



SUBJECT Social Studies

GRADE Kindergarten

UNIFYING TOPIC - The Land is our Home
- TIME

This lesson has multiple days of activities, and is designed for the teacher to organise the chunks as best suits their students and the weather!

LESSON OUTCOMES: UNDERSTANDINGS; SKILLS & PROCEDURES

KG Social Studies: Time and Place 2: Learning Outcome (LO) - Children explore expressions of traditions, cultures, and histories.

- **Understanding:** Traditions, cultures, and histories can build understanding of self and others.
- **Skills & Procedures:** Children explore expressions of traditions, cultures, and histories.
Implicit language opportunity

KG Science: Earth Systems 1: Learning Outcome (LO) - Children examine and describe surrounding environments.

- **Understanding:** Environments can be explored and wondered about.
- **Skills & Procedures:**
 - Use the senses to make observations about environments.
 - Ask questions about surrounding environments.
 - Demonstrate respect while interacting with environments.
 - Represent a local environment in nature.

ASSESSMENT PLAN

1. Social Studies

- a. LO Verb = **Explore**: To investigate and/or consider an idea or concept in detail.
- b. Students will consider the concept of the land and respect for the land in detail:
 - i. Conversations:
 1. students ask questions about the land and its importance to Indigenous peoples
 2. Students participate in the sharing circle about the land and respect for the land (see closure)
 - ii. Observation:
 1. students compare their understandings of the land to the ideas shared in the stories and exploration of the land, pointing out similarities & differences
 2. students are respectful as they learn about other cultural beliefs and actions

2. Science

- a. Each of the verbs in this LO ask students to identify characteristics, attributes, details about a concept.
 - i. **Examine:** To carefully and in detail consider the nature and characteristics of something in order to find out more about it.
 - ii. **Explore:** To investigate and/or consider an idea or concept in detail.
 - iii. **Describe:** To communicate (orally or in writing) the qualities, attributes, features or properties of something.
 - iv. **Represent:** To convey understanding through pictures, diagrams, models, manipulatives, symbols, words, etc.
 - v. [K-6 Action Verbs](#) Glossary
- b. Observation:
 - i. students use descriptive vocabulary to describe their surrounding environments, identifying specific characteristics that stand out to them
 - ii. students respectfully interact with their environment
- c. Conversation: students ask relevant questions about their environments
- d. Product: student sketches of plants and living things show one or more details/characteristics that students noticed during their walks

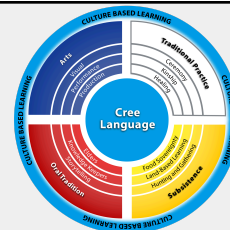
THE 4 FOUNDATIONS

Oral Tradition - Storytelling, Knowledge Keepers, Elders, Language

Subsistence - Land Based Learning, Hunting & Gathering, Food Sovereignty

Traditional Practice - Ceremony, Kinship, Healing

Arts - Visual, Performance, Production



ORAL TRADITION

- Dad, Is it Time to Gather Mint by Tyna Legault Taylor
- It's Time to Lend a Hand by Ceporah Mearns & Jeremy Debicki
- Forever Our Home by Tonya Simpson
- The Beavers' Big House by Panas, J.D. and Whitford, Olive ([G Dumont Institute](#))
 - The Beavers' Big House - [English Narration](#) & [PDF of picture book](#)
- I Walk Proud by Tanisha Chartrand
- [Legend of Mosquito](#) ([Creation Stories](#))
- Nutshimit by Melissa Mollen Dupuis, Illustrated by Elise Gravel ([Scholastic Canada](#)) **select excerpt*
 - [Extras: Guides, Activities, Recipe](#)

Video: Legend of the Dandelion ([& story PDF](#))

TRADITIONAL PRACTICE

- As you read the stories in Anticipatory Set, explicitly talk about the land and respect for the land
- Protocol on Herb Gathering (Culture Based Learning)
 - [Video](#)
 - [Lesson plan](#)

ARTS Students sketch the plants & creatures	SUBSISTENCE - Stewardship: learn about respect for the earth and caring for the earth - Safety - no eating plants - Show the video: Identifying Rat Root, from 9:40-10:46, where it emphasizes safety and that most plants have a twin, one of which may be poisonous.
CREE LANGUAGE Cree terms and phrases to be introduced and reinforced in the lesson	INSTRUCTION CONSIDERATIONS Meeting needs of diverse learners, considering learning styles & multiple intelligences Relevant background knowledge
KG SS-TP2_Multilingualistic Time chart	Emphasize NOT eating the plants (safety).

ANTICIPATORY SET

- Select one of these stories (you can read the others over time). Emphasize the concept of the land and respect for the land.
 - Dad, Is it Time to Gather Mint by Tyna Legault Taylor
 - highlight Cree words for the seasons
 - In **nîpin** (summer)... tradition of gathering mint
 - she uses it to make iced tea in nipin and hot tea in **pipon** (winter) - see recipe!
 - Leaves of many trees changing... Dad, Is it time to gather mint? Not now, ... **tâkwâkin** (fall); **Sikwan** (spring)
 - It's Time to Lend a Hand by Ceporah Mearns & Jeremy Debicki (**Inuit** Inuktitut language)
 - Teachings- Kindness through gathering and sharing (land)
 - p5 - **pijitsirnia** (see pronunciation in book) helping others long ago and still today
 - In Cree, long ago is **kayas** /kiy-ahs/ and today is anohc /un'-ootch/
 - In Cree, **nîsohkamâtowin** /nee-soohk'-ah-mah'-to'win/ is 'the act of helping one another'
 - Forever Our Home by Tonya Simpson
 - Teaching - the land is our home, and for each season, we get the land what we need.
 - The Beavers' Big House by Panas, J.D. and Whitford, Olive
 - I Walk Proud by Tanisha Chartrand
 - Celebrate your individualism
 - Video: [Legend of the Dandelion](#) (Culture Based Learning website)
- View and discuss the video: Protocol on Herb Gathering (Culture Based Learning)
 - [Video](#)
 - [Lesson plan](#)



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ACTIVITIES / EXPERIENCES

1. Explain to students: Indigenous peoples believe the land is a teacher and a relative. Plants, animals, water, rocks, and trees all have an important purpose. People take care of the land because the land takes care of them. Many plants are used for food, medicine, and ceremonies, and Indigenous communities pass this knowledge from one generation to the next. Today we are going to explore plants and other living things.
2. As you go through each day, teach the students the 'time' vocabulary from the [KG SS-TP2 Multilingualistic Time chart](#) and use these words in your daily classes.
3. The Land is our home:
 - a. A plant scavenger hunt:
 - i. Prior to taking the students on the land, revisit 'respect for the land'...
 1. Emphasize taking what is needed, leaving for others...
 2. Discuss stewardship. Avoid damaging the earth!
 3. Emphasize safety (no eating the plants) - you may show the video: [Identifying Rat Root](#), from 9:40-10:46, where it emphasizes safety and that most plants have a twin, one of which may be poisonous.
 - ii. Take the students for a walk to observe the land and have students look at the plants (dandelions, plantain, wild chamomile, yarrow, thistle, grass, spruce buds). We encourage taking the students to explore beyond the school yard.
 1. Have your students use the Plant Scavenger Hunt page below, or allow students to explore and observe plants freely.
 2. You may have students draw a picture of their favourite plant.
 3. You may have students count the plants.
 - a. Show the [Cree Number song video](#) prior to the walk to teach the students to count.
 - iii. Research and share the use of some local plants OR invite a Knowledge Keeper or Elder to walk and share with the students. Ask students
 1. How do these plants help people or animals?
 2. Why is it important to respect nature?
 3. What can we learn from the land?
 4. How can we take care of living things around us?This helps students understand that the relationship Indigenous peoples have with nature is based on respect, connection, and responsibility.
 - iv. Students make connections by asking questions about the land and its importance to Indigenous peoples.
 - b. Observe the living things on the Land.

You may choose to do this after the plant walk (same day) or another day. There is a legend you may choose to share that will connect the land and the insects.

 - i. Share the [Legend of Mosquito](#).
 - ii. Ask students to observe:
 1. What goes over? Fliers?
 2. What goes under? Swimmers / crawlers?

3. What goes through? Crawlers? Four-legged (walkers)?
- iii. Students have a page and they sketch the creatures.
 1. For example: the birds or bees go over, the ants and spiders crawl through and the four legged animals walk through, and the worms or some beetles crawl through the earth.

CLOSURE

Ideas:

1. Sharing Circle:
 - Students share their earlier drawing of a plant or a living thing they observed and add why it is important. They may also share
 - i. one new thing they learned about Indigenous connections to the land
 - ii. about a time when they took care of or helped the land
2. Have students think about animal homes - for ex: home of the bee, home of the ant...
 - They can sketch a home of an animal/insect...the plants and features of the land.
 - Then, they can sketch their home and the Land around them.
3. Connection Web Activity (yarn needed)
 - Move the class to stand in a circle. Select a student helper who will carry the ball of yarn from student to student.
 - One student names a plant or living thing and how it helps others, then passes the yarn to another student. Continue until a web is formed to show how all living things are connected.
 - Finish with: "Indigenous teachings remind us that everything in nature is connected and important."

OTHER CURRICULAR CONNECTIONS

PE&W - Active Living, Safety, Healthy Relationships SS - Citizenship

Activity:

Kindness Reflection: It's Time to Lend a Hand by Ceporah Mearns & Jeremy Debicki

Activity Ideas:

1. Circle Time Sharing- questions and answers. Use the questions from the book It's Time to Lend a Hand, located at the back of the book.
2. Role-Playing: Teacher and/or students can role-play various scenarios about someone helping someone or someone helping them; can consider adding scenarios of what is "not helping", or scenarios that are connected to helping the land
 - Role playing examples
 - i. student drops pencil and another student picks it up
 - ii. Students drops pencil and another student sees it and doesn't pick it up
3. Drawing: Students can draw a picture of a time when they helped someone or helped the land, or were helped by someone; share and talk about their picture as a closure

Name:

Plant Scavenger Hunt: sketch the plant and the land around it.

Picture of plant	Drawing	Name
		grass maskosiy /mus-koh'-see/
		plantain yoskipem yoskipemak (plural) /yus-gi'-pin/
		wild chamomile or pineapple plant (stinkweed) nipisewahtikos /neeps-ee-wah'-tee-gos'/
		dandelions osâwâpikones /oh-swa'-peek-oh'nees/ (yellow flower)

		yarrow wâpanêwaska /wah-pun-wus-kwa/
		Canada thistle okâminakasiy /oh'-kah-mee-nah'-kah-see/
		stinging nettle masân /muh-sahn'/

Images: C. Sabo (wild chamomile) & J. Drefs (grass, dandelion, plantain, yarrow, thistle)