

Importance of the Potlatch CARC Social Studies

Please note, all support materials are after the lesson plan template and begin 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	5	General Outcome	5.2 Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.
Time Frame	2 classes	Enduring Understanding (purpose of the lesson)	Students use the book Secret of the Dance to explore the importance of the potlatch to the Northwest Coast First Nations while developing the skill of critical thinking. This book can be found in most school libraries.
Developed By	Kyla Cook		
Critical Challenge/Big Idea	Did Watl'kina and his family make a sound decision in ignoring the government's law against having a potlatch?		
Other questions of inquiry	Did Watl'kina make a sound decision in ignoring his parents' wishes and secretly attending the potlatch?		
Value and Attitude Outcomes	Knowledge and Understanding Outcomes	Skills and Process Outcomes	
5.2.1. appreciate the complexity of identity in the Canadian context 5.2.1.1 recognize how an understanding of Canadian history and the stories of its people contributes to their sense of identity (I, TCC) 5.2.1.2 acknowledge oral traditions, narratives and stories as valid sources of knowledge about	5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada 5.2.2.4 what was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)	critical thinking and creative thinking 5.S.1.2 critically evaluate ideas, information and positions from multiple perspectives historical thinking 5.S.2.3 explain the historical context of key events of a given time period	

<p>the land and diverse Aboriginal cultures and history (CC, I, TCC) 5.2.1.6 recognize how changes in society can affect identity (CC, I)</p>		<p>apply the research process 5.S.7.3 draw and support conclusions based on information gathered to answer a research question</p>
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Note: Outcomes 5.2.1.1, 5.2.1.2 and 5.S.2.3 are not summatively assessed in this activity as posted and therefore do not appear in bold above. This activity and rubric can be modified to include those outcomes if necessary.

<p>Summative Assessment Strategies</p>	<p><u>Rubric for Importance of the Potlatch</u></p>
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<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Brainstorming criteria</p> <p>1. Have students brainstorm the characteristics of a good decision. To help students recognize these characteristics, provide them with examples and non-examples of characters making sound decisions. Fables such as “The Tortoise and the Hare” contain both examples and non-examples. Ask students which creature made a good decision and which made a bad one. What made these decisions good and bad? In this way, teachers can elicit criteria for a sound decision. Examples of such criteria may include:</p> <ul style="list-style-type: none"> ● sound moral judgment ● considers all evidence ● considers consequences <p>Have students go through each of the criterion with the characters who made decisions and give evidence for each criterion for each character, e.g.,</p> <ul style="list-style-type: none"> ● Considers all evidence <ul style="list-style-type: none"> ○ Tortoise – knew he was much slower but also knew Hare was overconfident ○ Hare – knew Tortoise was slow and that he was fast ● Sound moral judgment <ul style="list-style-type: none"> ○ Tortoise – decision to enter race was based on his own self-confidence, and on teaching Hare a lesson about confidence/boasting ○ Hare – decision to enter race was based on confidence that he would win, and desire to show everyone how good he was ● Considers consequences <ul style="list-style-type: none"> ○ Tortoise – if he lost, would lose nothing as Hare already believed he was superior ○ Hare – didn’t consider consequences of his nap, or how long he would sleep <p>This evidence gathering can be modeled in the same format as the information that students will gather in Activity 2, i.e., <u>Examining Criteria</u> chart below.</p>
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	<p>2. Ask students if they have ever had to make a decision that was a really difficult one. What made it difficult? What did they decide to do in the end? What was the outcome/consequence? Was it a good decision? How do they know?</p>
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: <u>Secret of the Dance</u></p> <ol style="list-style-type: none"> 1. Ensure students understand that this is a fable created to teach children appropriate behaviour. The next story they examine has to do with a very serious situation. Show students the book <u>Secret of the Dance</u> by Andrea Spalding and Alfred Scow. Explain to students that sometimes the decisions we make are really difficult and important ones. 2. If students have an understanding of the potlatch already, review their knowledge in a class discussion. If the potlatch is new to students explain what it is and its importance to the Northwest Coast First Nations people. Also explain that in 1885 the Canadian government passed a law forbidding the potlatch ceremony and confiscated any materials related to it from the First Nations people. 3. Remind students that they will be looking at the soundness of the decisions made in the book. Read the story to students. Stop before reading the final page to discuss. 4. Ask students what decisions were made and by whom (Watl’kina’s family to hold the potlatch against the law of the government and Watl’kina in attending against his mother’s wishes). 5. Discuss what made the potlatch so important to Watl’kina and his people that they would risk jail, etc. to continue it. <p>Activity 3: Analyzing Watl’kina’s Decision</p> <ol style="list-style-type: none"> 6. Let students know that they will be discussing the soundness of those decisions in a group. Before they can make those decisions, though, they must examine the criteria beginning with Watl’kina’s decision to attend the potlatch against his mother’s wishes. In a Think-Pair-Share strategy, have students fill out the chart <u>Examining Criteria: Watl’kina’s Decision</u>. During the sharing discussion have students fill in any information they are missing. 7. When the chart is completed, ask students to rank the evidence in each row by circling the appropriate number in the ranking column, i.e., is the evidence more in favour or more against Watl’kina’s decision? Students then complete the section below the chart making a choice about the overall soundness of Watl’kina’s decision and support their choice with evidence from the chart. Discuss their choices ensuring that they have added justification.

	<p>Activity 4: Analyzing Watl’kina’s Family’s Decision</p> <ol style="list-style-type: none"> 8. Distribute the support handout Examining Criteria: Watl’kina’s Family’s Decision. Have students fill in the evidence chart on their own and then do the ranking. Remind them that they must consider the evidence before they decide on a ranking for any of the criteria. 9. Individually students decide on the soundness of the decision Watl’kina’s family made to hold the potlatch and support their conclusion based on the criteria in the section below the chart.
<p>Resources</p>	<p>Spalding A., Scow A. (Writers) and Gait, D. (Illustrator) (2006). <i>Secret of the Dance</i>. Orca Book Publishers: British Columbia.</p>
<p>Formative Assessment Strategies</p>	<ul style="list-style-type: none"> • This task is scaffolded with two modelled parts and organizers. It may be used as formative assessment to inform the students of their own skill and knowledge base as well as the teacher of student ability with the material. • When reviewing the rubric with students ensure meaning of bold words is clear and/or translate the rubric into student friendly language prior to distribution. For AAC members, search their “Word Wall” for a breakdown of bold words in the rubric.

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Rubric for Importance of the Potlatch

Level Criteria	Excellent	Proficient	Adequate	Limited
Analyses information (5.2.2.4, 5.2.1.6)	Provides an insightful analysis of the significance of potlatch to identity	Provides a logical analysis of the significance of potlatch to identity	Provides a basic analysis of the significance of potlatch to identity	Provides an unsupported analysis of the significance of potlatch to identity
Draws and supports conclusions (5.S.1.2, 5.S.7.3)	Synthesizes information to develop a perceptive conclusion supported by significant evidence	Synthesizes information to develop a convincing conclusion supported by relevant evidence	Synthesizes information to develop a simplistic conclusion supported by reasonable evidence	Synthesizes information to develop a vague conclusion supported by weak evidence

Comments:

Examining Criteria: Watl'kina's Decision

In the chart below, add as much evidence as you can in each of the criteria boxes.

Choice Criteria	Watl'kina's Decision to Go to the Potlatch		Ranking
Based on all evidence (what evidence needed to be considered?)	Evidence for:	Evidence against:	-2 -1 0 +1 +2
Evidence of a sound moral judgment?	Evidence for:	Evidence against:	-2 -1 0 +1 +2
What were possible consequences?	Good:	Bad:	-2 -1 0 +1 +2

Based on the evidence, I think Watl'kina _____ (did or did not) make a sound decision because

Examining Criteria: Watl'kina's Family's Decision

In the chart below, add as much evidence as you can in each of the criteria boxes.

Choice Criteria	Watl'kina's Family's Decision to Hold the Potlatch		Ranking
Based on all evidence (what evidence needed to be considered?)	Evidence for:	Evidence against:	-2 -1 0 +1 +2
Evidence of a sound moral judgment?	Evidence for:	Evidence against:	-2 -1 0 +1 +2
What were possible consequences?	Good:	Bad:	-2 -1 0 +1 +2

Based on the evidence, I think Watl'kina's family _____ (did or did not) make a sound decision

because _____
