

DAKOTA RELATIONSHIPS LESSON - CANADA 150 GRANT

GRADE: 1	SUBJECT: SOCIAL STUDIES
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BIG IDEA: Students will be able explain to others who Chief Whitecap was and some of the ways he influenced Saskatoon.	ESSENTIAL QUESTION: In what ways did Chief Whitecap influence the Dakota people and the early settlers of Saskatoon?
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OVERVIEW: In small groups, students will use coded sentences to decode a variety of facts about Chief Whitecap and his friendships. Students will be able to orally share their learning with others in and beyond the classroom.

TIME DURATION: Approximately 6 (30 minute) sessions <ol style="list-style-type: none">1. Introducing decoding PowerPoint2. Decoding sentences (could be broken into two separate days)3. Sharing information with class4. Planning how to present5. Preparing presentations6. Preparing presentations7. Presenting to others	MATERIALS REQUIRED: <ul style="list-style-type: none">• <u>We Are Solving Codes PowerPoint</u>• One Decoding Clues package per group, with puzzle piece and clues to learn about Chief Whitecap and his relationships with others (make sure answer key is removed from the back)• <u>Chief Whitecap Information Card and Cheatsheet for teacher</u>• <u>Large 8" x10" colour photo of Chief Whitecap</u>• 5" x 7" colour photo for each group• <u>Assessment Checklist</u>• Sentence strips per group• Technology for presentations as decided by students and teacher
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LESSONS CREATED BY:
LEZLIE GOUDIE-CLOUTIER & MICHELLE PANTEL IN CONSULTATION WITH WHITECAP DAKOTA ELDERS

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STAGE 1: SASKATCHEWAN CURRICULUM OUTCOME

Primary Outcome

Social Studies: **IN1.3** Assess ways in which relationships help to meet human need

Additional Outcomes English Language Arts

- **Outcome: CR1.1 indicator a, f**
- **Outcome: CR1.2, indicator a**
- **Outcome: CR1.3 indicator e, f, g, h,**
- **Outcome: CR1.4 indicator a, c, e, f**

- **Outcome: CC1.3 indicator a, d, i**
- **Outcome: CC1.4 indicator a, l, j**
- **Outcome: AR1.2 indicator a**

Table 5. Key Language Cues and Conventions for Grade 1 (pages 17/18 Grade 1 English Language Arts Saskatchewan Curriculum Guide)

Syntactic Use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June); understand and use conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement).

Other Cues and Conventions use simple gestures, volume, and tone of voice to communicate ideas and needs; hold pencils, crayons, and markers with a comfortable and correct grip; use correct letter and number formation (capitals and small letters); leave spaces between words; use pictures, charts, graphs, and physical movement to show what is learned.

STAGE 2: ASSESSMENT

See **Assessment Checklist**

- Students will be able to greet each other in the Dakota language (how is greeting each other in our own languages important? What other languages can we share in this class?)
- Assess ways in which relationships help to meet human need
- Students will be able to decode sentences and share with others (group work -working with others, cooperation)
- Students will be able to print one sentence with proper punctuation
- Students will be able to explain how relationships with Chief Whitecap helped the City of Saskatoon and other people to live peacefully
- Students will be able to explain photographs of Chief Whitecap and locations named after him to classmates and others (viewing and representing)

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STAGE 3: PROCEDURES

PRE-TEACHING

Teacher sample script- "there are many important people in our lives and we have different relationships with all of them. let's talk about some of the important people in our lives- (Could have pictures or books about important people to show students). **brainstorm-names-** (use anchor chart/digital projector to record) Why these people are important.

Turn and Talk-who is important to you? Why? What is your relationship." Group share...

MOTIVATIONAL SET:

Have you ever cracked a code? Been a detective? Today you are all going to be detectives and crack codes to learn about someone who is important to our school and our community. Then, once everyone is ready we are going to share everything we find out about this person.

MAIN PROCEDURES/STRATEGIES:

1. Decoding sentences:

- a) share **We Are Solving Codes PowerPoint** with students on decoding,
- b) assign students to groups with a decoding package for each group - **symbols, flags, Moon, Braille, numbers**
Hint: try to ensure a student in each group is able to read the sentences, remove answer sheet from back of each package.
- c) give students time to read and decode clues
- d) have students print sentences on to sentence strips
- e) practice reading sentences orally with the group
- f) discuss image included in package (possibly take two lessons)

2. Sharing information:

- a) each group can hand in their puzzle piece
- b) share their sentences with the rest of the class
- c) put sentences in logical order
- d) discuss images

3. Planning how to present beyond the classroom

4. Preparing presentations
5. Preparing presentations
6. Presenting to others

CLOSING:

PRESENTING TO OTHERS

Each group will present their sentences to the rest of the class.

Class will then decide with teacher how else to share their new learning- sample suggestions: (digitally, at an assembly, in a class created big book, by inviting guests...other...)

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POSSIBLE DIFFERENTIATIONS, OR EXTENSIONS

Extensions

- Who are the important people in your life? Which relationships influence your life?
- This could lesson be done as a ***care-partner activity***, especially if it is done during the first half of the school year.
- The teacher could invite community members or school staff to lead and assist with a group.
- Students use the code they worked with to write their own simple coded sentence that others would have to decode and read aloud.

Differentiations

- A strong student could be strategically placed in each group.

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LESSON TEMPLATE ADAPTED FROM UNDERSTANDING BY DESIGN
(MCTIGHE AND WIGGINS 1998)