


Relationship to the Land: Hidden Buffalo CARC Social Studies

Please note, all support materials are after the lesson plan template beginning on page 4. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	4	General Outcome	4.2 Students will demonstrate and understanding and appreciation of the role of stories, history and culture in strengthen communities and contributing to identity and a sense of belonging.
Time Frame	3 – 5 classes	Enduring Understanding (purpose of the lesson)	Through analysing the picture book <u>Hidden Buffalo</u> , students gain a better understanding of the relationship of the First Nations people to the land. Students then demonstrate their understanding by creating and illustration of that relationship.
Developed By	Central Alberta Teachers		
Critical Challenge/Big Idea	Create an illustration that best represents the relationship of the First Nations people to the land.		
Other Questions of Inquiry	How did the Cree meet their needs using the gifts of the land?		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging an identity: 4.2.1.1 recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)	4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time 4.2.2.1 Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC)	develop skills of historical thinking: 4.S.2.3 explain the historical context of key events of a given time period apply the research process 4.S.7.4 draw and support conclusions, based on information gathered, to answer a research question	

4.2.1.2 recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)	4.2.2.3 What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)	demonstrate skills of oral, written and visual literacy 4.S.8.1 organize and present information, taking particular audiences and purposes into consideration.
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NOTE: Not all of the outcomes are summatively assessed and therefore their numbers do not appear in bold above.

Summative Assessment Strategies	Relationship to the Land Rubric
Introductory Activity/ The Hook	<p>Activity 1: Establishing Context</p> <ol style="list-style-type: none"> 1. Review with students the basic food from the region in which they live. 2. Ask students what the basic food was for the First Nations people in the prairies. 3. Using a map of Alberta, show students the areas in which the First Nations of the prairies lived particularly the Cree. <p>Activity 2: Good Solutions</p> <ol style="list-style-type: none"> 4. Discuss the idea of a good solution with students. Give examples of scenarios in which a problem occurs then some examples and non-examples of good solutions. In this way, students can come up with criteria for good solutions, e.g., reasonable, solves problem, doable. 5. Let students know that they will be discussing a story about the Cree and a problem they had to solve. <p>Activity 3: Hidden Buffalo</p> <ol style="list-style-type: none"> 6. Read the story aloud. 7. Ask students the importance of the buffalo to the Cree as illustrated in the book. 8. Ask students the problem the Cree faced and the solution they came up with. Discuss the solution in terms of the criteria established for a good solution. 9. Ask students to speculate what would have happened to the Cree people if they had not found the buffalo. 10. Ask students to speculate for their own lives what would happen if all of the grocery stores suddenly ran out of food. How would they solve this problem? Have them brainstorm their responses then analyse them according to the criteria for a good solution.

<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 4: Gathering Information</p> <p>11. Re-read the story and have students complete the chart Supplies for Each Season as you read. For some seasons you may have to fill in the preparation the Cree did for the coming season or analyse with students the reason why so little was harvested during that season, e.g., winter.</p> <p>12. Review the chart with students to ensure they have the necessary information.</p> <p>13. Have students use a think-pair-share strategy to answer the following questions: In the story, what was the Creator’s promise to the buffalo? Why did the Creator provide the people with buffalo?</p> <p>Activity 5: Relationship between People and Land</p> <p>14. Individually, students answer the question: What is the relationship between the land and people? Have students focus on the beliefs and values of the First Nations people as illustrated in the story. They must include the Creator, the people and the land.</p> <p>15. Have students draw a picture that best represents the relationship of the First Nations people to the land. Criteria for the image can be:</p> <ul style="list-style-type: none"> • Relevant (on topic) • Informative (contains key ideas) • Comprehensive (includes all necessary information) <p>Students can explain on the back of their picture the elements they included and how their image shows the relationship between the First Nations people and the land.</p> <p>16. Give students a chance to explain their pictures once they are finished for the summative assessment. This can be done in a sharing circle.</p>
<p>Resources</p>	<p>Wiebe, R., and Lonechild, M. (illustrator). (2003). <i>Hidden Buffalo</i>. Red Deer Press, Calgary.</p>
<p>Formative Assessment Strategies</p>	<p>Students can present their drawing to a smaller group of students and receive feedback on the completion, detail, and accuracy of the drawing prior to the summative assessment.</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Relationship to the Land

Level Criteria	Excellent	Proficient	Adequate	Limited
Explains beliefs (4.2.2.3)	Provides a comprehensive explanation based on the text	Provides a thorough explanation based on the text	Provides a cursory explanation based on the text	Provides a superficial explanation based on the text
Communicates ideas (4.S.8.1)	Ideas are communicated in a vivid and engaging manner	Ideas are communicated in a interesting and interesting manner	Ideas are communicated in a simplistic and straightforward manner	Ideas are communicated in a trivial and ineffective manner

Rubric

Comments:

Supplies for Each Season: 
Hidden Buffalo

Season	Supplies taken from the Land
Spring	
Summer	
Autumn	
Winter	