

Grade 3 Curriculum—Aboriginal Ways of Knowing

Essential Question:

How are we in our family, community and culture connected to the environment?

Lynn Swift, Gail Martindale, Carol Walters & Debbie Nelson



http://www.openschool.bc.ca/elementary/my_seasonal_round/

FOCUS BOOK: [My Seasonal Round: An Integrated Unit for Grade 4 Social Studies and Science \(PDF\)](#)

This cross-curricular unit presents a teacher-led, inquiry-based approach to exploring the seasonal round in the four geographic regions of BC, through the perspective of the Aboriginal groups in these regions. Themes include: habitat, natural resources, stability and change, and living and non-living components of habitats.

Possible Inquiry Questions:

- What is a seasonal round?

Big Ideas

- Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
- People from diverse cultures and societies share some common experiences and aspects of life.
- Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- Indigenous societies throughout the world value the well-being of the self, the land, spirits and ancestors.

Curricular Competencies

Communication - The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

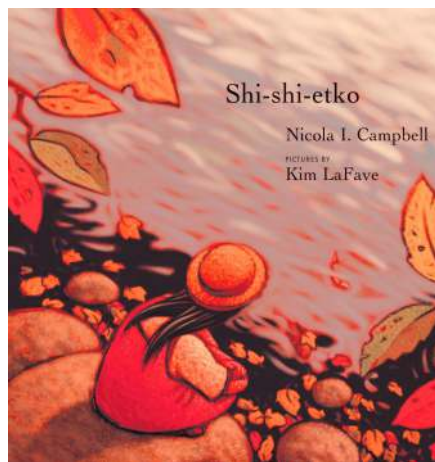
Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

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School libraries

How are we in our family connected to our environment?:

FOCUS BOOK: Shi Shi Etko by Nicola Campbell

In just four days young Shi-shi-etko will have to leave her family and all that she knows to attend residential school.

She spends her last days at home treasuring the beauty of her world -- the dancing sunlight, the tall grass, each shiny rock, the tadpoles in the creek, her grandfather's paddle song. Her mother, father and grandmother, each in turn, share valuable teachings that they want her to remember. And so Shi-shi-etko carefully gathers her memories for safekeeping.

Possible Inquiry Questions:

- What kinds of diversity exists among us?
- Where am I from?
- Where do my ancestors come from?
- What ways do you learn best?
- Who lived here first?
- What is a seasonal round?

Field Experiences:

- Pick a local forest to know well through the seasons (exploring resources, what the land offers, animals, insects, plants)
- Pick one or several indigenous or naturalized plant to record through the seasons (aboriginal uses, scientific drawings with labels,)

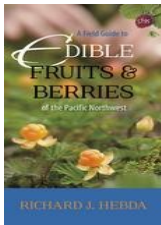
Classroom Activities

- place based family tree—where are my ancestors from?
- Talking circles

LRC Kits and Website Links

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Resources:

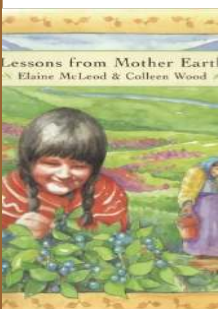


Field Guide to Edible Fruits and Berries of the Pacific Northwest by Richard Hebda



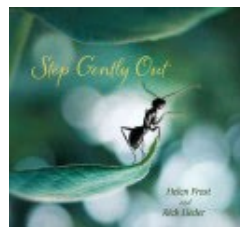
Strong Readers: One book of each level can be found with the Aboriginal Support Worker in your school

- We Go for a Hike
- The Little Cedar Tree
- My Five Senses
- That Reminds Me
- I Wonder
- The Old Cedar Tree
- Spring Has Come!
- Wintertime
- The Forest Adventures
- Go Out and Play
- Fall is Here
- Summertime



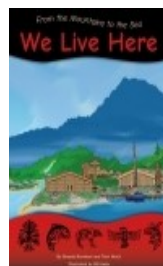
Lessons from Mother Earth by Elaine McLeod

Tess has visited her grandmother many times without really being aware of the garden. But today they step outside the door and Tess learns that all of nature can be a garden. And if you take care of the plants that are growing, if you learn about them -- understanding when they flower, when they give fruit, and when to leave them alone -- you will always find something to nourish you. This gentle story demonstrates the First Nations' tradition of taking care of Mother



Step Gently Out by Helen Frost

Stunning close-up photography and a lyrical text implore children to look more closely at the world around them.



Mountains to the Sea Series: We Live Here by Brenda Boreham and Terri Mack

This book is found in your school library. This book is a great way to spark discussions in the talking circle. Especially after a nature walk.



Nelson Literacy Student Book 3A: Medicine Walk by Marie Gaudet

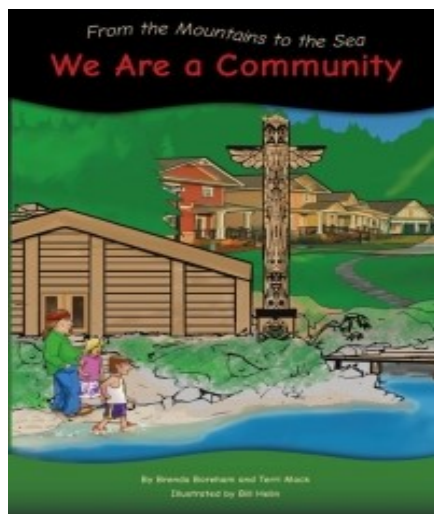
Ethnobotany

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Found in School libraries

How are we in our community connected to our environment?:

FOCUS BOOK: From the Mountains to the Sea: We are a Community by Brenda Boreham and Terri Mack

This book is about a river. Most rivers start high up in the mountains. As the water comes downhill, it makes little pathways in the rocks and gravel. As the pathways get bigger, they join to make streams. When several streams join, they make a river. Some rivers have waterfalls and deep pools. In some places, fast moving water tumbles over rocks forming rapids. When a river leaves the mountain for flatter ground it starts to slow down. Eventually, a river ends when it flows into the sea. Where the fresh water and the salt water meet is an estuary. Have you ever been to an estuary?

Possible Inquiry Questions:

- What is a seasonal round?
- How do we use cedar in our lives?
- How did aboriginal people on the west coast use cedar?
- What do we need to survive? What are our basic needs?
- What is the children's charter of rights?
- What resources are found locally?

Field Experiences:

- Visit fish hatchery
- Salmonid program
- Visit Big House and fish weirs
- Find a local cedar tree (scientific drawings of cedar, compare it to other trees in area, take a bark rubbing) and visit it through the seasons.
- Visit tide pools, estuary, river,
- MARS—Mountaineer Avian Rescue Society—Courtenay/Merville
- Find first salmon berry patches in spring
- North Island Wildlife Recovery Association—Errington
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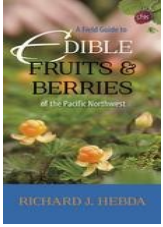
Classroom Activities

- West coast climate versus interior
- Scavenger Hunt (from Pam Twin)

LRC Kits and Website Links

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Resources:



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Strong Readers: One book of each level can be found with the Aboriginal Support Worker in your school

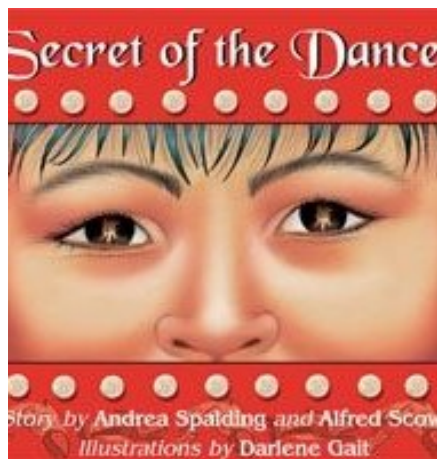
- Tide Pool
- Who is the Forest For?
- Food Chains
- Leaf Rubbings
- The Western Red Cedar
- An Egg Count
- Hummingbirds
- Busy Chipmunks
- Ravens
- Bald Eagles
- The Life Cycle of a Frog
- Bears

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How are we in our culture connected to our environment:

FOCUS BOOK: *Secret of the Dance* by Andrea Spalding and Alfred Scow

"Many years ago, when the world and I were younger, my family defied the government."

A boy will never forget witnessing a forbidden Potlatch.

In 1935, a nine-year-old boy's family held a forbidden Potlatch in faraway Kingcome Inlet. Watl'kina slipped from his bed to bear witness. In the Big House masked figures danced by firelight to the beat of the drum. And there, he saw a figure he knew. Aboriginal elder Alfred Scow and award-winning author Andrea Spalding collaborate to tell the story, to tell the secret of the dance.

Possible Inquiry Questions:

- Who are our local Aboriginal people?
- How do they survive and meet their basic needs?
- How have their traditional ways influenced their present way of living?
- Who are the 4 families of the K'omoks First Nation?
- How were/are the land and resources managed? (past and present)

Field Experiences:

- Campbell River Museum
- Local Fish Weir Trap in Comox Harbour
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Classroom Activities

- Legend of Queneesh oral story
- First Salmon Ceremony oral story
- Learning how Aboriginal people managed resources and land (hunters, fishers, gatherers—not agricultural)
- Big Houses—family dwelling
- Uses of cedar
- Learn the 4 families of the K'ómoks First Nation
- Storytellers (Phil Umpherville, Mavis Aubichon, Suzanne Camp)

LRC Kits and Website Links

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Resources:



Big Cedar, Little Cedar by Cedar Moon Creations

This imaginative story tells of a small cedar tree that one day grows big and is then used to make many wonderful and practical items by First Nations people.

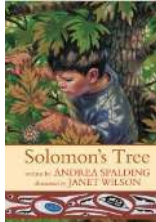


Nelson Literacy Student Book 3B Stories in the Sky page 60-63



Strong Readers: One book of each level can be found with the Aboriginal Support Worker in your school

- We Greet the Four Seasons
- Cedar the Tree of Life
- We Greet the Four Animals



Solomon's Tree by Andrea Spalding

Solomon has a special friendship with the big old maple outside his house. He knows the tree in all seasons and all weathers. When a terrible storm tears it up by its roots, Solomon is devastated. But through the healing process of making a mask from part of the tree with his uncle, he learns that the cycle of life continues and so does the friendship between himself and the tree.

