

# Shki-maajtaawin E-nmok

(Ojibwe to English Translation - The Path to New Beginnings)

## Our Purpose

It is our purpose to develop and promote First Nations centered education and resource materials.

## Our Approach

- We understand the significant roles language, culture and heritage play in successfully educating people.
- We believe the most stable and comfortable environment in which teaching and learning occurs, is one where people are encouraged to grow in human spirit and soul, as well as in mind, heart, and body.
- We feel educational excellence and freedom are best achieved with strong parental and community involvement.
- We know we can best serve educational needs by developing curriculum and resources that reflect the 'way of life' in which they exist.

*Shki-maajtaawin E-nmok takes a whole new approach to developing curriculum and resources – it balances school life with a 'way of life'*

## Our Curriculum Intent

Shki-maajtaawin E-nmok has been purposefully designed to provide an excellent First Nations based curriculum but is in no way intended to replace an entire existing school curriculum. Shki-maajtaawin E-nmok is about providing teachers, students and parents with an understanding and respect for First Nations cultural heritage. It is intended to enable all students to learn and develop self-confidence, self-esteem and respect. Shki-maajtaawin E-nmok is all about helping people from all different walks of life, be better able to walk through life with thanks, and in peace.

## **Shki-maajtaawin E-nmok First Nations Based Curriculum Starter-Kits**

Shki-maajtaawin E-nmok First Nations Based Curriculum Starter-Kits Include:

One Customized Multi-purpose Re-Usable Study Fabric Carrying Bag

One Hard Cover Integrated or Multi-disciplinary Unit of Study Containing:

- o First Nations based Cultural Context for the Division
- o Table of the Themes and Units by Division
- o Unit Context, List of Unit Subtasks, and Links to Prior Knowledge
- o Detailed List of Ontario Ministry of Education Expectations Covered in the Unit
- o Easy to Follow Teaching Instructions with Suggested Activities
- o One CD containing:
  - Assessment Materials
  - Blackline Masters
  - Music and/or Ojibwe Language Sound Files
  - Other Resource Information

+ **PLUS** All Mandatory Unit Resource Books

Unit Specific Resource Kit - Contains a Variety of Complementary Teaching Tools and Materials

Shki-maajtaawin E-nmok Resource Kits strongly support and encourage individual student appropriate incidental learning.

Shki-maajtaawin E-nmok Resource Kits hold basic teaching materials for the unit and should be continuously evaluated and added to by the teacher in a manner which will be meet class size, teaching, and learning styles.

**All First Nations culture specific teaching tools are as authentic in nature/material as possible.**

**All Shki-maajtaawin E-nmok culture specific teaching tools are hand-made and hold significant First Nations Cultural Teachings. Please handle them with respect.**

Your **Shki-maajtaawin E-nmok First Nations Centred Curriculum Starter Kit** is Publisher Approved, meaning it has been thoroughly reviewed and recommended by a community-based team of curricula and resource development specialists.

*Publisher: Kenjegin Teg Educational Institute [www.ktei.net](http://www.ktei.net)*

## **Shki-maajtaawin E-nmok**

*(Ojibwe to English Translation- The Path to New Beginnings)*

Shki-maajtaawin E-nmok is a First Nations based curriculum. It offers high-interest student centred, integrated and multi-disciplinary teaching and learning opportunities. Shki-maajtaawin E-nmok primary division units are strongly rooted in seven Ojibwe culture based themes, therefore Shki-maajtaawin E-nmok Curriculum naturally reflects a variety of concepts based on an Aboriginal World View of life. The themes are; Animal World, Anishinaabe Expressions, Bimaadziwin (*Good Life Teachings*), Legends, Mother Earth, Plant World, and Seven Grandfathers. These themes stem from Anishinaabe territory in Ontario, Canada, however, the units have been carefully developed in order to include and honour other First Peoples culture, teachings, history, and legends.

Shki-maajtaawin E-nmok Curriculum provides units of study that:

- reflect an Aboriginal World View
- incorporate Ontario Ministry of Education curriculum expectations
- are written primarily in English (some Ojibwe words)
- are interesting to students, parents, and teachers
- provide a solid model for character development
- are flexible enough to be used in a diverse range of communities and classrooms
- include easy to follow teaching instructions
- are environmentally conscious

# Chi- Miigwech

We offer thanks to everyone involved in making the Shki-maajtaawin E-nmok curriculum project a success.

Writer  
Sam Conroy

Editor  
Jane Hubbard

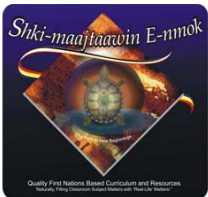
Layout  
Mandy Pickard

Special thanks to Indian and Northern Affairs  Canada for supporting this project.

Copyright © 2008, Shki-maajtaawin E-nmok, Manitoulin Island, Ontario CANADA

All rights reserved. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or means; electronic, mechanical, photocopying, recording, or likewise. For information regarding permission, write to the Permission Department.

The information in this publication has been carefully edited and reviewed. However, the publisher shall not be liable for any damages resulting, in whole or in part, from the reader's use of this material.



**ISBN 978-0-9784125-4-8**

This book contains recycled material

Printed and bound in CANADA

Published by Kenjgewin Teg Educational Institute M'Chigeeng, ON Manitoulin Island CANADA P0P 1G0

## Shki-maajtaawin E-nmok Cultural Context For Primary Division

Shki-maajtaawin E-nmok primary division units are strongly rooted in seven Ojibwe culture based themes, therefore Shki-maajtaawin E-nmok Curriculum naturally reflects a variety of concepts based on an Aboriginal World View of life. The themes are; Animal World, Anishinaabe Expressions, Bimaadziwin (*Good Life Teachings*), Legends, Mother Earth, Plant World, and Seven Grandfathers. Within each theme, activities focus on specific aspects of First Nations life and culture and develop the students' skills and knowledge throughout the division.

A learning environment that respects all people is important. Students will bring with them their own level of knowledge and understanding of First Nations. For some students, they will be introduced to First Nations for the first time while others may be learning more about their own history. Teachers' awareness of their students' needs and backgrounds is important in creating a learning environment that meets the needs of all students.

Words hold great power. When talking about stories and legends it is important to be mindful of the words you choose to bring about understanding. For example, using the word "Teachings" reflects the intent of stories as Aadsookaan original teachings of the People. Always try to choose descriptive words that best reflect cultural meaning. For example, often First Nations will refer to legends as survival guides, not myths.

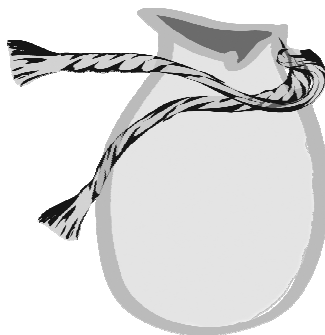
*"Just remember...that words are powerful, so very powerful, that it can change attitudes (for the better or for the worse), with or without provocation. They can be triggers, reminders, movers, and emotive...be kind with your words..."*

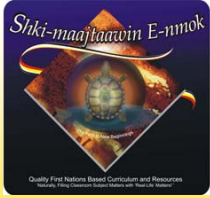
### Protocol

Teachers are always encouraged to invite *Elders* into their classroom but you must remember there is a protocol when you do so. You must offer Semaa (tobacco) when you make the request (invite). Semaa (tobacco) is one of four sacred medicines – it is used to convey prayers, messages, and thanksgiving.

### How to Make a Semaa (tobacco) Tie

- \*Place a small amount of tobacco in the centre of a 2" to 3" cloth square.
- \*Gather the edges of the cloth around the tobacco and tie it with a string or yarn, making a small bundle.
- \*Showing respect is the most important aspect of your invite and offering.





# Shki-maajtaawin E-nmok Primary Division Units

**Kindergarten**

**Grade 1**

**Grade 2**

**Grade 3**

**Legends**

Stories of Nanabozho

Looking for Meaning and Truth

The Elements and Animals are Alive

Origins of the Northern Lights

**Plant World**

The Sacred Medicines

The Trees are Our Teachers

The Importance of Corn in the Nations

Growing Up

**Animal World**

Our Elder Brothers and Sisters

Listening to the Animals Voices

The Significance of the Clan System

Nurturing Our Connection to Animals

**Anishinaabe Expressions**

Teachings of the Drum and Rattle

The Dances of Our People

The Three Fires Confederacy

**The Dance of All Peoples**

**Seven Grandfathers**

Walking a Good Path

Teachings of Kindness From the Heart

Learning and Living the Teaching of Bravery

The Circle of Wisdom

**Mother Earth**

The Cycle of Giving

Giver of Life

Our Creation Stories

Teachings of the Earth

**Bimaadziwin**

Cycles in Life

Appreciating the Seasons

Our Symbols Tell Our Story

What I Give to You is My Gift to You





## Unit Overview – *Anishinaabe Expressions: The Dance of All Peoples*

### Unit Context

This unit has been designed to address some of the expectations in the strand Heritage and Citizenship: Early Settlements in Upper Canada. By studying this unit, the learner will become aware of the origins and diversity of Canada's peoples and cultures, specifically the First Nations. The learner will see the important role dance and the powwow played in the society of the Anishinaabek and other First Nations. It is a valuable lesson to learn – seeing all nations coming together in friendship to dance, to feast, to share with each other.

### Links to Prior Knowledge

- Students should have reading and writing skills appropriate to this grade level.
- Students should be able to work independently and in small groups.
- Teachers may consider using some of the grade three unit: Heritage and Citizenship: Grade 3 – Pioneer Life (available on the Curriculum Planner website) in conjunction with this unit.

### Unit Subtasks

#### **1. Introduction and Language Arts *Niimidwin - Dance* 300 min.**

This subtask introduces powwow dancing. The DVD *Niimidwin* and following activities will be used to introduce the students to the languages arts component of this unit.

#### **2. Social Studies *Our Origins, Our Culture* 250 min.**

Students will be introduced to, or will review maps of the world, (countries of origin), Turtle Island (North America – home of First Nations) and Ontario, with First Nations bands labeled on the map. Students will locate their countries of origin and complete an activity to look at what culture means to them and to First Nations people. Students will research certain aspects of the powwow: the regalia of the dancers and powwow traditions, then and now, particularly those of the Anishinaabe.

#### **3. Science and Technology *Structures Everywhere* 180 min.**

In this science and technology subtask students will examine the shape of structures around them. They will test these shapes for strength. Students will construct a wigwam (dome) and tipi (cone) and test them for strength.

#### **4. Mathematics *Geometry in the World of Dance* 180 min.**

Students will examine geometric shapes on the regalia of the dancers. They will identify and compare several polygons. They will then complete several activities in geometry and transformational geometry, based on these shapes.

**5. The Arts *Creations for Our Celebration* 120 min.**

The arts portion of this unit will focus on the creation of items for the culminating task. Students will view several photos taken at a powwow, along with the introduction of each dance on the DVD Niimidwin before they make appropriate parts of their outfit for their dance presentation in culminating task. All students will make friendship bracelets as gifts.

**6. Health and Physical Education *Learning the Dances of All Peoples* 250 min.**

The health and physical education portion of this unit involves the students learning a variety of Native dances and preparing a dance for an audience in culminating task. Students will complete activities that demonstrate the benefits of dance to their personal well being and the importance of being physically active.

**Culminating Task *Mini Powwow* 130 min.**

The students have learned a variety of indigenous dances and from these experiences have created their own dance to a selection of music. This dance will be performed for a guest audience. The guest dancer may choose to perform with the class. A feast is planned with this subtask but teacher may consider it optional.

**Approximate time needed to complete this unit 23.5 hrs.**

**Ontario Ministry of Education**  
**Curriculum Overall Expectations** *(as of 2009)*  
Grade 3 Anishinaabe Expressions: The Dance of All Peoples

**IMPORTANT to NOTE:**

**In order for Shki-maaajtaawin E-nmok to provide as much Teacher support and reference material as possible, this complete list of Ontario Ministry of Education Overall Expectations have been sited, by grade, from the Ontario Ministry of Education Website:**

**<http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>**

**The entire Ontario Ministry of Education Curriculum Expectations documents and their most recent labeling systems can be found on their website.**

All Ontario Ministry of Education Curriculum Expectations provided in Shki-maaajtaawin E-nmok curriculum units are intended to be used as master guidelines for teachers to choose from based on their assessment of what they need to cover with regards to meeting curriculum expectations within their class. Shki-maaajtaawin E-nmok encourages Teachers to utilize it's curriculum in a way which will enhance their teaching styles while addressing a range of student learning styles. The solid yet versatile structure in which Shki-maaajtaawin E-nmok is rooted also allows it to easily adapt to meet a large variety of Ontario Ministry of Education Curriculum Expectations while continuously and accurately reflecting the culture content for which it exists. Shki-maaajtaawin E-nmok has been purposefully designed to provide an excellent First Nations based curriculum content but is in no way intended to replace an entire existing school curriculum. Shki-maaajtaawin E-nmok Curriculum Starter-Kits are supplementary resources.

**Language Arts: Oral Communication**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

**Language Arts: Reading**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

**Language Arts: Writing**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **Language Arts: Media Literacy**

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### **Social Studies: Heritage and Citizenship**

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities;

### **Social Studies: Canada and World Connections**

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

### **Science and Technology**

1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;
2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;
3. demonstrate an understanding that plants grow and change and have distinct characteristics.

### **Mathematics**

- read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10;
- demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points;
- solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

## **The Arts: Dance**

- A1. Creating and Presenting: apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas;
- A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

## **The Arts: Drama**

- B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

## **The Arts: Music**

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

## **The Arts: Visual Arts**

- D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## **Health and Physical Education**

- describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- outline characteristics in the development and growth of humans from birth to childhood;
- list safety procedures and practices in the home, school, and community;
- describe what a drug is, list several examples (e.g., nicotine, caffeine, alcohol), and describe the effects of these substances on the body.



Ontario Ministry of Education Expectations *(based on 2006 edition)*  
Grade 3 Anishinaabe Expressions: The Dance of All Peoples

*Overall expectations are shown in **Bold***

**Subtask 1 – Introduction and Language Arts**

- 3e1** – listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 3e2** – use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3e22** - read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- 3e44**– generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 3e73**– demonstrate an understanding of a variety of media texts;
- 3e5** – Active Listening Strategies: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas);
- 3e7** – Demonstrating Understanding: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song);
- 3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker);
- 3e26**– Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles);
- 3e29**– Demonstrating Understanding: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme);
- 3e33** – Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters) Teacher prompts: “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”;
- 3e61**– Producing Drafts: 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions;
- 3e69**– Producing Finished Works: 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies;

- 3e79**– Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important).  
Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”;
- 3e84**– Conventions and Techniques: 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words) Teacher prompt: “Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?”.

### **Subtask 2 – Social Studies**

- 3z1** – describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- 3z2** – use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- 3z3** – compare aspects of life in early settler communities and present-day communities;
- 3z4** – identify the countries of origin of the people who settled in Upper Canada around 1800 (e.g., United States, United Kingdom, France, Germany);
- 3z6** – identify the First Nation peoples in Upper Canada around 1800 (i.e., Ojibwe, Iroquois Confederacy), say where they lived, and describe their lifestyles;
- 3z15**– make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings about early settlements in Upper Canada (e.g., a research organizer showing trades and tools; illustrations of period clothing; maps of settlements, including First Nation communities);

### **Subtask 3 – Science and Technology**

- 3s23** – 3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them;
- 3s24** – 1.1 assess effects of strong and stable structures on society and the environment (e.g., reliable load bearing structures are essential in all areas of life for shelter, transportation, and many other everyday purposes; strong and stable structures can endure for long periods of time and provide a historical record of other societies and cultures; strong and stable structures can be hard to dispose of when their usefulness is ended and may then have a negative effect on the environment) Sample guiding questions: What are some structures that we see or use every day that we depend on to be strong and stable (e.g., bicycle, table, airplane, bridge, tractor, skyscraper)? What features of structures such as old covered bridges, heritage homes, the Pyramids, and the Parthenon have enabled them to still be standing today? What can we learn about strength, stability, form, and function from studying these structures?;

- 3s28** – 2.3 investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures (e.g., the effect of adding one or more struts on the strength of a tower; the effect of adding ties on the strength of a bridge; the effect of adding weight to the base of a tower on the stability of the tower);
- 3s30** – 2.5 use appropriate science and technology vocabulary, including compression, tension, strut, ties, strength, and stability, in oral and written communication;
- 3s38** – 3.7 describe ways to improve a structures strength (e.g., by using triangulation or cross members) and stability (e.g., by lowering the centre of gravity);
- 3s40** – 3.9 describe ways in which different forces can affect the shape, balance, or position of structures (e.g., a load may cause a cardboard box to buckle).

#### **Subtask 4 - Mathematics**

- 3m47**–compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;
- 3m49**–identify and describe the locations and movements of shapes and objects;
- 3m51**–identify and compare various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties (i.e., number of sides; side lengths; number of interior angles; number of right angles);
- 3m61**–identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations (e.g., a slide to the right is a translation; a turn is a rotation);
- 3m62**–complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry (Sample problem: Draw the missing portion of the given butterfly on grid paper).

#### **Subtask 5 – The Arts**

- 3a22**– produce two- and three-dimensional works of art that communicate ideas for specific purposes and to familiar audiences;
- 3a23**– identify the elements of design and use them in ways appropriate for this grade when producing and responding to works of art;
- 3a31**– identify elements of design in a variety of natural and human-made objects (e.g., the form of a tree is asymmetrical and its leaves and flowers may be symmetrical);
- 3a34**– produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g., produce a mural in a group interpreting a Native legend through colour, shape, and line);
- 3a35**– identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display);
- 3a36**– identify strengths and areas for improvement in their own and others’ art work (e.g., the need to have better control in using paints).

## **Subtask 6 – Health and Physical Education**

- 3p1** – describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- 3p17**– demonstrate the principles of movement (e.g., in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills;
- 3p27**– recognize the personal benefits of being physically active;
- 3a42** – create short dance pieces, using techniques learned in this grade;
- 3p18**– combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level);
- 3p24**– balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance);
- 3p31**– demonstrate an awareness of the importance of being physically active in their leisure time;
- 3p32**– describe the health benefits of participating in regular physical activity (e.g., developing a strong heart and lungs);
- 3a53**– distinguish between a variety of dance forms, using specific criteria (e.g., steps, music, costumes).

## **Culminating Task – Integrated**

- 3z1** – describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- 3a5** – communicate their response to music in ways appropriate for this grade;
- 3a42**– create short dance pieces, using techniques learned in this grade;
- 3a18**– communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement);
- 3p18**– combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level);
- 3z22**– re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada;
- 3p24**– balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance);
- 3a55**– create works of drama and dance, using appropriate elements (e.g., rhythm, form).

## **Subtask 1. Introduction and Language**    *Niimidwin- Dance*    **300 min.**

### **Description**

This subtask introduces powwow dancing. The DVD *Niimidwin* and following activities will be used to introduce the students to the languages arts component of this unit.

### **Subtask Overall Expectations:**

- 3e1 – listen in order to understand and respond appropriately in a variety of situations for a variety of purposes**
- 3e2 – use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**
- 3e22 - read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;**
- 3e44– generate, gather, and organize ideas and information to write for an intended purpose and audience**
- 3e73– demonstrate an understanding of a variety of media texts**

### **Activity Specific Expectations**

- Activity 1    3e14–** Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
- Activity 2    3e2 –** **use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**
- Activity 3    3e7 –** Demonstrating Understanding: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)
  - 3e14–** Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
  - 3e79–** Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)  
Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”

- 3e84**– Conventions and Techniques: 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words) Teacher prompt: “Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?”
- Activity 4**    **3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker);
- 3e26**– Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles);
- Activity 5**    **3e7** – Demonstrating Understanding: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)
- 3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
- 3e26** – Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)
- Activity 6**    **3e26** – Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)
- Activity 7**    **3e7** – Demonstrating Understanding: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)

**3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)

**3e26** –Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)

**Activity 8**

**3e26** –Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)

**3e29**– Demonstrating Understanding: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)

**3e33** –Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters) Teacher prompts: “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”

**3e61**– Producing Drafts: 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions;

**3e69**– Producing Finished Works: 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

**3e79**– Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important). Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”

**Activity 9**

**3e26** –Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)

- 3e29**– Demonstrating Understanding: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)
- Activity 10 3e26** –Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)
- 3e29**– Demonstrating Understanding: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)
- 3e33** –Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters) Teacher prompts: “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”
- 3e61**– Producing Drafts: 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions;
- 3e69**– Producing Finished Works: 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- 3e79**– Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important). Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”
- Activity 11 3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
- 3e26** –Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)

- 3e29**– Demonstrating Understanding: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)
- 3e33** – Responding to and Evaluating Texts: 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters) Teacher prompts: “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”
- 3e61**– Producing Drafts: 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
- 3e69**– Producing Finished Works: 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- 3e79**– Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important). Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”

- Activity 12**
- 3e7** – Demonstrating Understanding: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)
  - 3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
  - 3e26** – Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)
  - 3e79**– Responding to and Evaluating Texts: 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important). Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle?”

Why?” “Why do parents worry about Internet safety? What online rules should you know?”

**3e84**– Conventions and Techniques: 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words) Teacher prompt: “Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?”

- Activity 13** **3e14**– Interactive Strategies: 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions (e.g., paraphrase or restate other group members’ contributions; acknowledge another person’s point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)
- 3e26** – Variety of Texts: 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., “How to” books, print and electronic reference sources, magazine articles)
- 3e61**– Producing Drafts: 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
- 3e69**– Producing Finished Works: 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

## List of Activities

### Circle Activities for each day:

**Activity 1** → Niimidwin Introduction – Students are introduced to the unit with a display of the materials used in the unit.

**Activity 2** → Guest Dancer– A guest dancer performs for class.

**Activity 3** → Dance DVD – Students watch an intertribal dance. (tracks 1, 2 on the DVD *Niimidwin*) Discussion about the DVD follows. **G3.R.K.**

**Activity 4** → KWL Chart – Students complete parts 1 and 2 of **3.BLM.1**, KWL chart. Complete part 3 at end of unit.

**Activity 5** → Teacher and / or students read and look at Powwow Posters, **G3.R.K.** and begin word web.

### Reading / Writing Centre

(activities 6-11 Students read available books and complete self-directed reading and writing activities)

**Activity 6** → Reading Log

**Activity 7** → Vocabulary Activities

**Activity 8 → Book Advertisement**

**Activity 9 → Invitation to Powwow – for Culminating Task**

**Activity 10 → Letter to Author**

**Activity 11 → Author Interview**

**Activity 12 → Media Centre**

**Activity 13 → Narration for Dance – presented in culminating task.**

## **Resources & Materials**

### **Resources**

#### **Activity 2**

- Guest dancer if possible

#### **Activity 4**

- **3. BLM. 1**, Know Wonder Learn Chart

#### **Activity 5**

- **3. BLM. 2**, Word List
- **3. BLM. 3**, Flashcard Template

#### **Activity 6**

- **3. BLM. 4**, My Reading Log

#### **Activity 7**

- **3. BLM. 3**, Flashcard Template

#### **Activity 8**

- **3. BLM. 5a-c**, Book Advertisement

#### **Activity 9**

- **3. BLM. 6**, You're Invited to a Powwow

#### **Activity 10**

- **3. BLM. 7a, b**, Letter to Author

#### **Activity 11**

- **3. BLM. 8a, b**, Author Interview

#### **Activity 13**

- **3. BLM. 9**, Narration for Culminating Activity

### **Materials**

- Construction paper
- Colouring pencils
- Scissors
- Glue
- Pencils
- Erasers

### **Books**

- Kalman, Bobbie. *Celebrating the Powwow* (optional)
- Ancona, George. *Powwow* (optional)

- McLellan, Joe. *Nanabosho Dances* (optional)
- Other books on celebrations in other tribes and cultures – e.g. potlatch, country fair (see gr. 3 curriculum planner unit on same)- also books on pioneers – also *A Day in the Life of a Pioneer Child* (Collection Series) is a good comparative story

### **Internet (all sites 2008 researched)**

[http://www.ainc-inac.gc.ca/ks/pdf/pow\\_e.pdf](http://www.ainc-inac.gc.ca/ks/pdf/pow_e.pdf) - story written by a grade 3 student about the Powwow Trail – describes the dances – some pictures could be utilized.

### **Media**

#### **DVD**

- Shki-maajtaawin E-nmok. *Niimidwin*. – required \*G3RK
- Shki-maajtaawin E-nmok. *Powwow* – required \*G3RK

### **Teaching and Learning Strategies**

#### **Groupings**

- Students working as a whole class
- Students working in pairs, small groups
- Students working individually

#### **Strategies**

- Activity Learning Centre
- Oral presentation
- Discussion
- Word wall
- Flashcards
- Reading log
- Guided writing
- Independent reading
- Media presentations
- Reports

## Note to the Teacher

Arrange for guest dancer and a place for demonstration if necessary. See Appendices for summary of DVD *Niimidwin*. It tells what is on each track and summarizes the description of the outfits or regalia, as described on the DVD. The DVD is 85 minutes in length. The teacher show short clips of all the kinds of dance on the DVD so that the students will get an idea of the variety of the dances and will then be able to choose what dance he / she will work on. Take note of the grade level of the Guided Reading Sheets for the video. Teacher will read the guide sheet to the class. Activity 1 is the introduction to the unit. It should be done before any other work is started in the unit. Activities 1-5 are circle activities for the beginning of each day. Activities 6 - 12 are activities at the Reading / Writing Centre and the Media Centre. They should be set up with the appropriate materials before students begin the unit. Activities 6-13 are not consecutive. Choose what you want to do.

## Teaching Instructions

**Activity 1 → Niimidwin Introduction** - Students are introduced to the unit with a display of the materials used in the unit.

PREP: Teacher will have materials for unit on blanket in centre of class. See Resource list. (books, geometric shapes, pictures of dancers, samples of outfits etc.) Teacher will ensure centres are ready to go.

- Teacher will have students sit in a circle. Have the materials used for the unit placed on a blanket in the centre of the circle. Show the items. Tell them that they will learn some of the dances of the powwow and create a dance of their own to demonstrate in front of an audience. They will be making their own regalia for that dance. Allow time for students to explore the objects and to ask questions.
- Teacher introduces centres. (activities 6-13)

**Activity 2 → Guest Dancer** - A guest dancer performs for class.

PREP: Teacher will prepare for guest dancer. Teacher will have a small gift as a thank you for the dancer. (perhaps a friendship bracelet from subtask 5) Teacher will arrange for a student to present the gift. (First Nations tradition)

- Teacher introduces dancer. Students observe dance. If there is room and time, students may participate briefly with dancer.
- Students may want to question dancer briefly. Dancer will return for lessons later.
- Teacher will have students go to Centres. (activities 6-13)

**Activity 3 → Dance DVD** – Students watch an intertribal dance. (tracks 1, 2 on the DVD *Niimidwin*) Discussion about the DVD follows.

PREP: Teacher will have DVD player set up.

- Students watch introduction of DVD *Niimidwin*. (see Appendices for summary of DVD) Skip the talking part of it for now.
- Teacher will show the dancing only to give the students an impression of what is to come in the unit. Note the colourful outfits, the drumbeat, the singing. Would they like to dance like that? Which is more effective, the dance or the narration? Why?
- Guided reading blackline master(s) may be done later in the subtask.
- Teacher will have students go to Centres. (activities 6-13)

**Activity 4 → KWL Chart** - Students complete parts 1 and 2 of KWL chart **3.BLM.1**, Know Wonder Learn Chart. Complete part 3 at end of unit.

PREP: Teacher will make a copy of **3.BLM.1**, Know Wonder Learn Chart, for each student.

- Teacher will have students complete parts 1 and 2 of KWL chart, **3.BLM.1**. Teacher keeps these until the end of the unit, when students finish **3.BLM.1** and teacher uses it as an assessment.
- Teacher will have students go to Centres. (activities 6-13)

**Activity 5 → Celebrating the Powwow** – Teacher and / or students will read and look at flashcards and begin word web. (\* **Gr.3.R.K.**)

- PREP: Teacher will have flashcards available for students. Teacher will have board space or experience chart paper and markers ready. Teacher will make a copy of **3.BLM.3**, Flashcard Template, for each student.
- Teacher and / or students read excerpts and look at flashcards.
- Students make a word web with the teacher. The word powwow is written at centre of paper.
- Teacher explains that class will use the word web for activities in the unit. A list is provided for the teacher on **3.BLM.2**, both in English and Ojibwe.
- The teacher may then copy the words the class will use to the blank template on **3.BLM.3**. Do not cut the cards until you have made enough copies for Vocabulary Activity 7 at the Reading Writing Centre.
- Teacher will have students go to Centres. (activities 6-13)

**Reading / Writing Centre (activities 6-11)** Students read available books and complete self-directed reading and writing activities. Teacher may direct students to specific activities.

**Activity 6 → Reading Log**

PREP: Teacher will have books ready to read at the centre. Try to have at least two copies per student of Reading Log **3.BLM.4**, My Reading Log, available with writing materials.

- Teacher will have students will complete Reading Log **3.BLM.4** as they read books provided at this centre. An example is entered on BLM for students to model. See resource list for suggestions. Include books from school library about the powwow and celebrations. For variety, include books on the potlatch and celebrations from other First Nations. A few are suggested in resource list.

### Activity 7 → Vocabulary Activities

PREP: Teacher will make provide at least three sets of vocabulary cards for students. (Use manila tag paper – it is heavier and cards will last longer.) Use template **3.BLM.3**, Flashcard Template, to make vocabulary cards.

- Students may use vocabulary cards for the following activities.
  - put cards in alphabetical order
  - make sentences using the cards (two students can do this activity – one picks a card – the other makes a sentence with that word)
  - have two or three sets of cards and play concentration
  - one student plays teacher while other students spell or break words into syllables

### Activity 8 → Book Advertisement

PREP: Teacher will make one of **3.BLM.5a, b, c.**, Book Advertisement, for each student.

- Students will write an advertisement for a book that they have read at the centre. Instructions are on the blackline master **3.BLM.5a, b**. Teacher will emphasize that they should have someone edit their work before they complete the final copy on **3.BLM.5c**.

### Activity 9 → Invitation to Powwow (for Culminating Task)

PREP: Teacher must have time, date and details of Culminating Task – Mini Powwow available for students to copy from. Teacher will make one copy **3.BLM.6.**, You're Invited to a Powwow, for each student. Teacher will have colourful construction paper, scissors, and glue available for students.

- Students will copy the appropriate information from the board onto their copy of **3.BLM.6**.
- Students will cut out the information part of the blackline master **3.BLM.6** and glue it onto the inside of a card(s) that they will make.
- The RSVP will be cut out and inserted loosely in the card so that it may be returned. This will tell you how many bracelets to make as gifts and what food will be available for the feast. A powwow is colourful - the card should be reflective of this.

### Activity 10 → Letter to Author

PREP: Teacher will have one copy of **3.BLM.7a, b.**, Letter to Author, for each student. Teacher will check for the possibility of sending these letters to the author's web site.

- Students follow instructions on blackline master **3.BLM.7a, b**. They may use the model or write one on their own.
- If computers are available they may write it on the computer.
- Use school address only!

### **Activity 11 → Author Interview**

PREP: Teacher will make one copy of **3.BLM.8a, b**, Author Interview, for each student. Teacher may set the stage for this activity by arranging for a place for these interviews to be presented. Some suggestions include: on the school announcement system with a real or fake author, in front of the class, on a video presentation made by the teacher and / or student(s).

- Students will follow the instructions on blackline master **3.BLM.8a**.

### **Media Centre**

#### **Activity 12 → DVD *Niimidwin* and DVD *Powwow***

PREP: Teacher will have DVD *Niimidwin* DVD *Powwow* available for students to view. Teacher may choose to have a 30 minute block of time each day to view and discuss a track of the DVD *Niimidwin*.

- Students will view the DVD's as they choose. It will give them ideas for their narration in Activity 12.
- Teacher may allow time for the whole class to view parts of the DVD *Niimidwin*. Students need to view it to plan their dance, to research the regalia, and to view the designs on the outfits. (later subtasks) The viewing of the DVD may overlap with other subject areas in which it is used as a resource. i.e. Physical Education, Art and Mathematics.
- Although the viewing sheets for the DVD *Niimidwin* are included in this unit, they are a bit over grade level. They could be done as a group activity, for more advanced students or for reading for information. (research in subtask 2).

#### **Activity 13 → Narration for Dance - presented in Culminating Task**

PREP: Teacher will have one copy of **3.BLM.9a, b**, Narration for Culminating Activity, for each student. Teacher will arrange for the dance groups to work together for this activity.

- Students will work with their dance group to write up the narration for their dance.
- Teacher will allow time for students to view DVD *Niimidwin* and / or DVD *Powwow* for ideas for narration.
- One student is chosen to present narration at Culminating Task.