

WSE LESSON PLAN TEMPLATE

Date	November 19, 2020	Learning Experience	My Totem Pole Animal	Grade Level	1
Time in Lesson	40~ minutes	Subjects	<i>Primary Focus:</i> English Language Arts <i>Secondary Focus:</i> Social Studies & The Fine Arts	Lesson #	1
Developed by	Cassandra Boland, 50065751				

SECTION 1. IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies

English Language Arts Curriculum – Alberta Education Programs of Study (POS):

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences in relation to the text “Sometimes I Feel Like a Fox” by Danielle Daniel.
- Students will make meaning of the above text and experience Indigenous culture in relation to learning more about themselves and building upon new diverse insights.
- Students will connect with multimodal literature in language forms such as, informative videos, read-alouds, in-person discussion and observations, and tangible writing exercises.

The **Specific** Outcomes for this lesson are...

- Students will consider ideas of others and develop understanding of totem pole animals by combining their own understanding of self-identity with that of Indigenous ways of knowing. (English Language Arts 1.1 Discover and Explore / English Language Arts 1.2 Clarify and Extend).
- Students will use inventive spelling and language prediction skills to identify unknown words within the context of a sentence when completing the written and illustrative portion of the activity (English Language Arts 2.1 Uses Strategies & Cues).
- Students will construct meaning from the text, “Sometimes I Feel Like a Fox”, by relating aspects of the story and characters to personal feelings and experiences (English Language Arts 2.2 Respond to Texts).

The Fine Arts Curriculum - Alberta Education Programs of Study (POS):

- Students will enhance their composition skills by designing their own totem pole animal illustration to build upon deeper connections to self.
- Students will understand how art speaks as a universal language of culture and is part of humankind’s heritage.
- Students will express their connection to Indigenous culture and their relationship to nature through an artistic lens.

Social Studies - Alberta Education Programs of Study (POS):

- Students will reflect upon Canada’s multiple perspectives, including Indigenous cultures that contribute to Canada’s evolving realities to build a society that is pluralistic, bilingual, multicultural, inclusive and democratic.
- Students will learn to value traditions, concepts and symbols that are the expression of an Indigenous Canadian identity.

The **Specific** Outcomes for this lesson are...

- Students will reflect upon their responses to visual forms in nature, designed in the art form of totem poles, in order to have an opportunity to appreciate the cultural aspects of the visual arts in Indigenous culture (The Fine Arts Specific Outcome C).
- Students interact with others in a socially appropriate manner, listen to others to hear their point of view, and respond appropriately in verbal and written forms (Social Studies 1.S.8 Demonstrate Skills of Oral, Written & Visual Literacy).

Objective	Assessment Strategies
<p>Based on the Specific Outcomes above, students will learn how to write and illustrate themselves as an Indigenous totem pole animal. In this activity, students will also build upon their knowledge of Indigenous ways of knowing, more specifically in relation to Anishinaabe and Métis culture, during Métis week at school.</p> <p>By the end of this lesson students will understand how to identify themselves in another culture, build upon their knowledge of diversity in Canada, show respect for other concepts and symbols besides their own, continue to enhance their conventions of reading and writing, and learn how to self-reflect through symbolism and illustration.</p> <p>By the end of this lesson students will have read "Sometimes I Feel Like a Fox" by Danielle Daniel, engage in a class discussion about Métis culture and totem pole symbolism, and relate themselves to a totem pole animal in both written and illustrative expression.</p> <p>By the end of this lesson students will appreciate a new way to represent themselves in a culture different than their own, be able to demonstrate their growing understanding of Indigenous ways of knowing and continue to create a positive classroom environment by showing genuine engagement with their peers' symbolic totem animals.</p> <p><i>The Essential Question for this lesson is how might I use my growing knowledge of Indigenous totem pole animal symbolism to better understand and reflect upon myself and others?</i></p>	<p>Evidence of learning/development:</p> <ul style="list-style-type: none"> I will kickstart the lesson by informing students that for this lesson we will be learning about the importance of animal symbolism in Indigenous Canadian Anishinaabe totem poles. These totem pole animals can help us learn more about expressing ourselves through animal symbols and understand our peers in the classroom. I will access prior learning by asking students what they have previously learned about Canadian Indigenous culture and whether or not they have learned about Anishinaabe culture. What do they know about Métis culture? The Treaty 7 Land Acknowledgement is played every morning with the national anthem, so this could also be another connection to Indigenous culture and reconciliation in Canada. This lesson will take place during Métis week at school and the author Danielle Daniel is Métis, so this would be another connection to student learning. I will then ask students if they have any questions about totem pole animals. I will take note of these questions and revisit them after playing the read-aloud. Once students complete the activity I will ask if there are any additional questions that have come to mind and ask students to share with the group what they have learned in this lesson. <p>Formative Assessment in Relation to POS Outcomes:</p> <ul style="list-style-type: none"> Oral Questioning: <i>I will ask questions in the beginning, middle and end of the lesson to engage students in discussion.</i> <ul style="list-style-type: none"> Students will reflect upon Canada's multiple perspectives, including Aboriginal cultures that contribute to Canada's evolving realities to build a society that is pluralistic, bilingual, multicultural, inclusive and democratic. Students will talk with others about their new knowledge of Métis culture and totem pole animal symbolism (English Language Arts 1.1 Discover and Explore). Students will ask questions to get additional ideas and information and listen and respond appropriately to experiences and feelings shared by others (English Language Arts 1.2 Clarify and Extend). Observation: <i>Throughout the activity I will observe the students' work, answer questions and promote energy and engagement.</i> <ul style="list-style-type: none"> Students will express ideas and develop understanding of Métis culture, totem pole animals and their relationship with new understandings. (English Language Arts 1.1 Discover and Explore) Students will write, represent and tell a brief narrative about their own ideas and experiences when expressing themselves through totem animal symbolism (English Language Arts 2.4 Create Original Text). Activity/Worksheet: <i>Students will demonstrate their building knowledge by completing a worksheet with written and illustrative components.</i> <ul style="list-style-type: none"> Students will enhance their composition skills by designing their own totem pole animal. Students will reflect upon their responses to visual forms in nature designed in the art form of totem poles in order to have an opportunity to appreciate the

	<ul style="list-style-type: none"> ○ ethnic and cultural aspects of the visual arts in Indigenous culture (The Fine Arts Specific Outcome C). ○ Students will use inventive spelling and language prediction skills to identify unknown words within the context of a sentence when completing the written and illustrative activity (English Language Arts 2.1 Uses Strategies & Cues). ○ Students will construct meaning from texts by relating aspects of the story and characters to personal feelings and experiences (English Language Arts 2.2 Respond to Texts).
Resources	Personalization/Differentiation
<ul style="list-style-type: none"> • “Louis Riel Day!” National Centre for Truth and Reconciliation: https://fb.watch/1PPjQUqBGE/ • “3 Cool Facts About Totem Poles” CBC Kids: https://www.youtube.com/watch?v=imOueo_rP1o • “Sometimes I Feel Like a Fox” by Danielle Daniel: https://www.youtube.com/watch?v=g-9CjUA9-Xg • Fun facts about totem poles: https://www.cbc.ca/kidscbc2/the-feed/14-totally-terrific-totem-pole-facts • Totem Pole Animals & Their Meaning: https://www.nativeamericanvault.com/pages/totem-animals-and-their-meanings • Totem pole animal meaning sheet for reference • Pencil • Eraser • Thin Sharpie • Pencil crayons • Pictures of Canadian Indigenous totem poles • Activity worksheet 	<p>I will personalize <u>each student's</u> learning through these three ways...</p> <ul style="list-style-type: none"> • Encourage students to choose their own totem animal. • Observe students and support them individually in relation to their IPP goals. • Create a positive classroom environment that supports 1:1 support, question periods, peer engagement and respectful open conversation. <p>I will differentiate <u>groups of students'</u> learning through these three ways...</p> <ul style="list-style-type: none"> • Provide varying writing expectations for each student based on their literacy level. • Allow students to express and illustrate themselves as a totem animal in either more realistic or fictional ways. • Providing bumpy paper to students who are developing their fine motor printing skills.

SECTION 2 LESSON PLAN SEQUENCE

<h3 style="text-align: center;">Introduction</h3> <p>Activate prior knowledge: At the start of class, I will ask students if they have previously learned about Métis or Anishinaabe culture. Did they know that this week is Métis week? Do they know what this week is all about? Have they heard about totem poles before or seen one? We have also been working on expressing ourselves as a class – did they know that in totem poles tell stories and that each animal symbolizes specific traits and characteristics? We have talked about characteristics this week, but have they heard the term symbolism before?</p> <p>Engage students in the lesson: Share on the learning screen “Louis Riel Day!” National Centre for Truth and Reconciliation: https://fb.watch/1PPjQUqBGE/. Ask students if they have any additional questions about Métis peoples in Canada. Follow this video with a reading of “Sometimes I Feel Like a Fox” by Danielle Daniel</p>
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and present on the learning screen “3 Cool Facts About Totem Poles” by CBC Kids. Inform students that this lesson will also encourage students to express themselves through totem animals similarly to those in the book. Write on the board some of the totem animals from the book and the traits of these animals. Can each student see themselves as one of these animals – if not, see if I can find the animal and its matching trait from the Totem Pole Animals & Their Meaning infographic.

How will students learn? Students will participate in the lesson through an “I do. We do. You do” learning approach. The steps of the activity will be written on the board and demonstrated in class by myself, where I will show my own totem pole animal with my traits. Students will be prompted with “My totem animal is _____, which symbolizes _____” on the whiteboard. Students will come up with some ideas using a “We do” approach followed by working individually on completing their sentences and illustrations on their worksheet. As students are working on their illustrations, I will share fun facts about Canadian totem poles.

Learning/Activity Sequence

Teacher Plan	Student Plan
<ol style="list-style-type: none"> 1. Tell the students they will be learning about totem pole animals to celebrate Indigenous culture during Métis week. During this lesson students will transform themselves into their very own totem pole animal! 2. Tell the students they are doing this because it's important to understand and appreciate diverse Indigenous culture in Canada. This lesson also provides an opportunity for students to learn how to express themselves in a different way through text and illustration. 3. Tell the students they will know that they have learned once they can identify themselves as a totem animal and convey meaning as to why they believe this animal represents who they are. 4. Ask students throughout the lesson if they have any questions about totem pole animals, Indigenous ways of knowing, Métis Week, self-reflection, symbolism and how they may best illustrate their growing knowledge on their worksheet. Questions will either be answered by myself or peers in a safe and open classroom environment where questions are encouraged. 5. Hook students into the lesson with the below two videos: <ul style="list-style-type: none"> o “Louis Riel Day!” National Centre for Truth and Reconciliation: https://fb.watch/1PPjQUqBGE/ o “3 Cool Facts About Totem Poles” CBC Kids: https://www.youtube.com/watch?v=imOueo_rP1o 	<ul style="list-style-type: none"> • Students will relate their own personal lives and interests to the activity. • Students will learn in multimodal ways by engaging with the below: <ul style="list-style-type: none"> o National Centre for Truth and Reconciliation video o Fictional and beautifully illustrated story by Danielle Daniel o Upbeat and historical CBC educational video o Open discussions about the meaning of totem pole animals and Métis culture o An activity to create their very own totem pole animal
<p>The opportunities for the students to explore the lesson?</p> <ul style="list-style-type: none"> • Using a multimodal and “I do. We do. You do” approach to learning, I will support students in exploring through engaging 	<p>Explore?</p> <ul style="list-style-type: none"> • Students will be able to ask questions throughout the lesson by raising their hand and being reminded that this lesson requires whole body listening.

<p>videos, a read-aloud, classroom question periods, and a final writing and illustration activity.</p> <ul style="list-style-type: none"> Students will be inserting themselves into this lesson and seeing it through their own eyes (exploring their personal totem pole animal). 	<ul style="list-style-type: none"> Students will be able to explore the topics covered in this lesson using a multimodal approach. Students will personally relate to the lesson by choosing their own totem pole animal and reflect upon their symbolic choice.
<p>The opportunities for the students to elaborate on the lesson?</p> <ul style="list-style-type: none"> Outside of this lesson, students can better understand some of their animal character traits when communicating within the learning community. Students can move beyond a traditional totem pole illustration to drawing themselves as an animal (more similarly to the read-aloud text). Students can apply their learnings about Indigenous culture beyond the classroom into their personal lives. 	<p>Elaborate?</p> <ul style="list-style-type: none"> Students will write and illustrate to best demonstrate their understanding of the knowledge highlighted in the lesson. Students will be able to embellish and enhance both their written and illustrated understanding during the allocated lesson period and beyond in their 'ketchup & pickles' period. Students can use their totem animals to express themselves to peers and build relationships beyond the parameters of the lesson.
<p>The opportunities for the students to self-evaluate their learning through Formative Assessment strategies aligned with the Specific Outcomes above?</p> <ul style="list-style-type: none"> Promote the use of inventive spelling and write the correct spelling of misspelled words for students to reflect on in the future. Encourage self-editing by reminding students to look at the word wall and whiteboard. When observing students, work on the pronunciation and 'sounding out' of words. Ask students to read back what they have wrote – when they read their spelling do they notice they are missing letters or punctuation? Encourage students to take their time when writing and illustrating, while also supporting students facing perfectionism to focus on the primary task. 	<p>Self-Evaluate?</p> <ul style="list-style-type: none"> During observation period, students will be encouraged to self-edit their work and build upon their vocabulary using inventive spelling. Students will be asked if they notice anything different between their spelling and the words written on the board. Students will be reminded that they have a lot of time to finish the activity – it's not a race!

Conclusion

How will you organize so that students can individually and collectively answer the EQ for this lesson?

- Each student will be provided an opportunity to be heard and share questions in a culturally responsive classroom environment.
- Each student will complete their own animal totem pole worksheet activity.
- Each student will be able to showcase and share their totem pole with peers to build stronger relationships and understanding within the class.
- Each student will partake in discussions about Métis culture.

How will you organize so that students can show their learning through the L of KWL?

- Students will complete their worksheet/journal entry for summative assessment before presenting each totem pole animal in the class for peers to see.

How will you celebrate the learning that has happened in this lesson?

- Our classroom totem pole represents our collaborative, kind, expressive and supportive H1 classroom community! Every unique totem pole animal (student) has so much to not only offer to our classroom, but to the world!

PRE-SERVICE TEACHER SELF-REFLECTION

1. Students were engaged and curious about Metis culture and totem pole animals. Although they were more distracted today than normal (potentially due to a visitor presence), they responded to my requests and followed 'full body listening'. I believe the strengths of my lesson were the transitions, discussion periods and the activity sequence. I felt most comfortable when reading the story, but I found I had to ask students to focus more than expected throughout the reading. I was also able to rebound after technical difficulties at the start of the lesson.
2. Next time I will work on using the phrase "No thank you!" when students are acting "unexpected". I will also try a gentle and quiet hand block movement when students are repeatedly talking out loud, as per my partner teacher's suggestion. I found myself explaining why students shouldn't disrupt, but Ms. Hume explained that they respond well to these shorter phrases. I would also slow down when explaining the lesson. This could be due to my nerves, seeing as it was my first time being observed, but I do find myself speeding up when I'm excited to convey a message. Unfortunately, a video did not fully play during the lesson so I would try to figure out how to load a video faster next time.
3. I would refine this lesson by ensuring videos could be played (even though it seemed to be a Wi-Fi connection issue in the class). I would also take time to explain each of the animal feelings of the totem pole. Whereas some students knew what the words "wise, determined and vulnerable" meant, I noticed when observing that some students did not know how to express their feelings because they didn't know the word for how they felt. To grow my practice, I will continue building relationships with my students and encourage positive self-reflection in the class. I will also practice more lessons in a variety of subjects to enhance my own confidence in the classroom. I believe that applying my feedback from this lesson to future lessons will continue to improve my skills and pedagogy as an educator. Lastly, I will continue to create a curious, safe and culturally diverse classroom.
4. Over the week, students were referring to their feelings as the totem pole animals we discussed in this lesson. Students would share "today I am a..." to their peers and to us educators. It seemed to allow them another outlet to express difficult feelings.
5. Below is a photo of our completed totem pole put together by the students...



Adapted from Wiggins, Grant & J. McTighe (1998)

