

# Relationships and Resources

Name: Amy Arnal Subject: Project Based Learning Grade Level: 1,2,3,5

## 1. OUTCOMES

- DR1.1 Relate family events and stories of the recent or distant past to the student's place in present day family life.
- DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).
- DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.
- IN1.3 Assess ways in which relationships help to meet human needs.
- DR3.1 Use various model representations of the Earth.
- DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.
- RW3.1 Appraise the ways communities meet their members' needs and wants.
- RW3.2 Analyze the creation and distribution of wealth in communities studied.
- RW3.3 Evaluate the ways in which technologies have impacted daily life.

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## 2. CONCEPT (BIG IDEA)

Created by students:

"Teaching us about then and how they lived and how some people are more wealthy than others"

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## 3. ESSENTIAL QUESTIONS

- How do relationships and resources meet the communities needs?

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## 4. RESOURCES

*What resources will be used to support teaching and learning?*

<b>Teacher Resources</b>	<b>Student Resources</b>
Resources and Wealth Unit by T.Peters Dynamic Relationships Grade 1 Unit by	Hunter Gatherer Game adapted from Manitoba FortWhyteAlive Grassy Narrows Grade Level Informational Page Indigenous Women and Men Roles Informational Page

	<p><b>Community Resources</b>          First Nations Gallery Guide Royal Saskatchewan          Museum</p>
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**STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)**

**I. Outcomes and Indicators**

a) *What outcomes and indicators will be addressed in this unit?*

<b>Outcomes</b>	<b>Indicators</b>
<p>What a student is expected to know, understand and be able to do.</p>	<p>Ways that students demonstrate their learning of an outcome; think 'verb'; tells the story of outcome.</p>
<p>DR1.1 Relate family events and stories of the recent or distant past to the student's place in present day family life.</p> <p>DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).</p> <p>DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.</p>	<p>(a) Provide oral examples of traditions and celebrations that connect people to the past, and consider why these traditions and celebrations are important today.</p> <p>(b) Construct representations of the passage of time, as related to the family (e.g., I was born, my siblings were born, family member moves away from, or into, the family home).</p> <p>(c) Relate events and stories in chronological order, using comparisons (e.g., old and new, younger and older, before and after) relative to student ages.</p> <p>(a) Retell family stories that identify how family structures have changed over time.</p> <p>(b) Recognize the stages of life, and that some cultures associate the stages with the teachings of the Medicine Wheel (e.g., the four directions of the Medicine Wheel correspond with the stages of life: south – infancy and childhood, west – adolescence, north – adulthood, and east – old age/death).</p> <p>(c) Describe the functions served by various family relationships by comparing family and kinship structures within the classroom (e.g., What makes all families special? What are the benefits of living in a family? What are the roles of family members? What contributions are made by each member of the family?).</p> <p>(d) Identify people who are connected to the basic family group through hereditary or cultural family relationships (e.g., grandparents, parents, aunts, uncles, other significant adults).</p> <p>(a) Identify Saskatchewan as our province and Canada as our country, and give examples of other provinces and other countries.</p> <p>(b) Locate Canada, and the relative location of Saskatchewan, on a globe.</p> <p>(c) Locate Saskatchewan and the relative location of the community of the school on a map of Canada.</p> <p>(d) State the address or describe the relative location of students' homes in the community.</p> <p>(e) Use relative terms to describe location (e.g., above, below, near, far, left, right, front, back, in, out).</p> <p>(f) Use relative times to describe events in relation to students' lives (e.g., day, night, this morning, this afternoon, this evening);</p>

<p>IN1.3 Assess ways in which relationships help to meet human needs.</p>	<p>yesterday, today, tomorrow; last week, this week, next week; last month, this month, next month; last year, this year, next year).  (g) Describe the relative location of places in the classroom and school neighbourhood.  (h) Construct and use maps to represent familiar places, such as the location of the student's desk, part of the classroom or playground, incorporating the cardinal directions (i.e., north, south, east, and west).</p> <p>(a) Identify human needs.  (b) Identify the groups to which individuals belong, and the needs met by membership within a group (e.g., family, class, team, activity, or faith group).  (c) Compare how various groups, including family, classmates, friends, and significant adults within students' lives, contribute to meeting needs.  (d) Illustrate relationships that could meet needs in a fashion similar to a family relationship (e.g., Treaty, business partnership, team membership).</p>
<p>DR3.1 Use various model representations of the Earth.</p>	<p>(a) Demonstrate understanding that the surface of the Earth can be represented through maps, aerial photographs, and satellite images.  (b) Identify geographic concepts including continents, countries, borders, hemispheres, and the equator.  (c) Locate and identify the continents and oceans on a map or globe.  (d) Locate and identify countries or regions studied on a map or globe.</p>
<p>DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p>	<p>(a) Research the view of land as held by indigenous peoples in communities studied.  (b) Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants, how land is protected or neglected).  (c) Identify local environmental issues that affect life in communities studied.  (d) Compare environmental concerns (e.g., air quality, soil conservation, water availability and quality) common to both the local community and communities studied.</p>
<p>RW3.1 Appraise the ways communities meet their members' needs and wants.</p>	<p>(a) Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.  (b) Identify how individuals and communities meet needs and wants.  (c) Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).  (d) Describe how and why communities exchange goods with other communities.  (e) Demonstrate awareness that there are global organizations that support communities (e.g., United Nations, UNICEF, Doctors Without Borders).</p>
<p>RW3.2 Analyze the creation and distribution of wealth in communities studied.</p>	<p>(a) Assess the role of work in communities, including the value of paid and unpaid work.</p>

<p>RW3.3 Evaluate the ways in which technologies have impacted daily life.</p>	<p>(b) Define the term natural resources, and differentiate between renewable and non-renewable resources.  (c) Determine reasons for acquisition of wealth in communities studied.  (d) Identify how wealth is defined and acquired in communities studied.  (e) Investigate and compare the distribution of wealth in communities studied.</p> <p>(a) Recognize that technology includes more than electronics (i.e., paper, forging steel, manufacturing, vehicles, making cloth, products created for construction).  (b) Give examples of technologies in communities studied (e.g., communications, transportation, housing, food acquisition, preparation and storage, construction, manufacturing), and categorize the influences of the application of the technology as positive or negative.</p>
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*b) 'I Can' Statements*

<p>DR1.1 - I can connect family events and stories to when it happened in my life.  DR1.2 - I can talk about family relationships from long ago and how they are now. I can talk about family relationships in First Nation teachings (Medicine Wheel).  DR1.5 - I can understand and show location of important places in my life (Saskatchewan, Canada, my town, school, etc). I can understand and talk about events from different types of time. (Yesterday, night, last month, etc)  IN1.3 - I can think and talk about human needs. I can think and talk about how friend, family, school relationships are important.</p> <p>DR3.1 - I can use various model representations of the Earth.  DR3.3 - I can compare the beliefs of various communities around the world regarding living on and with the land.  RW3.1 - I can appraise the ways communities meet their members' needs and wants.  RW3.2 - I can analyze the creation and distribution of wealth in communities studied.  RW3.3 - I can evaluate the ways in which technologies have impacted daily life</p>
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**II. Designing Summative Assessment Tasks:**

*How will students & teachers know if the learning outcome has been achieved? That is, what summative assessment tasks will students do to demonstrate learning of the above outcomes?*

*How can students demonstrate their learning through authentic learning task including:*

- Conversations/Conferences
- Performances
- "Written" products

**Grade 1/2:**

The students will create a timeline of important events in their own lives.

**Grade 3/5:**

The students will create a visual map of Canada with a visual representatives that are unique to the province (ex: wheat and oil in Saskatchewan). There will be a written detail of what the pictures are representing. Students will have a blank page to explain their learning that wasn't represented through their map.

**All:**

Throughout the unit I will read aloud Sarah, Plain and Tall by Patricia MacLachlan. We will have discussions after each chapter and the students will have a journal page reflecting on how their lives are different than theirs, the resources that are different, and environmental changes that effect their lives. These journal entries will be marked on deeper level thinking and reflections.

**III. Formative Assessments**

The journals and worksheets will be the main formative assessments. Exit slips and graffiti boards will be used for quickly assessing understanding.

**STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION**

***What are the learning experiences for all students to achieve outcomes?***

***What will the learning environment look like? What will the students do?***

<b>Lessons</b>	<b>Description of Teaching and Learning</b>	<b>Outcome</b>
<b>1</b> <b>Introductory Lesson</b>	<p>Sarah, Plain and Tall Chapter 1 and Reflection. Prompt: What did you learn in this that you didn't know before about family lives?</p> <p>1/2: Review Needs and Wants, Explore discussions with love being a need. 3/5: Needs and Wants and Resources KWL</p> <p>Both grades can colour the front page of their PBL booklets with what they think of when they reflect on relationships and resources.</p>	RW3.1, RW3.1, DR1.1, 1N1.3
<b>2</b>	Sarah Plain and Tall Chapter 2 and Reflection	DR1.2, DR3.1

1/2: Discuss how we meet our needs through animals today. In a circle discuss what we know about Indigenous peoples using the Plains Bison to meet their various needs.

Hunter Gatherer Game:

Place (5-7) hoola hoops on two opposite sides of a cleared area. Have students line up on the one end of the space and place their foot in one of the hoops (you can determine if you want 1,2 or 3 students per hoop to make it work).

When you say go, all the students will run to the other side and place their foot in a hoop. Those who don't get to a free hoop are out.

Tell students they are hunter and gatherers and the hoops are their food. Some

days/seasons/years, there is a lot of food to find, and all the communities do really well. Other

times, there are very few food resources and the communities suffer. Imagine if a wildfire

destroyed some of your food source. Take a few hoops away. Imagine you developed a new

hunting technique replace some hoops and let some students who were "out" return to the game.

Have the students run back and forth each time you change the numbers of hoops at each end.

Here are some suggestions of events that might change the number of resources:

- Over-hunting destroyed your food source – the bison
- A drought dried up most berries and limited the plants you could find to eat or use for medicine
- Disease spread through the bison herd
- You found a stream filled with many fish
- You found a passage to a new area rich in food sources

After activity, gather in the circle again and ask what happened when the changes happened.

Have students complete the page of Indigenous peoples and Bison relationship.

3/5: Have the students have a conversation about what the needs are for people. Ask if Water is a need? Is clean water a need? What would happen if we did not have access to clean water?

Have the students read the Grassy Narrows informational page. In a blank page in their notebooks, have the students reflect on why the Grassy Narrows community may have negative impacts from the water. The reflections should be building off of sickness.

<b>3</b>	<p>Sarah, Plain and Tall Chapter 3 and Reflection</p> <p>Have a discussion with all about what paid and unpaid work means. Give examples of each.</p> <p>1/2: The students will read the Indigenous Women and Mens roles and reflect in their booklets. They can do the paid and unpaid work pages in their booklets.</p> <p>3/5: Read through the informational pack in the booklets about factors of distribution of wealth. The students will do the questions on the following pages.</p>	DR1.2, RW3.2
<b>4</b>	<p>Sarah, Plain and Tall Chapter 4 and Reflection</p> <p>1/2: Students will identify their own work they do in their homes and how that helps the needs and wants in their families. Students will share their pages with a partner and present to class.</p> <p>3/5: Students will continue their pages on Distribution of wealth. Afterwards they will research jobs and resources that are different to their communities.</p>	DR1.1, RW3.2
<b>5</b>	<p>Sarah, Plain and Tall Chapter 6 and Reflection</p> <p>1/2: Students will practice creating a timeline with Sammy's Story. Teacher will read the script and students will copy the sequence of events in their books. Students will complete pages in their booklets.</p>	DR1.5, RW3.2
<b>6</b>	<p>Sarah, Plain and Tall Chapter 7 and Reflection</p> <p>Introduce Project and Students edit teacher created rubrics</p> <p>Play video of Technology Changes over time:  <a href="https://youtu.be/be3KZDFvDeA">https://youtu.be/be3KZDFvDeA</a></p> <p>Have discussion about how we use technology today. Then have discussion about how life would be different if we didn't have technology. Example: no computers, iPads, Tv's.</p> <p>I will show the students an Encyclopedia and how students researched before we could use Google. Students will complete Technology pages in their booklets.</p> <p>1/2 students will bring home a letter and example of a timeline that they will brainstorm with families to create. They will be asked to think of 5 important</p>	RW3.3, DR1.1

	events in their lives and photos of each stage. Students will create the timeline at school.	
<b>Final Project</b>	Sarah, Plain and Tall Chapter 8&9 and Reflection Students will work on final project	DR3.1, 1N1.3
<b>Final Project</b>	Students will work on final project	DR3.1, 1N1.3