

In Our Own Words

Bringing Authentic First Peoples Content
to the K-3 Classroom





Overview

In this unit, students will create their own “All About Me” book — about themselves, their families, and their community. They will be gathering information over several weeks and storing it in their own individual file folders. They will have special visitors and visit local landmarks in the community. In the end, they will put all their work together to create a book. They will celebrate the completion of their book at a “Meet the Author” afternoon with their caregivers.

Curriculum Connections

This unit can be used to help students achieve Kindergarten curriculum expectations in the following areas:

English Language Arts

- speaking and listening activities to share ideas
- listening and speaking skills
- developing oral language use
- connecting known with new experiences
- responding to stories in a variety of ways
- creating simple messages
- simple printing

Health and Career Education

- personal interests and skills
- caring behaviours in families

Mathematics

- number sequence
- numerals from 1 to 10
- comparing quantities
- measurement — comparing

Science

- features of common animals

Social Studies

- gathering information from personal experiences and oral sources
- groups and places of personal significance
- similarities and differences among families
- work done in the community
- technologies in their lives

Visual Arts

- creating images from personal experience
- creating images that represent time and space
- using colour, shape, and line

Themes Addressed

- identity
- family
- family and community roles
- ways of learning
- listening
- decision making
- nurturing
- diversity
- respect
- storytelling
- traditional technologies
- collaboration and cooperation
- art
- symbols and symbolism

Lesson Plans in this Unit

- Lesson 1 – All About Me
- Lesson 2 – Sorting/Counting

- Lesson 3 – All About Me continued
- Lesson 4 – Measurement
- Lesson 5 – Family
- Lesson 6 – Animals
- Lesson 7 – Community
- Lesson 8 – Numbers in the Local First Peoples Language
- Lesson 9 – Name Design
- Lesson 10 – Meet the Author

Approximate time required

17-20 hours



Suggested Instruction and Assessment Approach

Lesson 1 – All About Me

Preparation

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about him/herself; his or her English name and traditional name and its meaning, where she or he grew up, some of his or her favourite activities to do when she or he was growing up, share a few personal photos or a special story that was told when she or he was growing up.

If you are unable to find a suitable Elder, *Exploring Quatsino* by Marion Wright and Sara Child, pages 2-6 is a fantastic resource for this lesson.

Make a page titled: “This is a picture of me.”

Materials and resources

- chart paper/marker
- file folder per child
- local Elder
- blank [age titled “This is a picture of me”
- one 4¼ x 5½ inch blank copy paper per student
- one coloured construction paper, slightly bigger than the copy paper
- mirror(s) – full length and/or handheld
- optional: *Exploring Quatsino* (pgs. 2-6) by Marion Wright and Sara Child

Procedure

Introduce the unit by telling the students that they are going to create their own book about themselves, their family and their community. They will be gathering information over several weeks and storing it in their own individual file folders. In the end, they will put all their work together to create a book. They will celebrate the completion of their book at a “Meet the Author” afternoon with their family.

Today, they are going to focus on information about themselves.

Ask students, “What kind of information would they like to share about themselves in their books?” Record their responses on one chart paper. Students may need to be guided of the type of information that can be included in a book. For example, their name, a picture of themselves, a self-portrait, their physical features, some of their favourite activities, books, food, television show, etc.

“When I was a boy, my grandfather always had a story for every occasion. He told me that while some stories are meant to be enjoyed, others have a lesson to help you grow. So, I’m going to do what my grandfather did with me when I was growing up. I’m going to tell a story.”
~ from *The Rabbits’ Race*, by Deborah L. Delaronde

Today, they will get to meet an Elder from the local community who will tell his/her story about his/herself. Ask students how they should behave when they have a special guest presenter.

Have Elder tell his/her story and respond to questions from the students at the end. Thank the Elder for his/her story. Recap any important information.

Self-Portrait

Have students examine their faces/bodies in a mirror, taking note of the colour of their hair, eyes, and the position of their eyes, eyebrows, nose, mouth, and ears.

Demonstrate how to draw a self-portrait with the students guidance on what physical features should be included: head, eyes, ears, nose, mouth, hair (optional: eyebrows), body: arms, hands, legs, feet and clothes. Once finished, they should colour their portraits using at least 3 colours.

Have students draw and colour their own self-portrait.

Glue it to the construction paper and then glue it to the page titled “This is a picture of me.”

Hand out a file folder to each child to add their self-portrait. Explain that this file-folder will keep all their information together and safe until they are ready to put their books together.

Discuss the similarities and differences between students (e.g., hair/eye colour, number of boys/girls).

Assessment

See the Self-Portrait observation sheet (provided at the end of this unit).

Extension

For the students who finish early, they can draw a background on the picture (trees, sun, clouds, etc.).

Lesson 2 – Sorting/Counting

Materials and resources

- one 3x3 inch blank copy paper per student
- tape

Procedure

This lesson is a continuation of Lesson 1 where the students discussed similarities and differences about themselves. This will not be a part of the final book.

Have students' pair with another student.

Hand out 3x3 inch paper to each student. Have the students examine their partners' eye colour. Ask the students to colour a circle on the paper of their partners eye colour.

Draw a 3-4 column chart on the board. Once everyone is finished, with the students help, fill in the headings on the chart of the different eye colours in the classroom.

Give each student a piece of tape and, one at a time, have them place their coloured paper under the correct eye colour column. Once everyone has placed their paper on the chart, ask students how the pieces of paper were sorted.

As a group, count how many eye colours in each column.

Ask for a volunteer to write the correct digit under each column.

Assessment

As students are working on other projects throughout the day; individually ask students to count the number in each column and write the digit below. See Lesson 2 — Counting Assessment (provided at the end of this unit).

Extension

Mathematics extension: How many more brown eyes are there than blue eyes in the class? How many more blue eyes than green eyes? Are there any eye colours that have the same number in the classroom? Etc.

Lesson 3 – All About Me continued

This lesson will depend on the information that the students brainstormed in the first lesson. However, here are some examples that may be included.

Preparation

Make a fill-in the blank interview form that includes the information that the students brainstormed about their favourites. For example: My favourite book to read is _____. Leave the bottom half of the page empty to add in a picture.

Make a pencil-shaped nametag with interlined space for students to print their names.

Make a page titled: “Hello, My Name is ... and this is how I printed my name:” where students can glue on their pencil shaped nametag. Optional: Having the title “Hello, My Name is ...” in the local traditional language.

Materials and resources

- chart paper with information that they would like to include about themselves
- file folder per child
- pencil shaped name tag
- name title page on coloured copy paper
- one 5X5 in copy paper per student
- one interview sheet per student on a different coloured copy paper
- “*Exploring Quatsino*” (pgs. 2-6) by Marion Wright and Sara Child

Procedure

Review chart – with their information that students would like to include in their books about themselves.

Read/and or re-read “*Exploring Quatsino*” pages 2-6, pointing out important information about the main character.

Part 1

Show and read the Title page to the students. Have students print their name on the pencil shaped nametags. Have them chose the medium that they would like to print their name with. Remind students to use the “Hat/Belt/Shoe” lines (change the terminology to your own) to help them print their name with their best printing.

Remind students to begin their name with a capital and then use lower-case letters.

Have students glue the tags onto their title pages, and put this page in their file folder.

Part 2

Have students draw and colour a picture of their favourite ____ (have them choose one from the list on the interview questions). They should then glue it to the bottom of the “Favourite” interview sheet and add it to their file folder.

While students are working on their picture, you and/or your assistant can interview each student recording their information.

Assessment

See Lesson 3: Name Assessment (provided at the end of this unit).

Adaptation

For any students that need extra assistance, provide them with name tags with their names already printed for them to copy.

Lesson 4 – Measurement

Materials and Resources

- one “Weight/Height” sheet per student, copied on coloured paper
- Unifix cubes
- scale
- magazine/Calendar pictures of wild animals (big and small)
- file folders

Preparation

Make a page titled “Weight/Height” — on the top half of the page have 2 fill in the blank sentences: I am ____ Unifix cubes tall. I weigh ____ kg. On the bottom half of the page, write: I weigh less/more than a ____.

Procedure

This math lesson will be a part of the book.

Tell students that they are going to be adding another page into their All About Me books.

Today, they are going to measure how tall they are using Unifix cubes, weigh themselves with on a scale and cut out a picture of an animal that they believe weighs less or more than themselves.

Read the “Weight/Height” sheet to the class.

Pair students and have them put Unifix cubes together to see how many Unifix cubes tall each other is and with assistance, record their answer on the “Weight/Height” sheet.

As they finish the height section, they can use the scale to find out how much they weigh in kilograms and record that as well.

Finally, students can find a picture of a wild animal that they like and glue it to the bottom of the “Weight/Height” sheet. Depending on the animal that they chose, they can then circle the appropriate: I weigh less than or more than (animal). Have students add this sheet to their file folders.

Lesson 5 – Family

Preparation

Make a page titled “My family” leaving the page blank except for a line at the bottom to write a sentence or two about the picture that will be drawn by the student.

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about his/her family, how many brothers/sisters s/he has, where s/he lived growing up, who lived with them, activities that his/her family did together, his/her favourite family memories.

If you are unable to find a suitable Elder, “*Exploring Tsax̓is*” by Marion Wright and Sara Child, pages 3-5 is a fantastic resource for this lesson.

Materials and resources

- Local Elder or “*Exploring Tsax̓is*” pgs. 3-5 by Marion Wright and Sara Child
- 1 – “My Family” page on coloured photocopy paper per student
- 1 – 7X8 in. photocopy paper per student
- light coloured ink pads
- file folder

Procedure

Today, students will focus on information about their families.

Ask students, “What kind of information would they like to share about their families in their books?” Record their responses on chart paper. Students may need to be guided of the type of information that can be included in a book — for example, a picture of their family, how many people live in their home, how many brothers/sisters they have, activities they do together, etc.

Today, they will get to meet an Elder from the local community who will tell his/her story about his/her family. Ask students how they should behave when they have a special guest presenter.

Have Elder tell his/her story and respond to questions from the students at the end. Thank the Elder for his/her story. Recap any important information.

Families Pictures

Have students stamp their thumb and/fingers on the inepad and place a thumb/finger print to represent each of their family members. When students are finished, they can wash their hands before continuing.

Then, have students add facial features and bodies to each thumb/finger print. Depending on students’ ability level, you or the student can label each family member with their name.

Have students glue their family portrait onto the “My Family” page. Tell the students to think about 1-2 sentences they would like to say about their family and when you have extra time, you will write the sentences down for them.

Hand out a file folder to each child to add their family portrait.

Discuss the similarities and differences between families (e.g., number of people in each family, the same/different number of brothers/sisters). Discuss the roles of the family members, things that families do together (ex. birthday celebrations, eat together, go for walks, etc.)

Ask student volunteers to show their picture to the class and to tell something about each family member. When they are finished, they can ask the class if they have any questions or comments.

Assessment

See the assessment tool, Lesson 5: Speaking Assessment (provided at the end of this unit).

Lesson 6 — Animals

Preparation

Invite a local First Peoples artist to the class to show examples of his/her artwork, to tell a legend about 1 or 2 animals in his/her artwork, to teach the students how to draw 1-2 simple shapes, and about the use of colour. Ask the artist to prepare the basic shape of an animal, leaving spaces where the students can draw in the shapes that they will learn about.

Materials and resources

- a local First Peoples’ artist
- animal art – prepared by artist
- blank photocopy paper
- file folder

Procedure

Remind students how to behave when there is a guest speaker in the class.

Invite the artist in to share his/her artwork, a brief history how s/he started in the art business, and a legend about an animal. Once finished, have a question and answer period.

Discuss the characteristics, similarities, and differences of the selected animals.

Then, the artist can proceed to teach the students 1-2 basic shapes and about the use of colour in the artwork.

Students can practice the shapes on photocopy paper. The artist can then introduce the art piece that the students will complete using the shape(s) they just

learned how to draw. The students can complete their artwork by colouring it using the appropriate colours.

Have students add their completed artworks to their file folders.

Assessment

See Lesson 6: Self-assessment on behaviour and participation (provided at the end of this unit).

Extension

Students who finish early can create their own animals using the shapes and colours they learned about.

Lesson 7 — Community

Preparation

Make a page titled “My Community” leaving the page blank except for a line at the bottom to write a sentence or two about the picture that will be drawn by the student.

Invite a local Elder to visit the class for a short presentation (approximately 3-5 minutes) to talk about his/her community, its traditional name and meaning, how the community works together, and to describe some of the communities landmarks (totem poles, buildings, historical sites). If your school is close enough to the community, have a mini-field trip to visit 1-3 of the landmarks and ask the Elder to talk about the significance of each one. (Follow your districts’ guidelines for field trips).

If you are unable to find a suitable Elder, *Exploring Tsulquate* by Marion Wright and Sara Child, pages 12-23 is a fantastic resource for this lesson.

Materials and resources

- local First Peoples’ Elder
- *Optional: Exploring Tsulquate* by Marion Wright and Sara Child
- “My Community” page on coloured copy paper, one per student
- one 7x8 inch photocopy paper per student
- file folder

Procedure

Today students will focus on information about their community.

Ask students, “What kind of information would they like to share about their community in their books?” Record their responses on chart paper. Students may need to be guided of the type of information that can be included in a book — for example, a picture of their house, neighbourhood, stores, totem poles, daycare centres, school, people who work in the community.

Remind students how to behave when there is a guest speaker. If you are taking the students on a field trip, review safety rules.

If your class had the opportunity to go on a mini-field trip, discuss the importance of each landmark. Depending on the information the students wanted to include: one possibility would be to have the students draw a picture of one of the landmarks.

If your class listened to the Elder in the classroom and/or read *Exploring Tsulquate*, ask the students to brainstorm the local landmarks in your community: daycare centers, your school, their house, the beach, stores, etc. Discuss how each of them is important to the people who live in the community, including themselves. Then ask them to pick one and visualize what it looks like and draw it. Think about adding the extra details and colours.

Assessment

To assess students' listening abilities (English Language Arts A4), observe the class and take notes while the Elder is speaking.

Lesson 8 — Numbers in the local First Peoples Language

Preparation

Invite a local First Peoples speaker in to the class to teach the students how to count 1-10 in the First Peoples language.

Arrange for a visit to the local high school Technology Education class where the students will partner with a high school student to record themselves counting 1-5 in the First Peoples language. (Follow your districts' guidelines for field trips).

Materials and resources

- local First Peoples language speaker
- picture number cards
- blank CD – 1 per student
- file folder

Procedure

Today, the students will learn how to count to 5 in the local First Peoples language. They will have a special guest from the local community to teach them. Remind student how to behave with a guest speaker.

Have First Peoples speaker teach the numbers 1-5. After practicing, the students can play the “popcorn number game.”

Popcorn number game: Number the students 1-5 in the language. Call out a number in the language and those students who are that number, stand up and say the number then sit back down. Start the numbers in order and eventually start mixing the numbers up. Once the students feel confident with their numbers, try having the students say the numbers in order. Example, group 1, stand and

say 1, then group 2 stand and say 2, then group 3 stand and say 3, etc. As time permits, mix the students up and renumber.

Throughout the rest of the year, practice counting in the language whenever you can — during Calendar time, when passing out supplies, etc.

Once you feel the students are comfortable counting to 5, arrange Part 2.

Part 2

For the second part of the lesson, arrange for a visit to the local high school “Technology Education” class where the students will partner with a high school student to record themselves counting 1-5 in the First Peoples language using a program, such as, Audacity. Where the students can edit and add sound effects. Burn the final copy to a CD. Label with the students name and add to the file folder.

Lesson 9 — Name Design

After the students create the front cover of their book, glue it to construction paper and laminate the front and back covers. Create a pocket on the back cover to include the CD.

After all the material has been gathered, 3 hole punch or use a binding machine to bind the book together.

Materials and resources

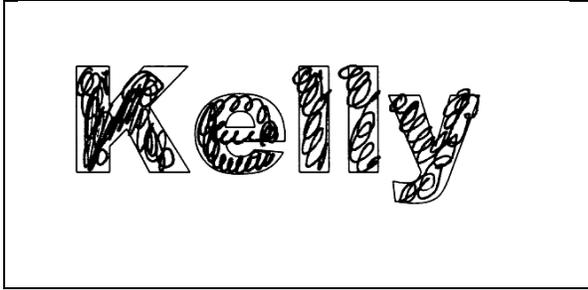
- blank paper, 1 sheet per student
- 2 sheets of coloured construction paper per student (multiple colours)
- markers
- file folder

Procedure

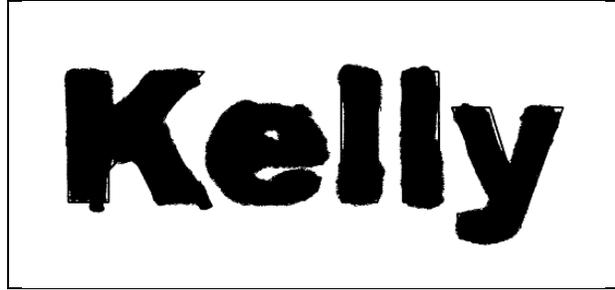
Demonstrate to the students how to make “fancy” lettering, such as bubble and block letters.

Have the students turn their paper in the landscape direction. They can print their name across the paper using bubble or block letters.

Using markers, the students can choose one colour to colour their name. Making sure not to “spaghetti” colour. Demonstrate “spaghetti” colouring versus “non-spaghetti” colouring.



spaghetti



non-spaghetti

Once, students have coloured in their name, have them draw wavy lines to create medium to large sized patches over their paper. Students can decorate each patch with a different colour and or pattern. Example, colour one patch yellow and then add polka dots, or fill in a patch with “peace” signs, lines, little people, hearts, etc. Challenge the students to fill the whole paper.

Note: this artwork may take 2 weeks to complete, allowing students to work on it during any extra time available.

Assessment

Refer to Lesson 9 – Name Design Rubric (provided at the end of this unit).

Adaptation

For students who are having difficulties with bubble lettering etc., use the text effects feature of a word processing program to print their names for them. Students can then use these as templates to copy their names.

Lesson 10 — Meet the Author

Preparation: Invite the Elders, artists, speakers, and caregivers to a “Meet the Author” afternoon.

Prepare the students to present their books, have them read (tell about) it to themselves, a partner and then to a small group of 3-4. Discuss the importance of being about to hear and understand them. Allow time for practice.

Invite local First Peoples singer(s) to sing one/two songs.

Materials and resources

- student books
- tea/coffee
- desserts

Procedure

Ask the singers to sing a welcome song.

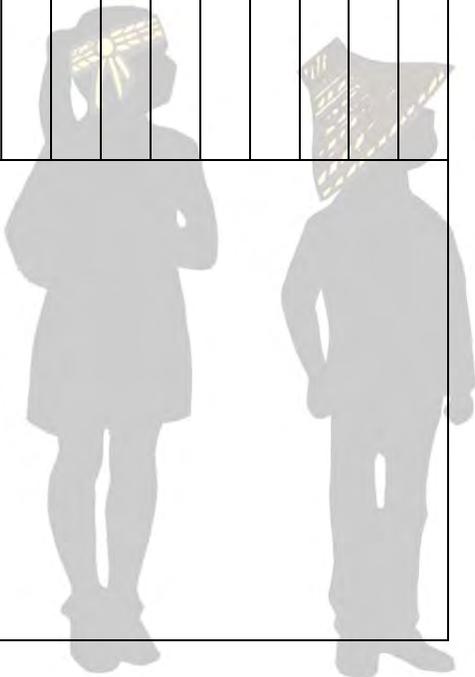
Welcome the guests. Thank the guests for their story contributions in teaching the children about themselves, their family and community.

Introduce and congratulate the authors and their books. Talk about the process of completing their books. Ask the students to take their books to pre-assigned spots around the classroom. Tell the guests to feel free to visit, read and discuss the books with the authors.

Have the refreshments available at the end.

Ask singers to sing a closing or fun song to finish the afternoon.

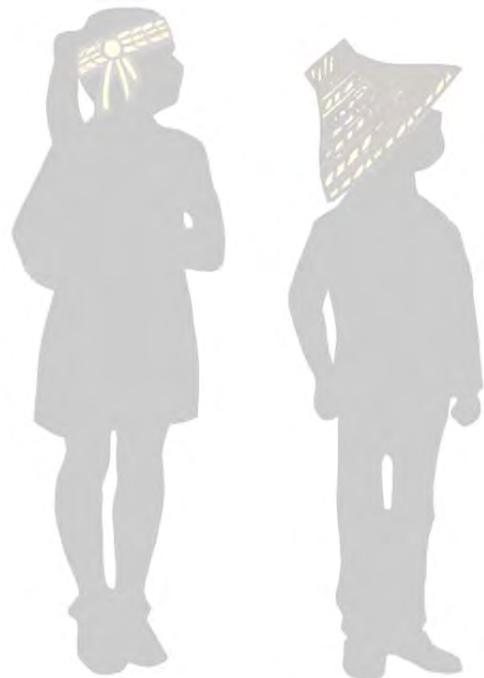
Self-Portrait Observation Sheet

Name																				
▪ included head																				
▪ included most facial features: eyes, nose, mouth																				
▪ included a body																				
▪ included arms and legs																				
▪ included clothes																				
▪ used a minimum of 3 colours																				
▪ used appropriate amount of glue																				
▪ used time effectively																				
▪ extended the activity by adding a background scene																				
Date:	Comments: 																			

Lesson 3 – Name Assessment

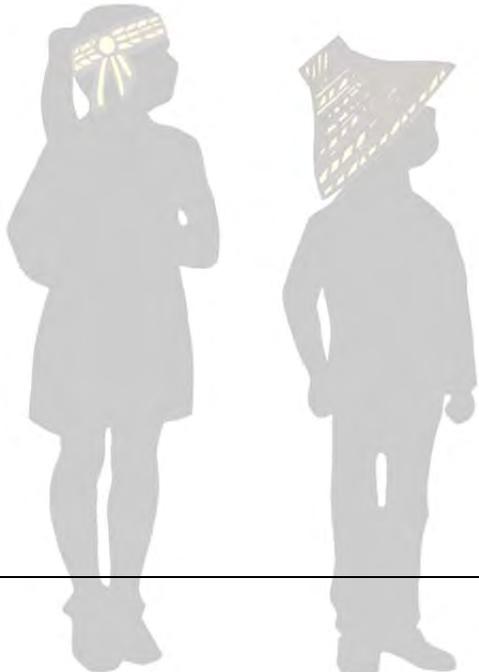
Key: 3=excellent, 2=satisfactory, 1=needs improvement, 0=not evident

Rating (0-3)	Criteria—To what extent does the student:	Comments
	<ul style="list-style-type: none"> Print name with a capital letter 	
	<ul style="list-style-type: none"> Use lower-cased letters for the remainder of his/her name 	
	<ul style="list-style-type: none"> Use correct letters in his/her name 	
	<ul style="list-style-type: none"> Print letters of his/her name in order 	
	<ul style="list-style-type: none"> Use the Hat/Belt/Shoe line 	
	<ul style="list-style-type: none"> Print legibly 	
	<ul style="list-style-type: none"> Use the pre-printed nametag to copy his/her name 	



Lesson 5: Speech/Language Assessment

Name																				
▪ stays on topic																				
▪ speaks clearly																				
▪ speaks fluently																				
▪ pronounced most sounds correctly																				
▪ used appropriate volume, tone, pace and intonation of voice																				
▪ talked about each family member																				
Date:	Comments:																			

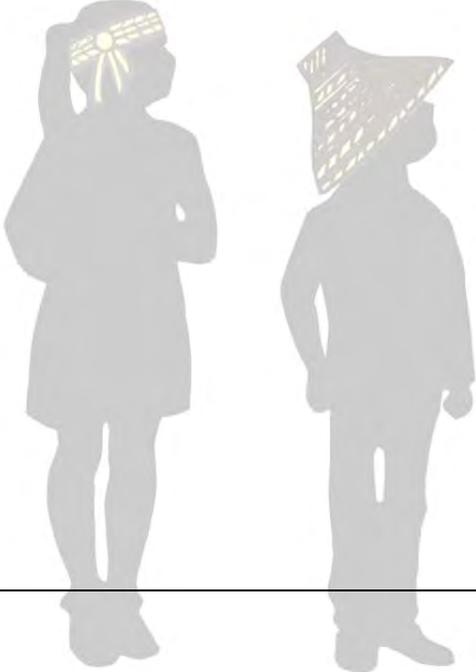


Lesson 6: Behaviour and Participation

😊 – Good job!

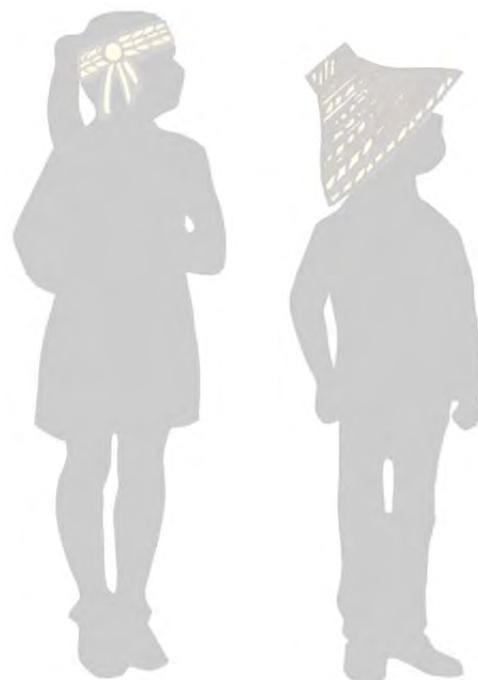
☹️ – Could be better

	Self-Assessment	Teacher Assessment
I listened.		
I asked questions.		
I tried my best.		
Teacher comments:		



Lesson 9: Name Design

4 - Accomplished	3 - Acquired	2 - Developing	1 - Emerging
Student's design is complete with name completely coloured one colour	Student's design includes name that is mostly coloured one colour with a few white spots	Student's design includes name, coloured with spaces (spaghetti colouring)	Student's design includes name and/or some colour
Effective use of colour, shape and patterns	Mostly effective use of colour, shape and patterns	Minimal use of colour, shape and patterns	No effective use of colour, shape and patterns
Student's design makes effective use of the whole space	Student's painting mostly makes effective use of the whole space	Student's painting minimally makes use of the whole space	Student's painting makes no use of the whole space
Student offers positive comments about peers' work without being prompted	Student offers positive comments about peers' work with prompting	Student is guided to offer positive comments about peers' work	Comments are non-constructive



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- the other individuals, communities, and organizations who provided the authentic content that enriches the material included in this teacher resource.

Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate story books and other learning resources identified in *Authentic First Peoples Resources for Use in K-7 Classrooms* (FNESC, 2012). This guide is available online at www.fnesc.ca.



Personal Thanks

Debra Hooper

I must begin by saying to the parents I have been blessed with; “kukwstum’ckal’ap / thank you” for without you I do not know where I would be. To the people I have met along my journey; Elders, teachers, resource people and children in the classroom, thank you for guiding me in a direction that has allowed me to be involved in helping others learn about, and understand First Peoples in our country. To the people at FNEESC, who do such amazing work, thank you so much for inviting me to be a part of the instrumental work you do to support teachers in British Columbia classrooms. And, last but not most definitely not least, to my amazing family and friends, you are the best and I thank you for always, always supporting me.

Jacqueline Hunt

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Jane Smith

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