

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Rainy River District School Board**

**Grade(s): 4**

**Subject(s): Social Studies, Art, Math**

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| **BIG IDEAS:**  **Not all early societies were the same.**  **\*Please note: You may wish to undertake this lesson by partnering with the Indigenous Consultant or Facilitator at your school/board or with the guidance of a local Indigenous Elder from your community.**  **Lesson Objective: To design wampum belt patterns, construct wooden looms, and then create wampum belts.**  **Curriculum Expectations:**  **OVERALL:**  A3. **Understanding Context:** demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other  **SPECIFIC:**  **Art:**  D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences  D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey (e.g., express their response to student drawings on a classroom gallery walk; identify artistic techniques that are used to influence the viewer; in role as a famous artist, write a journal entry or letter identifying the artist’s compositional choices and intentions)  D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art (e.g., symbols representing luck; fonts typically used in marketing; heraldic symbols; aboriginal totems around the world; Egyptian hieroglyphics)  D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made  **Social Studies:**  A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence *(e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons)*  **Math: Patterns and Relationships:**  -Extend and create repeating patterns | |
| **Learning Goals:**  “We are learning to…”  -understand and appreciate how early treaties were created and the historical impact they have had.  -build wooden looms using hammer, drills, measuring tapes, and other tools.  -create patterns and represent feelings through colour and design. | **Success Criteria:**  “We will be successful when…”  **-**we build a loom  -we design a pattern  -we transfer our pattern into a wampum belt. |
| **Lesson Overview:**  \*Students will begin with a historical background on treaties. Students will have the opportunity to research different wampum belts and their significance. They will then design their own wampum belt on paper and transfer the pattern onto a wooden loom using fishing line and beads. | |
| **Materials and Technology:**  -1”x4” spruce cut into 12 inch and 2 inch lengths  -Nails  -Screws  -Hammers  -Drills  -Fishing line  -Grid paper (20x7)  -Safety goggles  -Coloured beads  -Needles  -String for loom  -Chromebooks | |
| **Student Accommodations/Modifications:**  **-Some students will require more assistance in creating their loom and beading. Larger beads could be used for some students.** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:**   **X Product, specifically:**   * **Environment, specifically:** |
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| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  -We will read Alex Shares his Wampum Belt to the class. Discussion on treaties and wampum belts will ensue. Students will have opportunity to research different wampum belts and then create their own patterns on grid paper. Elders/Indigenous Consultants may be invited into the classroom for the activities and to provide authentic & historical context.  **What key questions will you ask?**  -What do you know about treaties?  -Do you know which treaty area we live in?  -Who is a treaty person?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Observation, finished products.  **How will students be grouped? How will materials be distributed?**  While researching wampum belts, students can work in partnerships.  When building the looms, students will work in groups of 4-5 with direct instruction and supervision.  Students may work in small groups to complete their beading, but ultimately each student will be creating their own belt. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  -All hands-on learning and use of tools, beads, and their own designs will engage students.  **What misconceptions or difficulties do you think they might experience?**  -Historical misconceptions on wampum belts and/or treaties may come up in conversation. It is important to clarify the origin of wampum belts and their significance. It is highly recommended to have someone knowledgeable in this area come into classrooms to introduce the topic and answer any questions.  -Many students, depending on age and background, will have various experience working with tools.  **How will they demonstrate their understanding of the concept?**  -By creating thoughtful patterns and describing the significance of design and colour.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  -Checklist, discussions, finished product.  **What extension activities will you provide?**  Students can also recreate their wampum patterns with LEGO or Pixel Art. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  **-Any students that wish to share their finished product will be encouraged to do so.**  **What key questions will you ask during the debriefing?**  **-What did you learn about treaties and wampum belts?**  **-What difficulty did you have creating your belts?**  **-What does your belt represent?**  **-Why did you choose those colours and symbols?** | |