attempt the jigging step, focusing on their participation and engagement, not their actual skill.</p> <p>Conversation: During the activity and in the closing discussion, listen for students' ability to recall connections they had to the jigging, and basic cultural significance they learned.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Modelling and Guided Practice - Cooperative Learning
Materials:	<ul style="list-style-type: none"> - Red River Jig on speakers - Metis Jigging: Fancy Steps Video with Madelaine McCallum: Indigenous Resources - School Physical Activity and Physical Literacy in BC - Smartboard ready - Metis jig step colouring pages/visual posters
Lesson Activities:	
Introduction/Hook:	<p>Ask the students what they remember about jigging from the previous lesson, and how it felt to try the basic step. Talk about what they recall and connect it to the learning.</p> <p>Play the River River Jig on the speakers and get students to listen to it, even clap along if they wish. Get them to think about the high and low notes and think about how they could use the jig steps they know to jig to this music.</p> <p>Briefly explain that the Red River Jog is the most famous Metis dance tune and that it is not just about the music, it is a way to tell stories, celebrate, and connect with Metis culture.</p>
Body:	<p>Have students spread out on their carpet spots.</p> <p>Do another dynamic warm-up to get them excited and ready to try the new steps. Incorporate the basic step into the warm-up as well to re-cap what they know.</p> <p>Play the PAPL video, pausing at key points if needed. (can skip to 1 minute in as we have already listened to the Red River Jig)</p> <p>Use the visual posters/colouring sheets to show students the steps during and after the video.</p>

	If there is time, allow students to colour their own step sheet.
Closure:	Gather students to the carpet, and ask them what they noticed about the music and dance today, if it was different than last time, and what they liked the best. Wrap up the discussion by relating it to the learning and highlighting that Metis jigging combines tradition with creativity, as dancers often improvise their own steps to express themselves.

Lesson 7

Name & Time (Minutes Allotted):	Red River Cart Exploration (30 Minutes)
Learning Standards: Curricular Competencies	Science: Make exploratory observations using their senses and Recognize First People's stories, songs, and, art, as ways to share knowledge.
Learning Standards: Content	Science: Effects of pushes/pulls on movement and Effect of size, shape, and materials on movement.
Instructional Objectives	SWBAT know what the Red Reiver Cart is and explain its importance to the Metis People, as well as how the force of pull made it move.
Assessment:	Observation: During the activity, watch for participation in the hands-on elements, are they understanding how the weight of something affects the amount of force needed to move it? Conversation: During the activity and class discussions are they able to articulate what they noticed about the force needed to move objects? Can they explain why force is important for moving things like the Red River Carts? Can they connect our activity to the Metis people's use of carts in history?
Teaching Strategies:	<ul style="list-style-type: none"> - Experiential Learning - Connecting Science to Culture
Materials:	<ul style="list-style-type: none"> - Example of a Red River Cart - Supplies for Exploration Stations <ul style="list-style-type: none"> - Toy carts, wagons, or shoeboxes with string - Light objects like stuffed animals or plastic blocks - Heavy objects like marbles or books
Lesson Activities:	
Introduction/Hook:	Show a model of the Red River Cart and explain its significance: <ul style="list-style-type: none"> - The Red River Cart was like the Metis People's truck! It carried food, supplies, and even people across long distances. - But it did not have an engine like today's trucks! So how did it move? Today we will learn how the force of pull helped it travel! Show a small box with a string, Aks what do you notice when I pull this, what makes it move?
Body:	Demonstration: Show how pulling applies force to move an object. <ul style="list-style-type: none"> - Force is like a push or pull that helps things move. The Metis used animals like horses or oxen to pull their carts. Hands-on Activity: Set up simple exploration stations where students can: <ul style="list-style-type: none"> - Pull small toy carts or boxes filled with light or heavier objects (blocks, marbles, etc.)

	<ul style="list-style-type: none"> - Observe what happens when the load is heavier or lighter - Take turns pulling and comparing how much force they need to move different loads <p>Circulate the room and ask questions like: "Which cart was harder to pull? Why?" and "What would happen if the cart was too heavy?"</p>
Closure:	<p>Gather students to their carpet spots for a group discussion:</p> <ul style="list-style-type: none"> - Why was the Red River Cart important for the Metis? - What did you notice about pulling heavy and light loads? <p>If there is time, have students walk around the room pretending to be horses or oxen pulling a Red River Cart. Shout out things you add to their carts and they will move in a way that represents how much force they need to pull their cart with all the added things.</p> <p>Relate the things they discovered to the Metis culture they've learned and also to the force and motion unit they are learning in science.</p>

Lesson 8

Name & Time (Minutes Allotted):	The Giving Tree Story and Dot Art Practice
Learning Standards: Curricular Competencies	<p>Arts:</p> <ul style="list-style-type: none"> - Express feelings, ideas, stories, observations, and experiences through the arts - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>ELA:</p> <ul style="list-style-type: none"> - Use personal experience and knowledge to connect to stories and other texts to make meaning - Recognize the importance of story in personal, family, and community identity
Learning Standards: Content	<p>Arts:</p> <ul style="list-style-type: none"> - Visual Arts: Elements of design: line, shape, colour, pattern, repetition. - Symbolism as expressions of meaning - Traditional and contemporary Aboriginal arts and arts-making processes <p>ELA:</p> <ul style="list-style-type: none"> - Metacognitive strategies - Oral language strategies
Instructional Objectives	SWBAT understand the importance of giving and connection to the land, as explored in Metis culture, and will also practice creating dot art as a form of self-expression and storytelling.
Assessment:	<p>Observation: Monitor student participation in the read-aloud, discussion, and activity. Look for engagement, participation, and how they create their artwork.</p> <p>Conversation: Listen for explanations about what their dot art represents and how it connects to the story, what they've learnt about Metis people or their own life.</p> <p>Product: Evaluate the students' practice dot art for effort and understanding of the technique we are using.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Read Aloud - Modelling

Materials:	<ul style="list-style-type: none"> - The Giving Tree by Leah Marie Dorion - Dot Art Practice sheets (faint outlines of different Metis symbols for students to outline and fill in with dot art) - Q-tips (or bingo dobbers for fine motor support) - Paints in various colours (acrylic will probably work best) - Paper towels - Paint aprons - Table cloths - Paper plates
Lesson Activities:	
Introduction/Hook:	<p>Have students on their carpet spots and show them the cover of The Giving Tree by Leah Marie Dorion.</p> <p>Ask: what giving means to you. Can you think of a time when someone gave you something meaningful or when you gave something to someone else? Does anyone have any guesses or inferences about what this book could be about from the picture and the title?</p> <p>Speak a little bit about how Metis culture emphasizes connection to the land and the act of giving and recall some of what we have learned in our unit.</p>
Body:	<p>Read the book aloud, pausing occasionally to ask reflective questions and to connect the book to what we have been learning in this unit.</p> <p>After the book, discuss some of the story's themes like generosity, importance of nature, reciprocity, etc. Then show the students the artwork in the book, asking them what they noticed about it (have it on the document camera if needed).</p> <p>Introduce the concept of dot art and explain how the Metis often use this form to tell stories, represent nature, and express their culture.</p> <p>Show students the faint outlines they will get to use to try dot art today. Do an example showing them how to use the Q-tips and paint to make sure they are just making simple dots. (can use bingo dobbers if the fine motor skills are not developed enough to use small Q-tips.)</p> <p>Have students head to their desks and try outlining and filling in their designs using the dot art technique.</p>
Closure:	<p>Have students leave their work on the side shelf to dry and come to their carpet spots.</p> <p>Have a class discussion about how their art connects to the story we read and to something they have learned about Metis culture. Have them recall things they have learned about the Metis people and how creating art can help us tell stories and share ideas like the Metis do.</p> <p>Explain how their practice today is preparing them for the next lesson, where they will create their final dot art leaves for the class Giving Tree we will create. Explain that we will take everything we've learned</p>

	about Metis culture and make something special using dot art as a class. Get them to share what ideas they may have to decorate their own leaf to represent what they learnt about Metis people.
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Lesson 9

Name & Time (Minutes Allotted):	Culmination Project- Dot Art Leaf for Class Giving Tree (30 minutes for creating and 10 minutes once they have dried)
Learning Standards: Curricular Competencies	<p>Arts:</p> <ul style="list-style-type: none"> - Express feelings, ideas, stories, observations, and experiences through the arts - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>ELA:</p> <ul style="list-style-type: none"> - Use personal experience and knowledge to connect to stories and other texts to make meaning - Recognize the importance of story in personal, family, and community identity
Learning Standards: Content	<p>Arts:</p> <ul style="list-style-type: none"> - Visual Arts: Elements of design: line, shape, colour, pattern, repetition. - Symbolism as expressions of meaning - Traditional and contemporary Aboriginal arts and arts-making processes <p>ELA:</p> <ul style="list-style-type: none"> - Metacognitive strategies - Oral language strategies
Instructional Objectives	SWBAT create a dot art leaf that represents their learning and personal connections to Metis culture by reflecting on the themes and concepts learned in the unit.
Assessment:	<p>Observation: Observe how students incorporate Metis symbols, colours, and patterns into their dot art. Notice their engagement in discussions and if they are on task during the creation.</p> <p>Conversation: Listen for explanations of the connection between their artwork and Metis culture, symbols, or personal experience. Ask questions like “What part of what you’ve learnt about Metis people is shown in your art?” and “What does your leaf represent/ how does it connect to our learning?”</p> <p>Product: Evaluate the final dot art leaf, and look for evidence of personal reflection on what we have learned about Metis culture. Check for the inclusion of Metis symbols, colours or patterns, and ensure it connects to some aspect of their learning in the unit.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Modelling - Guided Reflection/Recall - Visual Supports
Materials:	<ul style="list-style-type: none"> - The Giving Tree by Leah Marie Dorion - Paper leaf cutouts for each student - Q-tips (or bingo dobbers for fine motor support) - Paints - Visuals of different things we learnt about in the unit - Paper Towel - Painting aprons - Blank tree bulletin board prepped

	- Staples or push pins
Lesson Activities:	
Introduction/Hook:	Have students at their carpet spots and revisit the Giving Tree book. Discuss the themes of giving, connection to the land, and importance of tradition. Ask students what they have learned about Metis culture throughout our unit. What did they learn about Metis traditions like the sash, jigging, and or the Red River Cart? What connections did they make to their own lives or experiences?
Body:	<p>Start with a little more reflection, ask students about the different aspects of Metis culture they've explored. What images, symbols, or ideas stand out to them the most? How could they express that using the dot art we tried last time? Give some time for discussion and provide a few visuals on the smartboard to help students recall.</p> <p>Show students an example of the leaf cutout they will be filling with their dot art. Demonstrate how you will take a small amount of paint and create the design slowly, using the dot art technique we tried last time. Give them a few different examples of leaves to help guide them while they create their own.</p> <p>Explain how the leaf should represent something meaningful from their learning journey, it could symbolize something from Metis culture (ex. the land, the sash, etc.) or reflect something personal that connects to what they have learned (ex. a pattern using the colours from their weaving).</p> <p>Have students head to their desks and start on their dot art leaves. Guide students as they create their leaves using dot art techniques. Encourage them to think about the patterns they learned and how to represent their ideas using dots.</p>
Closure:	<p>As students finish their leaves, have them set them up on the drying shelves and colour the Metis colouring pages until everyone is finished.</p> <p>Once all the leaves are dry (probably the next day):</p> <p>Bring the class together with their leaves in hand, and have each student share their leaf with the group. They can describe the symbolism in their art and what they learned in the unit or what their favourite part was.</p> <p>After everyone has shared, ask the class to think about some similarities between everyone's leaves and any other connections they may see.</p> <p>Attach each leaf to a bulletin board with a brown tree and branches on it to symbolize the collective learning and growth that has happened throughout the unit.</p>

Resources:

- The Giving Tree by Leah Marie Dorion
- "Mama, what is the Metis Sash" book by Native Reflections

- My Metis Sash by Leah Marie Dorion
- [Indigenous Resources - School Physical Activity and Physical Literacy in BC](#)
-  Red River Jig/Big John McNeil
- Metis kit from the resource centre (has puppets, colouring sheets, books, and spoons)
- Community members or families of students who may be Metis and want to help share knowledge
- AbEd worker in your school to bounce ideas off and ensure you have correct and up-to-date information
- Speakers
- Computer hooked up to speakers and smartboard

Extensions to Unit:

- Look more in-depth at the Metis flag and its cultural significance
- Discuss traditional Metis food and if possible prepare a simple dish like fry bread
- Host a Metis symbol scavenger hunt where you hide some cards with Metis symbols on them and the students have to find them and bring them back
- Have students draw different elements of Metis culture on stones and create a little "knowledge garden" with all the stones
- We could dive deeper into the student's family history and create a family tree for each student or have each of them bring in an artifact and explain how it is significant to their family history.

Reflections and Revisions

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Sash Colours Lesson: Metis Lesson **Lesson #** 2 **Date:** October 10, 2024
Name: Kyra Doehle **Subject:** ELA **Grade(s):** K

Rationale:

This lesson introduces students to the Metis sash, a powerful symbol of Métis culture, history, and identity. Through storytelling, interactive activities, and creative exploration of the sash's colours and uses, this lesson promotes cultural awareness and aligns with curriculum objectives. It supports Indigenization by incorporating Metis perspectives into the classroom through storytelling (using puppets and a book) and traditional symbols (the sash), offering an authentic and age-appropriate representation of Indigenous experiences. The lesson fosters reconciliation by encouraging understanding and respect for Metis culture while facilitating dialogue about Indigenous identity, as students share their thoughts and connections to the colors of the sash. Additionally, it supports decolonization by affirming the value of Indigenous knowledge by centering the Metis sash and its significance. This approach shifts perspectives and incorporates Indigenous voices, teaching students the practical and cultural importance of the sash and encouraging them to recognize and appreciate Indigenous contributions to Canadian society.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> - I contribute during group activities with peers and share roles and responsibilities to achieve goals. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I have pride in who I am. I understand that I am a part of larger communities.

Big Ideas (Understand)

Through listening and speaking, we connect with others and share our world.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. • Use personal experience and knowledge to connect to stories and other texts to make meaning 	<ul style="list-style-type: none"> • Metacognitive strategies • Oral language strategies

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Listen actively to instructions and explanations. 	<ul style="list-style-type: none"> • The teacher will be observing students' listening skills during the lesson.

<ul style="list-style-type: none"> • Connect their personal experiences with certain colours to the Metis meaning of certain colours. 	<ul style="list-style-type: none"> • Teacher will be discussing the connection to Metis culture and asking questions to gauge understanding. • The teacher will use final paper with drawings on it as product.
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Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> - Students should have prior knowledge of who Metis peoples are from an introductory lesson. - Students should be able to listen attentively. - Students should have knowledge of colours and what they mean to them/ represent. - Students should be able to identify at least the first letter of each colour.

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> - This lesson is centered around the Metis culture and their sash, focusing on the meaning of the colours. <p>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <ul style="list-style-type: none"> - This lesson shows that learning is holistic because the students are being asked to connect their learning to an aspect of their real life. - This lesson shows that learning is reflexive because not only did this lesson build on what we will have learned in the intro lesson, this lesson also provides a good base to continue learning about FNMI knowledge and culture. - This lesson shows that learning is reflective because not only were the lessons repeated a few times, but also the students had to reflect on what they thought when seeing the colours and connect it to the Metis representation of colours on the sash. - This lesson shows learning is experiential because the students had to travel around the classroom to discover the different colours we would be talking about. An extension for this lesson that would make it more experiential would be to have them weave their own “sash” by using different threads. - This lesson shows learning is relational because the students are learning about a different identity.

Universal Design for Learning (UDL):

<p>Engagement:</p> <ul style="list-style-type: none"> • I optimize choice and autonomy in this lesson by having students find the colours around the classroom on their own, as well as using their own personal representations of each sash colour in their work. <p>Representation:</p> <ul style="list-style-type: none"> • I have designed different options for language and symbols because I utilize puppets, a book, and symbolism through drawing pictures to ensure clarity, comprehension, and a shared understanding for all learners. <p>Action & Expression:</p> <ul style="list-style-type: none"> • I have designed different options for expression and communication by allowing students to share their thoughts orally with the class before we begin our project, through drawings in their projects, and at the end they can share their favourite square with the puppets in a circle.

Differentiate Instruction (DI):

<ul style="list-style-type: none"> - Student J and Student B can have a wiggle seat while doing our class drawings - I will stay in a closer proximity to Student D to monitor his drawings and give words of encouragement when he is staying on task
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- This lesson will be along the lines of a directed drawing so that it helps all students stay better on task.

During my practicum, the class exhibited a range of uncoded behaviors, likely due to many students not having attended daycare or structured environments before. Additionally, we had a gradual entry process, which limited academic time during the first three weeks. As a result, our focus was on establishing school rules, social-emotional learning (SEL), and introducing a fun patterning unit. Due to this limited time and the focus on classroom routines, I haven't had the opportunity to fully identify specific ways to differentiate my instruction to meet the individual needs of the students. During this period, my teaching mentor (TM) and I were primarily focused on seeking support for the classroom, and we found that utilizing the Classroom Education Assistant (CEA) and myself to support students was highly beneficial. However, these strategies are not available to us after September. Moving forward, I will continue to collaborate with my TM to refine and define more differentiated instruction strategies once we have a clearer understanding of the classroom dynamics and specific student needs as the year progresses.

Materials and Resources

- Metis Dolls
- "Mama, what is the Metis Sash" book by Native Reflections
- Large paper folded into six boxes for each student.
- Metis sash colouring pages for the early finishers.
- Pencils and crayons
- Metis sash
- Cards with colours and symbols hidden around the room

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"); <ul style="list-style-type: none"> - Teacher gathers students on the rug and explains that Lottie and JJ (puppets) are back today and are excited to talk about Metis sashes. - Teacher uses script to briefly explain Metis sashes with the puppets: <ul style="list-style-type: none"> o Lottie: Hi friends! Do you remember when my brother JJ and I were here last time? o JJ: Lottie and I played the wooden spoons with you! It was super fun! o Lottie: You're right JJ! We also told you guys about the Metis people and a little bit about our culture! o JJ: We sure did! What are we going to share with our friends today? 	<ul style="list-style-type: none"> - Students actively listen at their carpet spots. 	10 minutes

- Lottie: We want to talk about the Metis sash! Like the one I am wearing right now!
- JJ: Our sash isn't just for show. It's like a superhero tool belt!
- Lottie: Long ago, our Metis ancestors used the sash for lots of important stuff.
- JJ: You bet! They used it to carry things, like tools, snacks, and even babies!
- Lottie: Yeah, they'd wrap the sash around their waist and use it like a pocket to keep things handy while they worked.
- JJ: And guess what? When it got cold, they'd even use it as a scarf or a blanket to keep warm!
- Lottie: The sash was so handy, like a magical accessory that could do almost anything!
- Lottie: Our elders taught us different ways to tie the sash. Some knots were for celebrations, and others were for everyday wear.
- JJ: And you know what's super awesome? Sometimes, they'd use it in games! Like tug-of-war or even as a finish line in races!
- Lottie: Our sash is super useful and a symbol of our Metis identity!
- JJ: So, when you see someone wearing a sash, remember, it's not just a belt—it's a tool, a blanket, a symbol, and a piece of our incredible history!
-
- Lottie: It's like a secret code too! If you have lots of a certain colour in your sash it tells people that colour and what it

<p>means is really important to you!</p> <ul style="list-style-type: none"> ○ JJ: The Métis sash has colors that are like a special secret code. Let's explore! ○ Red: It's for the love and courage of the Métis people. They were really brave and strong. ○ Blue: This color is for the sky and rivers, reminding us of the beautiful places where the Métis lived. ○ Green: It's for the forests and nature that the Métis cared for and respected a lot. ○ Yellow: This color means the sun, happiness, and the bright days the Métis celebrated. ○ White: It's for purity and the winter snow that covered the land where the Métis lived. ○ Black: Is for the Métis people's strength and determination. It's like the night sky that is dark and strong. ○ Lottie: Thank you for learning about the Metis sash with us! ○ JJ: I had so much fun! We are excited to see what else you guys are doing today! 		
<p>Body:</p> <ul style="list-style-type: none"> - The teacher dismisses the puppets. <ul style="list-style-type: none"> ○ Teacher says it is pretty cool how the Metis use their sash isn't it? ○ Do we remember what colours they talked about? ○ I am wearing a Metis sash currently so I could place tools, food, and other important things in the sash while on long journeys. ○ Can you spot what colours I have on this sash? Are they the same as the ones Lottie and J.J. talked about? ○ Plus! If I needed to use some rope on my journey, I would have a nice strong sash to use! 	<ul style="list-style-type: none"> - Students listen attentively. - Students find the cards with the items and colours hidden around the room. - Students sit back at carpet spot and listen to the short book. - Students thoughtfully share their ideas during the brainstorm. - Students quietly head to their table spots. - Students work on their pages and if finished early work on another colouring sheet. 	<p>20 minutes</p>

<p>It can also keep me warm as a scarf if it gets really cold!</p> <ul style="list-style-type: none"> ○ Remember the 6 colours in the Metis sash that Lottie and JJ talked to us about? I have hidden two items of each colour around the room. Please head around the room, and when you find one bring it up to me and sit down at your carpet spot. <ul style="list-style-type: none"> - The teacher puts the cards with the drawings on the board for the students to see while the book is being read. <ul style="list-style-type: none"> ○ I have a quick book to read that also talks about the Metis sash and how important it is. - Teacher reads “Mama, what is the Metis Sash” book to the class. - Teacher has students remember the colours used in the Metis sash and what they mean to the Metis and writes them on the board. (from the puppets). <ul style="list-style-type: none"> ○ What colours were used in the Metis sash again? ○ Amazing job guys! - The teacher then has students brainstorm what each colour means to them, whether it is an item or symbol with the same colour or something that colour makes them feel. <ul style="list-style-type: none"> ○ When you see *colour* what do you think about? Does it remind you of something? Is there something that is the same colour that you like? ○ When I think of yellow, I think about the sun and when I think about green, I think about the tree in my backyard. - The student’s ideas will be written/drawn up on the board. - The teacher will then explain what they are going to do at their tables. <ul style="list-style-type: none"> ○ There will be a piece of paper at your table that has all the colours we talked about on it. (holding an example while explaining) ○ When you get to your table you will write your name on the line that says name. ○ You will then start to fill the sheet with drawings of things that that colour reminds you of. 		
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<p>Like what we talked about on the carpet and put up on the board.</p> <ul style="list-style-type: none"> - Ask for a thumbs up if they understand, ask what the first thing we are doing when we get to the table is to make sure they know the first step. - Teachers will have students fill out their pages with a drawing or two to represent the meaning of that colour to the individual student. (each box on the sheet will represent a different colour) - Teacher will have a small whiteboard with a replica of their worksheet drawn on it. Teacher will circulate the classroom and guide the students on which square they are filling in and what they could be drawing (they cannot read yet, so this is necessary to ensure students are filling in the correct boxes) - Can ask how they know what colour each square is to connect to letter recognition (this is where we draw our connection to red, how do we know this says red?) - If students are finished drawing and colouring their items while other students are still working, they can write out the word for each of the things they drew. If students are done that, they may have a Metis sash colouring sheet and colour it with the colours that mean the most to them. - 		
<p>Closure:</p> <ul style="list-style-type: none"> - Teacher has students bring their papers to the carpet. - The teacher has students sit in a circle and has them each take a turn to share one colour and item they put on their paper to the puppets. - Ensure students know what they are sharing by asking the class what they are going to answer when it is their turn. <ul style="list-style-type: none"> ▪ If there is not enough time for every student to share, choose five and let the students know you will listen to what they want to share at lunch or they would like. ○ Everyone did an amazing job on their drawings! Let's share them with Lottie and JJ! 	<ul style="list-style-type: none"> - Students form a circle and share one colour and drawing from their paper and why. - 	<p>15 minutes</p>

<ul style="list-style-type: none"> ○ JJ: Wow everyone! I am so excited to hear what each colour means to you! ○ Lottie: I want to hear every student share one at a time! So, I want to make sure everyone is quiet and listening to our friends when it is their turn to share! ○ Share one colour and drawing you have on your paper with Lottie, JJ, and the rest of our friends! I will go first! ○ I chose to share my green square. I drew a green tree because I have a tree by my house, and it is really pretty! ○ Now let's go around the circle and share just like I did. ○ What colour square do you want to share with us? What did you draw in it? How come? That's super cool! - After every student has shared the teacher thanks students for sharing what each colour represented for them. - If you need to kill more time, read the other sash book I have chosen if students are not too antsy. If students have lots of wiggles, do a quick movement break before starting the sharing circle or after if needed to use more time. Discussion questions below as well to burn more time. - Extra time questions to discuss with the students if needed too: <ul style="list-style-type: none"> ○ What could you use the sash for? ○ What would you carry in your sash? ○ What colour would your sash be? Why? ○ Have you seen someone wearing a Metis sash before? - The teacher thanks students for joining in this lesson and transitions to "muddy applesauce" so students can get ready for recess. 		
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Organizational Strategies:

<ul style="list-style-type: none"> - Have the papers ready to hand out, as well as the writing and colouring utensils. - Circulate the room while students are working to ensure every student is on task and working on the colour the rest of the class is. - Have the class work through the colours together to minimize students rushing through it.
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Proactive, Positive Classroom Learning Environment Strategies:

- Go over all instructions and expectations before having students head to their tables.
- Celebrate all the students' ideas but ensure they are on the right track during the zip around.

Extensions:

I will continue conversations about Metis culture in my classroom by facilitating more exciting learning opportunities for my students. I was lucky enough to learn about Metis culture every year in my elementary years and I would love to get in contact with the people that made that possible. I remember learning the dances and learning to weave. So, I would love to share those experiences with my students in future lessons. In my practicum classroom we have an alphabet up that has Michif words and pictures relating to Metis culture up all year round so that is another way I can be sure to include what we learn about the Metis into our learning in all different subjects. It is also important to have my students learn about the Ktunaxa peoples, so we have *Nasu?kin* (Chief) Joe Pierre Jr. coming to help facilitate some of those lessons and tell stories.

- This lesson could be an introduction to a Metis dance lesson.
- This lesson could be a good base for multiple lessons on FNMI culture.
- This lesson could be a segway into a lesson where the students learn about weaving a sash.

Reflections (if necessary, continue on separate sheet):

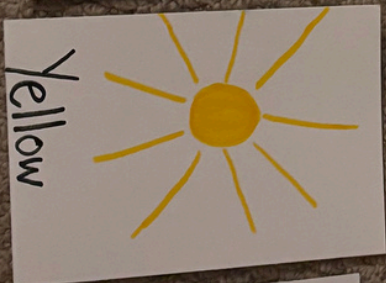
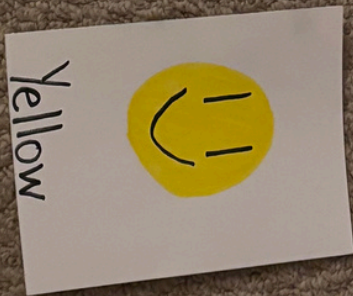
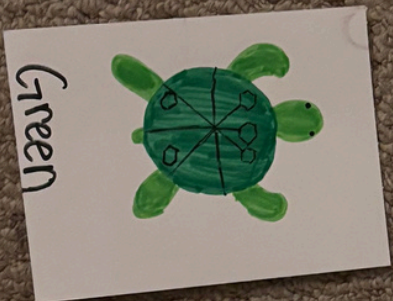
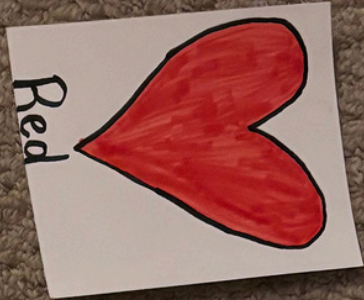
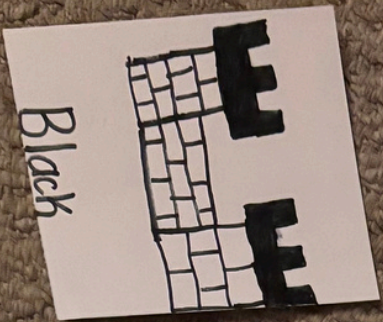
I felt a lot of nostalgia while putting this lesson together, as it brought back happy memories of learning about Metis culture in elementary school. However, I realized I got ahead of myself in planning and focused too much on the significance of the sash without first introducing my class to the Metis people. I loved the idea so much and how well it connects to the ELA curriculum; I decided if I taught an introductory lesson on Metis culture before this it would still be a great lesson, which is why it is labelled as #2. Planning this lesson wasn't all joyful, though. I found myself second-guessing the wording I used and wondering if I was the right person to teach this content. I recalled how, in my elementary school, a Metis woman came in to facilitate these types of lessons, which made me question whether I should be the one to share this knowledge. After reflecting on it, I realized I am passionate about having my students learn about the Metis and I shouldn't let fear of failure get in the way, as there are many supports to help me verify just what I was struggling with. I can reach out to the Indigenous Education Support Worker (IESW) at my school or the Indigenous Education Coordinators in my district. They can help verify that I am teaching this content appropriately and even connect me with a Metis person who might be interested in coming to share their knowledge directly with my class. My TM's children and late husband are also Metis, so reaching out to my TM's contacts and working with her to develop these lessons more will be a big help as well. Writing this lesson has definitely made me more excited to get back to practicum and has brought up a lot of happy memories from my own education that has given me more motivation to really try and make my lessons memorable learning experiences that my students can look back on like I have during this process.

Name: _____

Colour.



Artwork by George Gingras



Name: _____

Red

Blue

Green

White

Yellow

Black

Name: Ms. D



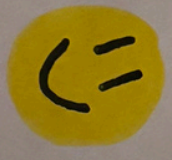
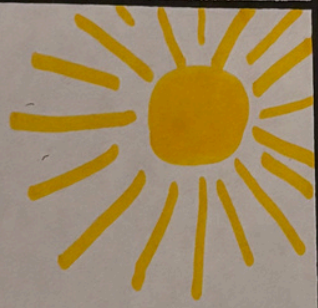
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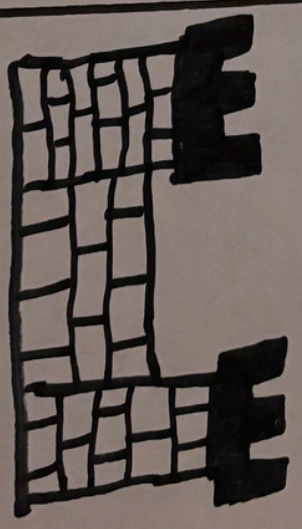
Blue



Yellow



Green



Black

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Weaving Patterns Lesson # 5 Date: Nov. 7, 2024
 Name: Kyra Doehle Subject: Math/S.S. Grade(s): Kindergarten

Rationale:

This lesson on weaving patterns is an opportunity to engage young students with foundational mathematical concepts while simultaneously honouring and integrating Indigenous knowledge, specifically that of the Metis people. By connecting the mathematical concept of patterns to the traditional Metis sash and its cultural significance, this lesson supports students in understanding how mathematical ideas manifest within the world around them, including within diverse cultural traditions. Through the tangible experience of weaving, students develop a concrete understanding of AB patterns, which builds on their foundational math skills in a hands-on, experiential way that is both engaging and accessible. Incorporating Indigenous content into the curriculum at an early age encourages a positive, inclusive approach to learning that acknowledges the importance of First Peoples' contributions and perspectives. Learning about the Metis sash not only introduces students to a cultural artifact but also helps them appreciate the craftsmanship, symbolism, and pride embedded within it. This supports reconciliation by fostering respect, empathy, and curiosity about the histories and experiences of Metis people and other Indigenous communities in Canada. By making space for Indigenous traditions in daily learning, this lesson promotes decolonization by recognizing that learning is not restricted to dominant cultural perspectives or methodologies; it values the holistic, interconnected nature of Indigenous knowledge systems and presents them as integral to the learning journey.

I connected my students' learning about AB patterns to Metis culture by integrating the Metis sash and the practice of weaving. This lesson shows students that patterns are all around us, extending beyond the classroom manipulatives or natural items they've used before. Weaving provides a unique, hands-on way to explore patterns, helping them understand this mathematical concept through a cultural lens. With my teacher mentor's encouragement, this approach also reinforces respect for Indigenous knowledge and supports reconciliation, making math both meaningful and culturally relevant. My students are learning on the unceded territory of the Ktunaxa people and I will continue to incorporate Ktunaxa knowledge while also honouring my teacher mentor who is Metis and has expressed her excitement for incorporating Metis culture as much as possible as well.

Core Competencies:

Communication	Thinking	Personal & Social
I communicate clearly and purposefully, using a variety of forms appropriately.	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans	I can interact with others and the environment respectfully and thoughtfully.

Big Ideas (Understand)

Repeating elements in patterns can be identified.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> ● Incorporate First Peoples' worldviews and perspectives to make connections to mathematical concepts ● Connect mathematical concepts to each other and to other areas and personal interests ● Visualize to explore mathematical concepts 	<ul style="list-style-type: none"> ● noticing and identifying repeating patterns in First Peoples and local art and textiles, including beadwork and beading, and frieze work in borders ● representing repeating patterns in various ways

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> ● Create a woven textile sample using an AB pattern. ● Describe the pattern they created. ● Connect their knowledge of Metis sash to their learning about patterning. 	<p>Observation: As students engage in the weaving activity, I will observe their participation and interactions. I'll note how well they connect their knowledge of patterning to their creations.</p> <p>Conversation: During group discussions, I will facilitate conversations around the concepts of patterns and how we can label them and create them. Also where patterns show up in our world and how important the sash is to Metis culture. I will ask open-ended questions to encourage students to express their thoughts and reasoning. This will allow me to gauge their comprehension of both the Metis knowledge and the pattern concepts.</p> <p>Product: The creative expression of students' understanding can also be assessed through their participation in the weaving activity. I can have them share their individual interpretations of patterns and Metis culture. These products will serve as evidence of their learning.</p>

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> - Knowledge of Metis people and their history from a different unit on the Metis people <ul style="list-style-type: none"> - This includes the lesson on the importance of the Metis sash and the connections to the colours used. - Previous lessons on patterns (this lesson is in the patterning unit so students should be able to identify and create AB patterns). - Fine motor skills - Counting skills to 10

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

This lesson incorporates multiple subjects (math, S.S. and visual arts), allowing students to engage with the material in various ways. This holistic approach addresses different learning styles and

encourages students to make connections between their learning and the world around them. By exploring and creating their own woven patterns, students engage in reflective, hands-on learning, which helps them understand the broader significance of patterns in both mathematics and cultural traditions. This not only enhances their cognitive skills but also builds their personal and social competencies, as they respectfully engage with the Metis culture. Furthermore, by connecting students to the land and traditions they live among, this lesson strengthens their sense of belonging and awareness, both in the classroom and within the larger community.

Universal Design for Learning (UDL):

Multiple Means of Engagement:

- Interest and Motivation: By connecting the lesson to Indigenous knowledge and local culture (the Metis), students may feel a personal connection to the material, enhancing their motivation to learn.
- Choice and Autonomy: Allowing students to choose the colours and patterns in their weaving encourages them to express themselves creatively and take ownership of their learning.

Multiple Means of Representation:

- Varied Presentation of Content: Applying what they have learned about patterns to weaving and Metis culture provides multiple ways for students to engage with the material.
- Real-World Connections: Relating lessons to students' everyday experiences and observations helps them grasp the material more effectively.

Multiple Means of Action and Expression:

- Creative Movement: Engaging students in weaving on their own loom allows them to show their understanding of patterns through physical movement, which can be beneficial for kinesthetic learners.
- Verbal and Non-Verbal Communication: Students can communicate their understanding of patterns through both verbal discussions and physical actions, accommodating various learning preferences.

Differentiate Instruction (DI):

Student D: Use visual schedules and simple instructions to clarify the weaving activity. Provide a quiet space for the student to retreat if needed and use calming tools like fidget toys. Pair them with a supportive buddy during the weaving to encourage participation.

Student J: Incorporate short movement breaks between discussions to help manage energy. Use clear, concise instructions and checklists for the weaving. Allow flexible seating to maintain focus, and provide immediate positive feedback during the lesson to reinforce on-task behavior.

Materials and Resources

- Lottie and J.J. Metis dolls
- Prepped popsicle stick looms for each student ([this is an example](#))
- Pieces of yarn and/or ribbons cut to the proper length in an assortment of colours ready for students to use
- My Metis Sash by Leah Marie Dorion to read if needed
- Examples of woven textiles to show students
- Example loom to demonstrate to the kids
- Parent volunteer or reach out to a Metis leader who may be interested in coming in to share their knowledge with our class

Lesson Activities:

Teacher Activities	Student Activities	Time
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<p>Introduction (anticipatory set – “HOOK”):</p> <p>Bring out Lottie and J.J. again (our Metis dolls that taught us about the Metis people in our Metis unit). Have them talk to the students and ask what they remember about the sashes they wear. Have them ask if the students see any patterns in their sashes.</p> <p>Go over any more important knowledge about Metis sash that students may not have remembered and talk about how weaving is used by many different cultures in Canada both historically and presently.</p> <p>Talk to the students about their awesome knowledge of patterns and ask if they are ready to try weaving using our own patterns!</p>	<p>Sitting on their carpet spots showing active listening.</p> <p>Raising their hands to share what they know.</p>	<p>5 minutes</p>
<p>Body:</p> <p>Have an example loom out to show students while they are on the carpet. Show them how we will use an AB pattern (over-under) to do our weaving. Take the yarn or ribbon and start slowly weaving, pausing to ask students what the next step will be.</p> <p>Once you have explained the weaving activity and have checked for understanding, have students head to their table spots, where there will be a loom waiting for them.</p> <p>Have a nice selection of ribbons and yarn cut to the correct length and utilize either your CEA or a parent volunteer (if you are the one leading this lesson, if you can get a Metis leader to come and facilitate the learning, you should fill this role) to help distribute the pieces to students. They will be allowed to get one piece at a time and when they have finished that row, they can go and collect another piece.</p> <p>Circulate the room and help any students who need it. Facilitate conversations about how the students are feeling about weaving, what patterns they see, why they are choosing the colours they are, and if they see any other patterns in their weaving.</p>	<p>Sitting on their carpet spots showing active listening.</p> <p>Sitting at their table spots trying weaving independently, going to the yarn and ribbon table as needed to get more.</p> <p>Weaving using their looms, answering any questions, and exploring different patterns with their looms.</p>	<p>30 minutes</p>

<p>Once all students have finished at least 5 rows, have the students bring their looms to the carpet and sit in a circle.</p> <p>Talk about the patterns they used in weaving and remind students about AB core patterns that they have been learning about.</p>	<p>Bringing their looms to the carpet circle.</p>	
<p>Closure:</p> <p>Go around the circle and have each student show their weaving to the class. Get each student to share the patterns they see in their weaving and if they feel they want to, they can share how they felt weaving and why they chose the colours that they did.</p> <p>Thank everybody for doing their best Kindergarten work and celebrate how they used their awesome patterning skills in new ways.</p>	<p>Sharing their looms with the class, explaining the patterns they used and any other information they are comfortable sharing.</p>	<p>5 minutes</p>

Organizational Strategies:

- Use extra adults to run the extra ribbons and yarns, making sure they are organized
- Make the popsicle stick looms ahead of time so they are ready for students to weave on.
- Use Lottie and J.J. to help remind students about what they learned about the Metis people in the previous unit so it will help form connections from what they learned in that unit and the importance of that history on the patterning we are doing today.
- Have the book "My Metis Sash" ready to read if students are proving they need a refresher during the hook
- Use the carpet spots and table spots students are assigned to

Proactive, Positive Classroom Learning Environment Strategies:

- Use exploding volcanoes and space invaders' reminders
- Positive reinforcement
- Establish clear expectations
- Use theatrics to help engagement with instruction
- Use brain/movement breaks as needed

Extensions:

An extension of this lesson could involve exploring the significance of colours and symbols in Indigenous beadwork. We could examine traditional beadwork patterns and colours, discussing how they represent stories, relationships, and identity. Then, students could create their own simple beadwork-inspired designs on paper, using AB patterns, and share the meaning behind their chosen colours. This activity would deepen their understanding of patterns while continuing the conversation on Indigenous and Metis culture and how art conveys personal and cultural identity.

I can continue this conversation with my students by incorporating more Indigenous artwork as examples of patterns. Instead of only using the classroom sets of manipulatives I can have students explore different Indigenous artworks to find patterns. I can also have students get outside and use natural items to create patterns, even have them explore patterns that already exist in nature.

Reflections (if necessary, continue on a separate sheet):

When planning this lesson, I found myself reflecting on my understanding and perceptions of Metis culture and the importance of representing it respectfully and accurately. I wanted to create a meaningful connection between math (patterning) and the cultural significance of the Metis sash, but I questioned whether I was approaching this integration in a culturally sensitive and authentic way. Upon researching different ways patterning is exemplified in Indigenous culture, I found a unit plan from the North Vancouver School District that connected weaving to patterning. Seeing how they wove Metis knowledge and the learning of patterns gave me more confidence that I was on the right track. I based my main activity on their examples of weaving and how they taught it in the classroom. Like in previous reflections, I would definitely love to reach out to the supports in my district to ensure I am on the right track. I am also lucky enough to have a teacher mentor who is very knowledgeable and very open to sharing that knowledge with me to help develop Indigenized lesson plans thoughtfully. I also noticed my hesitations around stepping outside my comfort zone with unfamiliar teaching methods, such as using weaving as a hands-on activity to represent patterns in a way that is both tactile and culturally significant. This process made me consider my own biases and how important it is to avoid presenting Indigenous knowledge as a "special topic" rather than a natural part of our everyday curriculum. Planning this lesson reinforced my responsibility to approach Indigenous content with humility and openness, acknowledging that I am continually learning.

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Wooden Spoons: Metis Lesson **Lesson #** 4 **Date:** November 6th 2024
Name: Kyra Doehle **Subject:** ELA **Grade(s):** K

Rationale:

This lesson is important because students learn about diverse cultures that were apart of developing Canada as a nation and because it helps to develop an understanding of identity.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> - I contribute during group activities with peers and share roles and responsibilities to achieve goals. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - I have pride in who I am. I understand that I am a part of larger communities.

Big Ideas (Understand)

Through listening and speaking, we connect with others and share our world.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Use personal experience and knowledge to connect to stories and other texts to make meaning 	<ul style="list-style-type: none"> • Metacognitive strategies • Oral language strategies

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Listen actively to instructions while there is an exciting element to the lesson (spoons) • Have a brief understanding of the Metis people and what the musical spoons are • Play a simple and brief beat using their leg and their hand to play the spoons • Show curiosity and respect when trying the spoons 	<ul style="list-style-type: none"> • Teacher will be observing students’ listening skills during the lesson • Teacher will be discussing the connection to Metis culture and asking questions to gauge understanding • Teacher will use closure discussion as a product of learning

Prerequisite Concepts and Skills:

- Knowledge of the Metis people and their history from previous lessons.
- Basic follow-along music skills (repeating skills)

Indigenous Connections/ First Peoples Principles of Learning:

- This lesson is centered around the Metis culture and an instrument they still use to this day

Universal Design for Learning (UDL):

- Having all the students gathered in front of the teacher so they can all hear and see better when learning the instrument
- Asking open-ended questions to engage all students in the learning
- Talking slower to ensure all students can understand
- Including video footage of a professional spoons player for students to watch

Differentiate Instruction (DI):

- Students that are sensitive to loud sounds may engage in this activity in a quiet place with another adult if available

Materials and Resources

- Class set of spoons
- Metis Dolls
- At least a beginners skill set with musical spoons
- A YouTube video explaining how to play the spoons with music

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – “HOOK”): <ul style="list-style-type: none">- The teacher has students gathered in front of her on the rug- The teacher uses the two Metis dolls to briefly remind students who the Metis people are and a brief history of musical spoons.	<ul style="list-style-type: none">- Students actively listening to the brief skit about Metis culture- Students asking any questions they may have before beginning	10 minutes
Body: <ul style="list-style-type: none">- Teacher explains the expectations for using the wooden spoons- Teacher hands out wooden spoons and instructs students on how to hold them- Teacher demonstrates a simple beat with only the leg- Teacher demonstrates a simple beat with the leg and hand together- Teacher demonstrates double tapping the hand and the leg in different beats	<ul style="list-style-type: none">- Students receive wooden spoons and keep them quiet while the teacher is speaking- Students hold their spoons with their index finger in between the spoons and their thumb on the top- Students follow the direction from the teacher concerning what kind of beat they are playing	10 minutes
Closure: <ul style="list-style-type: none">- Teacher gathers students in a semi-circle for Zipper/Whip around<ul style="list-style-type: none">o Each student says one thing they learned and shares a fun beat they like with the musical spoons (if time we could play	<ul style="list-style-type: none">- Students form a semi-circle and answer one thing they learned and they will play one move (no longer than 10 seconds) for the class using the spoons- Students hand back spoons	10-15 minutes

<p>the game that we add one move from each student as we go around the circle to create a class song)</p> <ul style="list-style-type: none"> - Teacher collects spoons 		
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Organizational Strategies:

- Setting string expectations concerning the treatment of the spoons
- Using “hands on your head” as a way to quickly quiet the students down as this is a strategy they are used to
- Having the video queued up beforehand for ease of transition

Proactive, Positive Classroom Learning Environment Strategies:

- Go over all rules and expectations before handing the spoons out
- Ask the class questions about the way we treat the spoons to ensure everyone understands

Extensions:

- This lesson could be an introduction to a musical spoons’ unit in music class
- Students could work in partners to compose their own piece and perform to the class to show their skills.

Reflections (if necessary, continue on separate sheet):