

Integrated Unit Plan Project

Trading

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EDUC 400: Curricular Enactment in the Early Years with a Focus on Literacy, Numeracy and Fine Arts

Melanie Baerg

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August 8th, 2022

Candidate's name:

Grade/Class/Subject:	Grade 7/English, Arts	School:	Skeena Middle School
Date:	August 3 2022	Allotted Time:	60 mins
Topic/Title:	Bead Trading		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
<ul style="list-style-type: none"> • Students will learn about trade and its importance in the history of Canada. • They will experiment how we value objects, how the trade routes were used in the past, what has happened to bead trading now and if this trade will survive in the future.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> • Students value diverse perspectives and integrate the ideas of others into tasks (Collaboration) • As co-members of a group, students see one another as valuable resources (Communication) • Students understand the value, appreciate, and respect the numeracy and literacy of how to handle daily/petty finances to be successful <ul style="list-style-type: none"> • Students have the necessary knowledge of knowing what beads are, where to find them, how it was used for survival and how they can share their unique story/ies to the outside/new world

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity.	<ul style="list-style-type: none"> • History of trade give an understanding of where we come from and how specific events happened • The unit provides various perspectives of trading (history, art, physical education, mathematics). By incorporating several subjects, students will have a better

<p>☒ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<p>understanding of trading. They will experiment with creating art, using maps, and orienteering.</p> <ul style="list-style-type: none"> • Students will understand the significance of trading in first nations communities in the past, but also in the present. • The actions made in the past have various social, emotional and psychological impacts on today's generation. • This unit highlights that without Indigenous knowledge, settlers would have hardly survived in Canada. • Beading is an indigenous practice and one of the ways of proudly calling themselves as the master of trades. • Teach Aboriginal history, current realities and perspectives. Sometimes, an elder from a First Nations' community may not be comfortable in sharing and passing down the information. Some artists may follow that practice in order to survive in a tough market.
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (English Language Arts).
- Experiencing art challenges our point of view and expands our understanding of others (Arts Education)

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<ul style="list-style-type: none"> • Develop and apply a variety of movement concepts and strategies in different physical activities. • Understanding cause and consequence (the role of geography in the location of civilizations) 	<ul style="list-style-type: none"> • List goods and services people used to trade in ancient civilizations • Why monetary systems evolved from bartering • Financial literacy • Strategies and processes – Reading strategies

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6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Formative Assessment:

- Can students teach others in the class that bead trading still has a lot of value, potential and a rich story of the past?
 - This assignment can be done by thinkpair-share activities and by picking on students randomly using name sticks. Exit tickets can also demonstrate learning and give a sense of who knows and what needs to be done to continue or to go back and re-teach.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

- Students who are not yet ready for this lesson will have independent work or small group work with support staff on ELA activities/tasks. I will go around and monitor their work during the lesson.
- Students who have learning difficulties / limitations could work on a coloring exercise related to the topic. This could include a picture book where students can color the various animals and landscape, they find in the north west of BC.
- There is a cross-curricular connection with Careers, Arts, Math and PHE. Also maintaining respectful peer interactions and self-awareness. My ELL students will be given simple instructions on bead trading where I will meet all of them in a small group at the back of the class on a round table and discuss some issues of the bead trading history and why was it so popular in Canada and in this region once upon a time
- I will go around and meet with my gifted students who may have some idea on bead trading but are either too distracted or may have some concepts mixed. I will meet with them to make the concept we are learning together easier and to give them the encouragement they need to be proficient.
- Finally, I will go around and meet with my above and beyond achievers who very well know the concept and who usually finish the task/s first and disrupt the class. These students can help me assist those students who are struggling in class with the work given. For these students I will bring in Math, Science, Socials and PHE cross curricular topics together which all explain the same topic on bead trading. From these subjects, I will give them a possible challenge which may be taught in the next grade.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- I will use school laptop to show videos, pictures, and tools from one of the reputable websites.
- I will be buying colouring books from Amazon and from the Terrace Information Centre where local artists sell their work in various form.
- Classroom desks and chairs will be arranged in the first and last class while discussing this topic. First class, where students will get a practice, hands on lesson on bead trading. Last class, when students will make their own creation of beads and see if local gift shops can buy it off them at a reasonable price where these students feel appreciated for their work and efforts.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> • What are Beads? • What is Trading? • What is Stringing? • What is Wirework? • What is Embroidery? • What is a Bead Spinner? • What is a Beading Thread? • What is a Wampum? • Bead Trading as one concept explained via mind maps on the board • Student input will be taken and students will come one by one up on the board and write what they already know • Any questions, concerns or inquiries students may have will be discussed as a whole class • If too much time is taken for each and every student to come up and write their thoughts on the board, I will write their ideas exactly how they told me on board. • Plan B: If everything above fails, I will from the BC Curriculum Science area, discuss the change in traits of populations over time and what it took to survive. This could be directly or indirectly connected to the bead trading war history or the Math involved for the numbers it took to survive for so many years. 	10 mins

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<ul style="list-style-type: none"> • Short Videos will be watched as a class to expand on the concept using some Canadian history, the science and math behind it and why it was physically healthy or a challenge when doing business with bead trading amongst First Nations communities and other outside groups • Resources: • Beginners Guide to Beading & Beading Techniques. i. (n.d.). Retrieved August 3, 2022, from https://www.ibeadcanada.com/pages/beginners-guide-to-beading-beading-techniques • Cairparavel, & Instructables. (2017, November 1). How to make fabric covered beads. Instructables. Retrieved August 3, 2022, from https://www.instructables.com/How-To-Make-Fabric-Covered-Beads/ • CBC/Radio Canada. (n.d.). Do you know what beading is? articles CBC Kids. CBCnews. Retrieved August 3, 2022, from https://www.cbc.ca/kids/articles/do-you-know-what-beading-is • Beadwork. Manitoba Métis Federation. (n.d.). Retrieved August 3, 2022, from https://www.mmf.mb.ca/mm-beadwork • All these video links & websites are short enough to understand. I will only be playing the first 5-7 mins of the content so make most of my students interested and giving them a gist of what they are supposed to learn. • For anyone who is interested in the whole video, I can email them on their school email address and they can watch it alone or with their family and friends. • For many ELL learners, this concept of bead trading will be something brand new. So, I will go slow in explaining the concepts and helping them grasp and reflect on these over a period of a few classes. • We as a class will be going over these terms, ideas and concepts not just in math or science class, but also in PHE, Arts and Socials class too • While students are watching each video, I will write 3 questions down on the board for them to take notes during and after the introduction. • Question 1: What is the main topic of discussion? • Question 2: Who, why, what and how are these people managing their everyday business with bead trading? • Question 3: Anything new, interesting or confusing thoughts, topics, questions, inquiries you may have witnessed in these videos? • We will discuss these questions as a class after enough time is given for writing their thoughts down. • While all students are busy writing their words, sentences, paragraphs or even a simple stick drawing in what they learned and how they would like to interpret it, I will be going around in class to guide their learning • I will check in with the EA on how she is doing with a student/s that she is working one on one with 	40 mins
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<p>CLOSING:</p> <ul style="list-style-type: none"> • Closure tasks or plans to gather, solidify, deepen or reflect on the learning • review or summary if applicable • anticipate what's next in learning • "housekeeping" items (e.g. due dates, next day requirements) 	<ul style="list-style-type: none"> • Towards the end of class, I will ask students to come up again on the board and add something new to the mind map they initiated in the beginning of class • I will randomly ask using name sticks from a jar to see if most students can give me a summary of what they understand or do not understand from the topic. This will be an informal assessment to check skills, knowledge and understanding • I will ask students to use their personal white boards to share with me: What is beading and which communities or groups were heavily involved to make money for survival? • Plan B: If the above plan fails, we as a class will look back at the Canadian history, how long did it take for First Nations People to rely, survive and make the bead trading profitable? (Math involved) 	10 mins
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9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind? 	<ul style="list-style-type: none"> • While moving onto the activities, I realized that I needed to re-teach the topic and some of the important concepts to those who did not understand the term and for some even the dark history of Canada • I paused and went back to the basics before moving forward. This took me longer than what I had anticipated • Most students were engaged and interested in the topic <ul style="list-style-type: none"> • My ELL students and some gifted students needed more clarification on the instructions and even on some concepts learned in class • I listened to each unique student's needs and answered them with utmost care, respect and sensitivity • Maybe teaching a history lesson first on the First Peoples of Canada and what they did work wise to survive will be helpful <ul style="list-style-type: none"> • I can invite a specialized Math, Science or PHE teacher who have taught the concept before and are very good in giving me and the class more ideas from their years of teaching experience at various schools. • As per the BC science curriculum, the hot topic that I can explore next time is climate change. Students would be excited to know how the First peoples and the European explorers dealt with climate change back then compared to the global effects now.
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Resources

Beadwork. Manitoba Métis Federation. (n.d.). Retrieved August 3, 2022, from <https://www.mmf.mb.ca/mm-beadwork>

Beginners Guide to Beading & Beading Techniques. i. (n.d.). Retrieved August 3, 2022, from <https://www.ibeadcanada.com/pages/beginners-guide-to-beading-beading-techniques>

Cairparavel, & Instructables. (2017, November 1). How to make fabric covered beads. Instructables. Retrieved August 3, 2022, from <https://www.instructables.com/How-To-Make-Fabric-Covered-Beads/>

CBC/Radio Canada. (n.d.). Do you know what beading is? | articles | CBC Kids. CBCnews. Retrieved August 3, 2022, from <https://www.cbc.ca/kids/articles/do-you-know-what-beading-is>

Candidate's name:

Grade/Class/Subject:	Gr.7	School:	TBA
Date:	August 5, 2022	Allotted Time:	50-60 minutes
Topic/Title:	Social Studies/Arts Education/Math		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Students understand the importance of trade and the cultural influence associated/Traditional art forms can be used to represent math concepts

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> When students think creatively, they build on group members' ideas and integrate one another's contributions to develop novel approaches Participating in the supportive interactions and collective efforts of collaboration enhances students' positive identity development including their relationship to others and their membership in various groups As students take on diverse roles and responsibilities during collaborative activities, they learn to appreciate how their own ideas and strategies can be helpful to others Students value diverse perspectives and integrate the ideas of others into tasks As co-members of a group, students see one another as valuable resources

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
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<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<ul style="list-style-type: none"> • The collaborative nature of group work fosters reciprocal relationships • Reflective questions relate to identity • Beadwork and trade involve Indigenous knowledge • In experimenting with Indigenous art forms we must respect and resist appropriation • Artwork involves patience • Beadwork includes generational knowledge shared through story
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Economic specialization and trade networks can lead to cooperation and conflict between societies (Social Studies) Experiencing art challenges our point of view and expands our understanding of others (Arts Education) The constant ratios between the circumference and diameter of circles can be used to describe, measure, and compare spatial awareness (Math)</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>Describe interpret and respond to works of art Explore relationships between culture, identity, place, society through arts Understanding cause and consequences (the role of geography in the location of civilizations) Engage in problem-solving experiences that are <u>connected</u> to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</p>	<p>Traditional and contemporary Indigenous arts and arts making processes</p> <p>List goods and services people used to trade in ancient civilizations</p> <p>Volume of rectangular prisms and cylinders</p>

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
<p>Students will be assessed at a formative level throughout the lesson. Through group discussions and brainstorming activities, the teacher can have an idea of where the students are currently at and decide whether more time is needed to reteach before moving on to the next topic. There are numerous opportunities for feedback throughout by the teacher or through self and peer assessment. The nature of both group work and class discussion involves all levels of assessment. The end activity where students choose a design and identify the Indigenous group associated with the design will also be formative. The optional Math lesson could be used as a formal assessment at the end of the unit where students showcase the totality of their skills in designing a shape through beadwork software and find the volume of their shape.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

The intention of the lesson is to be free flowing with no more than 10-15 minutes on each topic with a combination of video and hands on activities. Ryan will have the choice to join any group during the video sequence and if the volume is too loud perhaps, he can have access to a device where he can listen on his own and rejoin the group after completing. Ryan can share his ideas with his group and other group members can share with the class if he doesn't feel comfortable. Based on the information available, Ryan will undoubtedly enjoy the art activity and can even have early access if he chooses. Peter will also benefit from group work activities where he can write his responses on a paper or computer and share with his group, a member from his group can relay the information to the class. As much of the activity involves video, Peter will have ample time to communicate messages through writing or typing. He may have difficulty with the art activity but since he can write with one hand it should be feasible to participate as it only requires coloring in circles. Cassandra will also benefit from the lesson with group work as she can answer the questions from the videos with verbal responses to a group member who can write them down. In my short experience with ADHD students visual stimulation can be effective. The nature of the videos is interesting and should hold her attention as there are questions involved but if she isn't finding them stimulating she can be given the task of watching for the bonus question. She should also find the art activity interesting and could be given the activity early if she would like to attempt. As an option with the Math lesson students who have difficulties focusing for long periods of time can work on their design project which would probably take multiple classes to complete. The math projected could also have the option to be individual or group work.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

A screen will be needed to display the video. Prior photo copying to ensure each student has access to the grid paper and examples of beadwork designs. Students will already have access to pencils and color pencils. For the Math lesson students would need access to a device of some kind.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>As a cross curricular theme of "trade" students will have prior knowledge before moving into this lesson. Beadwork will be discussed in an introductory lesson where students become familiar with the artform.</p> <p>This lesson focuses on the impacts of trade between both Indigenous and non-Indigenous people in relation to beads</p> <p>What did Indigenous people use before beads were available? A brainstorming activity as a class where students can break into groups of 3 to recall (from prior lesson). After 2-3 minutes student can choose to write on the board or call out to teacher.</p>	<p>10-15 minutes</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>The class will already be familiar with several Indigenous groups in Canada that practice beadwork.</p> <p>-Students will watch a short video while staying in groups https://www.youtube.com/watch?v=ki21Gr4wgck 5m26sec.</p> <p>3 questions will be written on the board What is the theme of the beadwork? (animals,plants,people) Which patterns are reoccurring? What type of clothing was made from the beadwork? Questions will be answered as a class on the board Bonus question: Which Indigenous group was featured in this clip?</p> <p>With the answers on the board the students will watch the next video that discusses influences from one Indigenous group to another through trade. https://www.youtube.com/watch?v=mTweH3SLOdo 7m 22sec</p> <p>-Students will watch in their groups with questions on the board Which Indigenous groups were featured in this clip? Which designs were each group known for? What were the similarities in the designs?</p> <p>Bonus: What is a spirit bead?</p> <p>After discussing the questions as a class students will be presented with materials to become familiar with the design aspect of beading.</p> <p>Alternative option to incorporate Math: Students will be familiar with calculating volume of shapes from prior math lessons -students will be familiar with a program used to design geometric shapes -they will create their own unique design by using this program and transfer the image onto the same beading grid pattern used in the art activity -After students have transferred the shape, they will have to calculate the volume of the model</p> <p>Tutorial on how to create beadwork designs: https://www.youtube.com/watch?v=4CpQTbp8FEI&t=1s</p>	<p>25-30minutes</p>
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CLOSING: <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>There will be an array of beadwork designs available for students to experience the design aspect and the work involved in planning. Students will choose a design and identify which Indigenous group is included within the characteristics of the design.</p> <p>The following class students will continue by transferring the image and completing the color aspect which represents a mock beading exercise.</p>	10-15 minutes
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9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i> 	<p>Observation focus is centered around trade and it's influence on culture. It will be imperative for the teacher to assess the progression in learning relative to the next topic. The group work will influence class activity both positively (sharing) and negatively (noise), some students struggle to focus within louder environments and considerations will have to be made to limit excessive noise. There will be special consideration for those students highlighted within the "inclusive education" syllabus.</p>
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References

- ParksCanadaAgency. (2016, May 25). *The flower beadwork people*. YouTube. Retrieved August 5, 2022, from <https://www.youtube.com/watch?v=54ipBLZJ6L4>
- YouTube. (2021, May 3). *What's the difference between Ojibwe & Dakota Beadwork? | worn within*. YouTube. Retrieved August 5, 2022, from <https://www.youtube.com/watch?v=mTweH3SLOdo>
- YouTube. (2021, November 24). *Traditional indigenous beadwork - an indigenous woman's journey from student to teacher*. YouTube. Retrieved August 5, 2022, from <https://www.youtube.com/watch?v=ki21Gr4wgck>
- YouTube. (2018, March 21). *How to make your own beading pattern*. YouTube. Retrieved August 7, 2022, from <https://www.youtube.com/watch?v=4CpQTbp8FEI&t=1s>

Rubric

Single Point Rubric with Math Option

Needs Improvement	Criteria	Meeting/Exceeding Expectations
	Student Engages in Classroom Discussion	
	Student Respects Others in Response to Questions/Opinions	
	Student Identifies “Beadwork Style” by Labelling design	
	Student Completes Design Software Activity	
	Student Finds Correct Volume of Shape	

LESSON PLAN 3

Candidate's name:

Grade/Class/Subject:	7/English, Math, Socials, Arts, PHE	School:	Skeena Middle School
Date:	August 10 th , 2022	Allotted Time:	65 minutes
Topic/Title:	Mapping/Trade Routes		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Students will continue to learn about trade, specifically local with the First Nations.

They will build upon their knowledge of maps and create their own detailed map of a local area.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Critical and reflective thinking – able to read and draw a map with legend and compass.</p> <p>Personal and social – students can ask questions about what used to be in this area long ago, how did it look?</p> <p>Creative thinking – when creating the map they choose the colors, and extra details they would like.</p> <p>Positive Personal and Cultural Identity – students will be taught of the history of our local area and the people/culture who have been here for thousands of years.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Students will gain understanding through learning using patience and allowing time for practice.</p> <p>Thinking of how our lands have changed over thousands of years. History of trade gives an understanding of specific events.</p> <p>It will bring past and present together with regards to trading/cultural events.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
Geographic conditions shaped the emergence of civilizations. Economic specialization and trade networks can lead to conflict and cooperation between societies. Through art making, one's sense of identity and community continually evolves.

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Create and develop a map based on a local spot in Terrace. In their maps, create a legend, use the compass/create one, label, and title.	How our area has changed in the past 10 thousand years or so, and gain a better understanding of the culture and trade routes of First Nations Peoples.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
Students will demonstrate their summative learning of maps and the area by completing their map.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations</u> or <u>modifications</u> for identified students or behavioral challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i>
Students will have the option to buddy up to ask each other questions if they need help. We will also watch the YouTube video on creating maps, I will also write on the board a check list that their maps will need to have so that everyone can see it. I will be going around and monitoring students and making sure everyone understands.
Required preparation: <i>Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.</i>
I will have the YouTube video downloaded on my school laptop and hooked up to the touch tv to play for the students. Then I will show pictures of the Terrace Library Park and talk about the different features. Then I will hand out the blank templates to students to draw their maps. They will need pencils for the first draft. Then go over the lines in small black sharpie and color in.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Talk to students about maps we have looked at and read in the past. Get students to tell me key components that maps have that they can remember. Reiterate terminology regarding trade.</p>	10 mins.
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>Talk to students about the Tsimshian people here and if students know what items they could have used for trade and ask how they would know what route to take to trade with other Nations?</p> <p>Then students will watch the YouTube video https://www.youtube.com/watch?v= PGhF2ZnBzl that lays out exactly what they need to incorporate into their map, and gives example.</p> <p>Title, compass, orientation, landmarks, legend/key, scale, names.</p> <p>I will write out the check list for the students on the board of what their map needs to include so they can look and check themselves.</p> <p>Ask students if they have any questions.</p> <p>Buddy up students, they are each going to create their own map, however as it is the first that they are creating I will allow collaboration.</p> <p>First, they will use pencil to draw their maps neatly. Drawing trees, buildings, pathways, and parking lots. Then they will label everything. Once they have done those two steps, I will check their maps before giving them fine point sharpies to go over their pencil lines and color in with pencil crayons.</p>	50 mins.
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements</i> 	<p>Give students a 5-minute warning that we will be wrapping up, if they haven't finished by the end, they can take their maps home to finish coloring.</p>	5 mins.

9. REFLECTION (anticipate if possible)

<ul style="list-style-type: none"> • Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress? • What went well in the lesson (reflection <u>on</u> learning)? • What would you revise if you taught the lesson again? • How do the lesson and learners inform you about necessary next steps? • Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics? • If this lesson is being observed, do you have a specific observation focus in mind?
<p>Timing is always the biggest reflection, was enough time given? Did I allow for enough time to fully explain and answer questions, was an hour enough time for students to complete their maps, did I spend too much time in one area?</p>

Map Template to print and hand out:



Reference

YouTube. (2020). *How To Create a Map: Our Classroom*. YouTube. Retrieved August 4, 2022, from <https://www.youtube.com/watch?v= PGhF2ZnBzl>.

MAP MAKING RUBRIC

Name _____ Date _____

Your map will be graded according to the rubric below:

CATEGORY	4	3	2	1
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.
Scale	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.
Title	Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map.	Purpose/content of the map is not clear from the title.

TOTAL SCORE: _____

Candidate's name:

Grade/Class/Subject:	7/N.A./PHE, Mathematics	School:	N.A.
Date:	N.A	Allotted Time:	70 minutes
Topic/Title:	Orienteering (with compass)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Experiencing physical activity in an amusing way connects to social studies and the theme of trading.

In the previous lessons, they learned vocabulary words about beading and they learned how to create a map as well. That activity also require students to know about Cartesian Plane and how to use coordinates.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> Students value diverse perspectives and integrate the ideas of others into tasks (Collaboration) As co-members of a group, students see one another as valuable resources (Communication) Students will need to do the steps in order to find different targets.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity.	<ul style="list-style-type: none"> Physical and outdoor activity contribute to the well-being of the self. The unit provides various perspectives of trading (history, art, physical education, mathematics). By incorporating several subjects, students will have a better understanding of trading. They will experiment with creating art, using maps, and orienteering. Orienteering may be hard to understand (how to use the compass). Lots of

<input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	practice is required to master the understanding.
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<ul style="list-style-type: none"> • Daily participation in different kinds of physical activities influences our physical literacy and personal health and fitness goals. (Physical and Health Education) • Linear relations can be represented in many connected ways to identify regularities and make generalizations (Mathematics).

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Develop and apply a variety of movement concepts and strategies in different physical activities. <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games. • Model mathematics on contextualized experiences. 	<ul style="list-style-type: none"> • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games. • Movement concepts and strategies • Cartesian coordinates

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
<p><u>Formative:</u> While explaining the use of the compass, the teacher will circulate and make sure they can put their compass in the right azimuth.</p> <p><u>Summative:</u> The teacher will hide a few laminated sheets with words and sentences with blank that they will associate when they have them all. By following several steps and azimuth, students will find those sheets, note them on their answer sheet, and hand it in at the end of the activity.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i>
<p>The activity will be made in a team of 3 to 4. If students have physical disabilities, the sheet of information can be in a place where a wheeling chair can be used, or in a small distance to adapt a particular disability.</p> <p>Students with a lack of reading can be pair with students that don't have any, so they can read out loud the hint that they find.</p>

The lesson will be done outside, so students can be more active, have natural light, and the noise will be less intense than in a classroom.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Compasses: One for 3 to 4 students.
- Trade information sheets, laminated.
- Hide those information sheets by noting number of steps and azimuth. Print those out for the number of team we will have in the classroom.
- Print out answer sheet for students.

1. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p><u>Teacher does:</u> Going back to the previous lessons. Trading meant travelling from place to place to exchange products. To the traveling without the technology of today, we will try a sport called orienteering. <i>Anyone have heard of orienteering?</i></p> <p>Introduction to orienteering: We will learn how to use a compass, and you will have to find information sheets that I hid outside.</p>	3 minutes

BODY:

- *Best order of activities to maximize learning -- each task moves students towards learning intentions*
- *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback*
- *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
- *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*

Students gets in team of 3 or 4. Each team have a compass to look at.

Teacher does: Ask students what they see on their compass,

Students does: Raise their hand, and share one item (e.g. I see a red arrow).

Teachers does: This one is called the orienting arrow. On the board, write the different parts of the compass and explain when we will use them.

Compass Needle follows the north, the degree dial will tell you the azimuth (direction you want to go, and the direction of travel arrow tells you where to go. These are the most important parts we will use today.

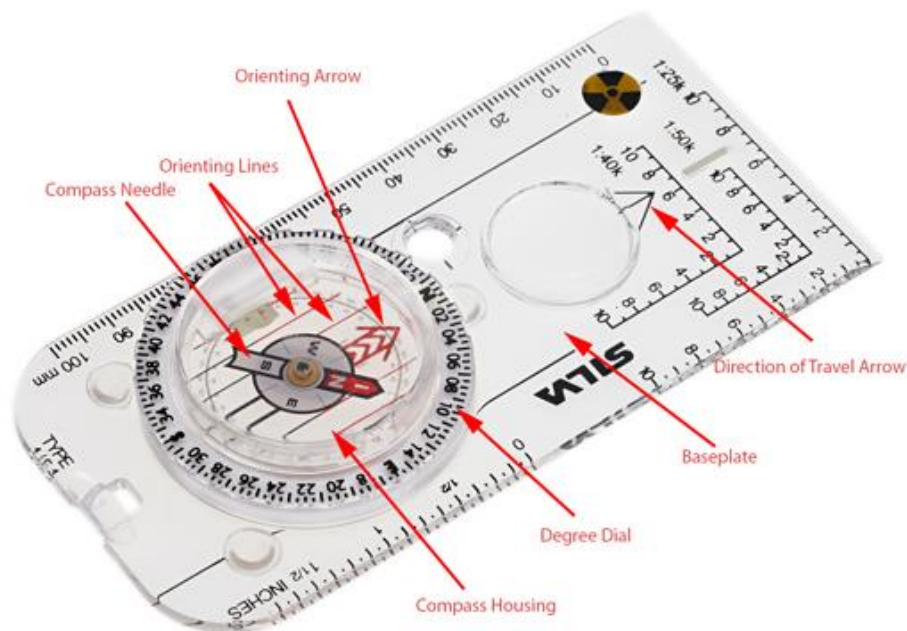


Image from <https://www.hillwalktours.com/walking-hiking-blog/how-to-use-a-compass/>

Teacher does: Demonstration of what you do when you have an azimuth.

Writing an example on the board. Azimuth 100. Showing to all the students how to turn the compass so the number 100 align with the orienting arrow.

Students does: Students align the number 100 with the orienting arrow on their compass. Teachers circulate to make sure they have it right.

Teacher does: Hold the compass flat on your hand and turn your whole body until the compass needle is on top of the orienting arrow. The direction of travel tells you where to go.

Students does: Repeat what the teacher does and point with their finger where they have to go.

Repeat the same exercise with 3 different azimuths.

Teacher does: Hand in a sheet with a starting point, azimuths, and distance to find the information sheets. Explain to students how they will find the sheets.

They need to work in team, one holds the compass at the starting point, and the others walk and count the distance. The person with the compass tells them if they are going in the wrong direction while walking. Each team will have a different starting point.

Students does: Go outside and do the activity. The teacher has to circulate in different places and make sure to support them. If they have hard time finding one sheet, help them with the azimuth and the distance.

15 minutes

5 minutes

35 minutes

<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>By making connections to azimuth and circle, students can use their knowledge on Cartesian plane to trace their path during the activity. Teacher can do example on the board.</p> <p>Teacher explains that there are many possibilities with compass and maps. In lesson 3, they have learned about mapping. The next thing we could do as a group is to go for a scavenger hunt using both maps and compass!</p>	10 minutes
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2. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>What was the level of participation?</p> <p>IS the number of hidden laminated sheets too much or not enough?</p> <p>Could they make the connection on a Cartesian plane, or should it be another different lesson?</p> <p>Are the adaptations for students with exceptionalities enough? What could different things be done?</p>

Orienteering Working Sheet

→ Starts at the massive tree beside the garbage bin

1- Azimuth 250, 27 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

From the point, you found the laminated sheet

2- Azimuth 25, 72 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

From the point, you found the laminated sheet

3- Azimuth 118, 10 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

From the point, you found the laminated sheet

4- Azimuth 320, 54 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

From the point, you found the laminated sheet

5- Azimuth 0, 43 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

From the point, you found the laminated sheet
6- Azimuth 58, 24 steps

Write down the sentence or the word you found. Let the laminated sheet there for the following groups.

Now that you found all the laminated sheets, associate the words you saw with the sentences.

Made from shells, _____ were used to record agreements by using patterns.

My friend made 2 litres of lemonade, and I made 12 cookies. I wanted lemonade, and she wanted cookies. I _____ with her 6 cookies for 1 liters of lemonade.

Before Europeans arrived on First Nations native land, First Nations were using natural object they found to create _____.

Students will find the laminated sheets in the schoolyard (each rectangle represents one sheet).

Made from shells,
_____ were used
to record agreements by using patterns

beading

Wampum

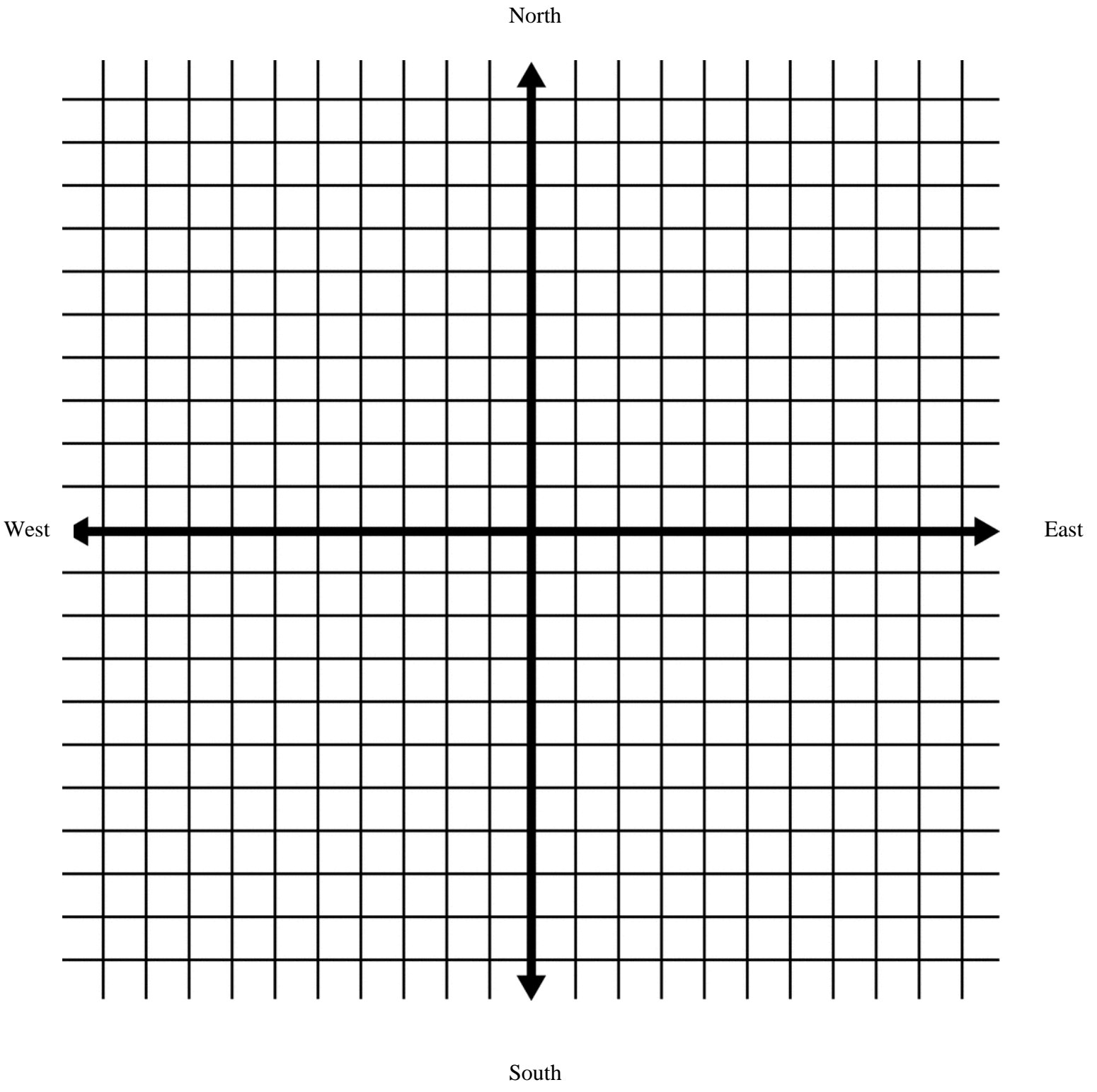
My friend made 2 liters of lemonade,
and I made 12 cookies. I wanted
lemonade, and she wanted cookies. I
_____ with her 6 cookies for 1
liters of lemonade.

Before Europeans arrived on First
Nations native land, First Nations were
using natural object they found to
create _____.

traded

Cartesian Plane

Trace the path you did in your orienteering activity. Your first starting point will be at (0,0) on your Cartesian Plane.



Legend
One step = one square

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