

## Seasons Lesson– Aboriginal Moons and Connection to the Seasons (approx. 3 lessons)

### Learning Intentions

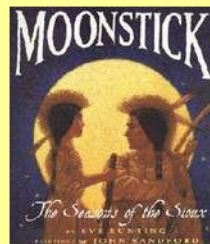
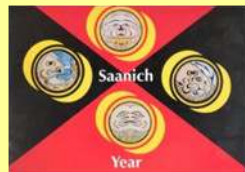
1. To understand what activities aboriginal people do in each of the seasons and why.
2. To read a book and make **connections** to what we do during the various seasons
3. To take a walk through the forest to see signs of **Fall**

### **Learning Outcomes:**

- describe changes that occur in daily and seasonal cycles and their effects on living things
- describe activities of Aboriginal peoples in BC in each seasonal cycle give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions (e.g., differences between activities in the Interior/coast; north/south) prepare a detailed list of local Aboriginal activities in the fall (e.g., berry picking, freezing, and drying; equipment readied for hunting season; firewood stacked) winter (e.g., sports activities, feasts, potlatches) spring (e.g., planting) summer (e.g., picnics, baking bannock, preparing fishing nets)

### **Materials**

Bead timeline, Saanich moon cards, story books, BLM's,



### **Lesson:**

- 1) AFL: BEFORE Seasons sheet: What is an activity that you do in this season? Write/draw as many as you can.
- 2) Do a nature walk.. Look for signs of fall. Complete sheet on different signs of fall. Notice different plants with different uses.
- 3) Share responses.
- 4) What is Aboriginal? Show bead timeline create the understanding that they have lived on this land for thousands of years.
- 5) Read the story '13 Moons on Turtles Back' (or other story about Aboriginal calendar). Discuss the different moons and make connections to the months. - -or--
- 6) Look at the Saanich moons cards. Talk about the different activities happening in the cards, and have the students and teacher share their own connections to what they do at these different times of the year, or things that this reminds them of. Discuss the differences between the calendar in the book and on the cards (have students turn and talk about why they are different). Discuss similarities or differences between our calendar and the Saanich moons.
- 7) Have students complete page about connecting– draw a picture of your favourite moon, and something that you do at this time of the year, or have a connection to on the card (Let's Connect).
- 8) Have time to share their favorite moons, and what their connection was to this time of year.
- 9) After: What more do I now know about what happens in some of the seasons?

## **Transforming My Thinking**

Name: \_\_\_\_\_

What do I know about what happens in this season \_\_\_\_\_?

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What do I now know about what Aboriginal people do in this season?

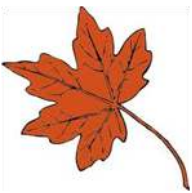
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What new things do I now know about what happens in this season?



Winter

Spring



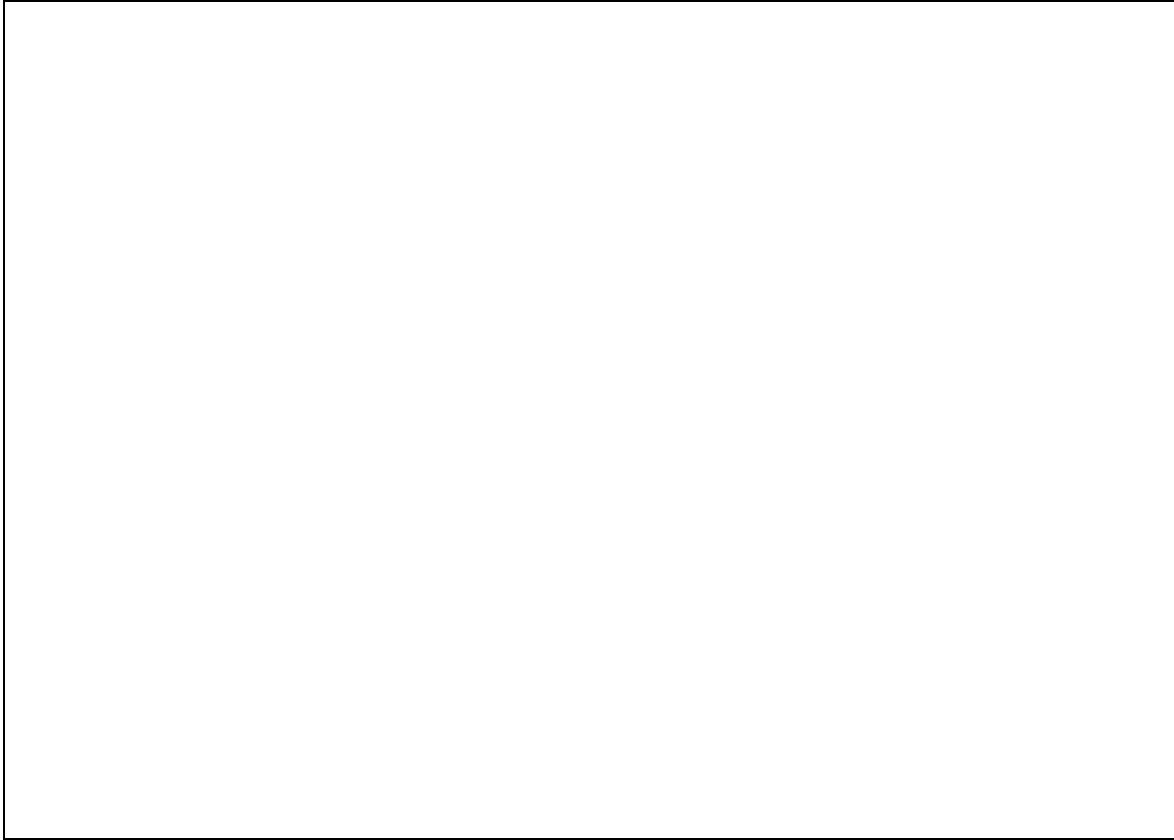
Fall

Summer

Name: \_\_\_\_\_

# My Journal for: Seasons

Use words, pictures and symbols to explain what you know about the seasons.



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# Signs of Fall

River

Maple Tree

Sword Fern

Oregon Grape





**Camas bulb**  
Illus. Gordon Friesen

Name: \_\_\_\_\_

## Let's Connect!

Use words, pictures or symbols to record your thinking



In the story...

This reminds me of

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