

Note: Hi Charlie, please note that I had issues with uploading images to this document, and as such it shows the edit date as recent (the time I was able to sort out my upload issues), however, you will see through the version history that this assignment was complete for the original due date. Thank you for your understanding.

Jaiden Hourie
Social Studies Lesson Plan
2020-2021

Alberta: The Land, Histories and Stories- Interactive Read Aloud
February 12th, 2021
Grade 4 - Social Studies
Approx 45 mins-1hr

ESSENTIAL QUESTION/ENDURING UNDERSTANDING

1. What is the point of the lesson?

- a. To build on student's foundational knowledge of Blackfoot peoples including their culture, oral practices in storytelling, and their relationship with the land.
- b. To develop student's cultural literacy and recognize how different cultures contribute to their understanding of Alberta's culture and identity.
- c. To allow students to gain an understanding of Blackfoot values, customs, teachings, and views.

2. How does this build on students' prior knowledge and previous learning?

- a. Throughout their grade 1-3 education, students:
 - i. Have prior knowledge of the diversity of Aboriginal and Francophone communities as being integral to Canada's character.
 - ii. Have an appreciation of how Aboriginal and Francophone peoples have influenced the development of the student's community.
 - iii. Understand the different ways Aboriginal, Francophone, and diverse cultural groups contributed to the origins and evolution of their communities over time.

3. What do learners know now? What should learners be able to do at the end of the lesson?

- a. Learners now have a deeper understanding of *Where the Blackfoot People Live*.
- b. Learners now understand and appreciate the importance of oral traditions and storytelling.
- c. Learners should be able to explain the relationship of the Blackfoot peoples and the land.
 - i. Learners should be able to identify one aspect of this relationship that is specifically integral to the Blackfoot community.
- d. Learners should be able to recognize the Blackfoot language.

- i. An additional recommended outcome is to focus on one word and have the learners focus on learning and speaking it. For the purpose of this lesson plan, we will focus on the word “Mohkinstsis” (Calgary).

CURRICULAR OUTCOMES

General Outcome 4.2

- **The Stories, Histories and Peoples of Alberta.**

- Students will demonstrate an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes

- **Values and Attitudes**

Students will: **4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:**

- Recognize how stories of people and events provide multiple perspectives on past and present events.
- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.
- Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity.

- **Knowledge and Understanding**

Students will: **4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:**

- What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?

Weaving Ways Outcome and Guidance (Alberta Regional Professional Development Consortium, n.d., p. 14).

1. Learn Through Story

- a. Why use: To connect subjects to traditional literature and oral stories.
- b. How to use:
 - i. Select books that have been approved by educational and First Nations, Métis and Inuit community stakeholders and through Learn Alberta – Walking Together resources.
 - ii. Read out loud to students and discuss the themes and messages from the stories.
 - iii. Allow students the opportunity to share with a partner, in a written response, or as a class the connections they make from the stories and how the stories relate

to their personal lives. This metacognitive skill can be incorporated at any age and it is an important element of literacy that can connect to all subject areas.

Student “I can....” statements of outcomes

- I can tell you about where the Blackfoot people live.
- I can explain the relationship between the Blackfoot people and the land.
- I can tell you what the word “Calgary” is in Blackfoot.
- I can explain the importance of the Blackfoot people and their oral traditions in storytelling.

DIFFERENTIATION

1. **How will you differentiate instruction to meet learner needs? (Consider both those who will need extra help/time and those who will finish early and need enrichment).**
 - During the read-aloud, students who require will be given a copy of the book/scans to allow for a closer read and therefore deeper understanding (they may highlight words or phrases of interest as the teacher reads).
 - I will allot extra time within the lesson to accommodate for students who require assistance or who may be struggling.
 - Students who finish early will have the opportunity to assist their classmates, or they will be given an additional activity.
 - Success is dependent on engagement, full attention will be required and as such, distractions will be placed out of sight.
 - Students who require assistance in the post-reading activity can be given extra assistance while the other students work independently.
2. **Who are the specific students you need to plan for so they can be successful in your lesson?**
 - a. ESL students.
 - b. Students with attention and focus disabilities.
 - c. Students with developmental/visual or auditory disabilities.
 - d. Indigenous learners.
3. **Record what you are planning to do for/and with those students (Use Student A, Student B...)?**
 - a. Strategies to support students **a** include: reading slowly, clearly, and actively, using appropriate language and grammar, and allowing time for questions.
 - b. Strategies to support students **b** include: allowing for fidget toys, removing distracting items from the vicinity, and allowing for teaching assistants to sit with such students.
 - c. Strategies to support students **c** include: having the students sit closer to the teacher, giving the student the same book so they can follow the story as the teacher reads,

and/or giving the student an adapted version of the book (e.g., one with extra pictures, large type, or laminated pages) so they can follow along.

- d. Strategies to support students **d**: considering this lesson is centered around Indigenous culture, it is of utmost importance that teachers remain sensitive to and compassionate towards their Indigenous learners.
 - i. Educators should already be in common practice of building relationships and forming connections with Indigenous students.
 - ii. It is important that Indigenous learners feel safe and a sense of belonging within the classroom. It is encouraged that during this lesson, teachers allow Indigenous learners to share their experiences as it relates to the lesson. Teachers should remain aware of the loss and grief that has been a part of Indigenous students' lives, both historically and politically. It is of utmost importance that teachers do not pressure students to express their home lives or culture if they are not comfortable.
 - iii. It should be noted to the whole class that Indigenous education should not be seen as a single activity or token of protection. It should be announced that Indigenous education is more than simply the ideas being discussed in class, and acknowledge that there are still many other things students will be learning in this regard. The teacher is responsible for acknowledging the existence of these communities beyond the classroom.
 - iv. Recognizing that Indigenous learners will come from a variety of nations, it is important to explain that there are differences between the languages, teachings and traditions of each nation, therefore respecting non-Blackfoot learners.
 - v. Prior to the lesson, it is strongly encouraged that teachers include an acknowledgement of the First Nation territory on which the school is located.

Teacher Resources and Guiding Documents:

- [**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum**](#)
 - [Symbolism and Traditions – Respecting Wisdom – Wilton Goodstriker](#)
 - [Aboriginal and Treaty Rights – Exploring Connections – Documents](#)
- [**Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools**](#)
- [**Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum**](#)
- [**Truth and Reconciliation Commission**](#)

- [Treaty 7 Indigenous Ally Toolkit](#)

ASSESSMENT

Assess & Activate Prior Knowledge	Assessment Evidence
How will you communicate the outcomes/assessment criteria to students? • I will communicate the outcomes and assessment by making it clear to the students what they should be taking out of the lesson: ○ “By the end of lesson I would like you to know....the connection of the Blackfoot peoples to the land....how to say Calgary in Blackfoot....things that are important to Blackfoot people” What strategies will you use to assess and activate prior knowledge (e.g., what questions will you ask, what conversations will you engage, etc.) • I will include an introduction on what we are learning about, and allow them to engage in a thought provoking (think-pair-share [TPS]) activity prior to the lesson on previous knowledge through the use of prompting questions: ○ What do you know about Indigenous people in Alberta? What can you tell me about Blackfoot people in Alberta? Where in Alberta do they live? What language do they speak? Can you think of some examples of things that are important to the Blackfoot peoples? Have you ever heard the Blackfoot language before? Do you know what Calgary is called in Blackfoot?	How will students demonstrate their understanding and knowledge? • They will show their understanding by answering questions through class discussion (think-pair-share [TPS]) prior to and post read-aloud. • The students will also demonstrate their learning by completing a reading response/self-assessment How will you capture and document student learning? • I will capture and document student learning by tracking their answers both before and after the lesson through discussion • I will track and store the students reading response/self-assessment which will include a rating scale for understanding (On a scale of 1 to 5, score how well they comprehended the lesson). Include your assessment tools with your lesson plan (eg. rubric, checklist, recording form...) • Record of student answers from TPS discussion in the beginning and end of class • Student reading response/self-assessment

- [Their answers to these questions will be recorded](#) on the whiteboard and they will be able to refer back to these throughout the lesson.

RESOURCES/MATERIALS

Make a list of resources (e.g., literature, websites, videos, people, etc.)

1. Book for my lesson: *Siksikawa Otaawahsinnowa (Where the Blackfoot People Live)* by Payne Many Guns.
2. Extra books/scan of the book for students with developmental/visual or auditory disabilities.

Make a list of materials you need (i.e. supplies, technology, internet connection, URL's, etc.)

1. Book
2. Lined paper (should students choose to make notes on their TPS)
3. Colouring markers/pencils for reading response
4. Whiteboard and markers
5. Reading responses/assessment sheets

Identify what you need to do in advance to be prepared to facilitate this lesson (e.g., room setup, supply acquisition, etc.)

- Acquire the book
- Acquire extra copies of book/make scans
- Carpet and reading setup, remove distracting items from sight
- Highlighters for students with scans
- Print reading response/self-assessment
- Acquire colouring markers/pencils
- I will need to put lined paper on the tables for students who wish to record their initial answers to the TPS activity and discussion

Important Note on the Book and Delivery:

While it is obvious that the book is written in two languages, this lesson plan can be carried out by a non-Indigenous speaker as the English subtext provides the same information as the Blackfoot text. It should be noted however, that if instructors wish to deliver the book (in part) through the native language, that they do proper research and gain correct knowledge on pronunciation and meaning. This approach is encouraged, I know personally if I have the opportunity to deliver this lesson plan I will opt to deliver in a hybrid between the two languages (though I already understand pronunciation and intonation for some of the words). This lesson plan is a fantastic opportunity to have a guest speaker in as outlined by Ebert et al (2014), perhaps even the author, who is a local Calgarian. This lesson plan is designed however, for any teacher in the classroom to deliver, without the need for a guest speaker. It is important to honour the language of the Indigenous peoples and give breath to the sacredness of this language and culture, if the instructor is not able to convey that because they cannot properly

pronounce the words, they should stick to doing the lesson in english. However, there is a point in the lesson where the teacher must pronounce the word, and that is when they are conveying the word Calgary in Blackfoot (Mohkinstsis (MOH-kin-stiss)), this is crucial to the element of relaying oral traditions and practices as outlined in the curricular outcomes.

EXPERIENCES/LEARNING

Intro/Hook

Answers the question, “What do the learners already know about this topic?”

Grabs the learners’ attention and provides them with a reason to be interested in the lesson.

TIME 20mins	STUDENT EXPERIENCES & LEARNING	TEACHER FACILITATION
	What are students doing? - Students will pair up with a partner. In a think-pair-share activity, students will discuss what they know about the Blackfoot Nation in Alberta (e.g., What do you know about Indigenous people in Alberta? What can you tell me about Blackfoot people in Alberta? Where in Alberta do they live? What language do they speak? Can you think of some examples of things that are important to the Blackfoot peoples? Have you ever heard the Blackfoot language before? Do you know what Calgary is called in Blackfoot?). - Students can write this down, or not. - Students will share their knowledge in pairs or as a group of four to the class. How are students expected to engage in this experience? - Students are expected to collaborate with their group members and come up with thoughtful responses, no answer is wrong! - Students are expected to share their responses with the class.	What role am I playing? (facilitator, storytelling, guide) - I am introducing the topic to my students and sharing what we will be learning, as well as desired outcomes. - I will introduce the title and author of the book to the class. I will ask them if they know what the image on the cover is. - I will have a class discussion on previously acquired information on FNMI topics, this will include asking them questions about what they already know. - I will have partners share/list what they know about Blackfoot people and the land (eg. What do you know about Indigenous people in Alberta? What can you tell me about Blackfoot people in Alberta? Where in Alberta do they live? What language do they speak? Can you think of some examples of things that are important to the Blackfoot peoples? Have you ever heard the Blackfoot language before? Do you know what Calgary is called in Blackfoot?)

	What quality of thinking and/or experience are students engaging (e.g., Bloom's Revised Taxonomy, Gardener's MI) The first quality of thinking and experience the students are engaging in based on Bloom's Revised Taxonomy is knowledge, which entails remembering or recognizing something factual, this is by virtue of the inciting question. They are also engaging in application, analysis, and synthesis by virtue of the think-pair-share activity.	- I am recording student responses to questions on the whiteboard. What questions am I asking to meet the learning objectives? - I will prompt students by saying things like: "During the story I want you to listen carefully to the story because I want you to listen for 1 important thing to the Blackfoot people" and "I want you to pay special attention to the word Calgary in Blackfoot, and have your pencils ready to write it down!"
Development		
Comprises the major portion of the lesson. It describes the learning experience, designed to help learners meet the learning outcome.		
TIME 15 minutes	STUDENT EXPERIENCES & LEARNING	TEACHER FACILITATION
	What are students doing? - Students are respectfully and quietly listening to the story. - Students are anticipating the word Calgary in Blackfoot, and writing it down when it comes up in the story - Students are remaining engaged with the story and considering what they will draw in their response. - Students are drawing one thing they understood as integral to the Blackfoot people and land. How are students expected to engage in this experience? - Listening. - Reading along.	What role am I playing? (facilitator, storyteller, guide) - Delivering acknowledgement of the land - I am reading the (english subtitled part) of the story to my students - I will make frequent stopping points to engage the students with reading - I may ask page specific questions. - I will stop when we get to the part where it says Calgary in Blackfoot and pronounce it in the Blackfoot terms. - I am reading in an enthusiastic and engaging way, and making sure my students are paying attention

	• Picking one important thing. • Drawing their important thing. • Recognizing “Calgary” in Blackfoot. What quality of thinking and/or experience are students engaging (e.g., Bloom’s Revised Taxonomy, Gardener’s MI) The quality of thinking and experience the students are engaging in based on Bloom’s Revised Taxonomy is comprehension, the students are learning to interpret and understand information based on the reading. They will also be engaging in analysis when they have the opportunity to respond to questions that may be asked throughout the reading.	What questions am I asking to meet the learning objectives? • I am handing out the responses and students will be asked to create an illustration based on one of the things they understood as integral to the Blackfoot people and land.
Closure		
Concludes and wraps up the learning experience, creating a sense of closure and completion. It also helps the learners reflect on their learning and sets the stage for future lessons. What are your plans for transition?		
TIME 20mins	STUDENT EXPERIENCES & LEARNING	TEACHER FACILITATION
	What are students doing? • Students are discussing with their partners what they learned about Blackfoot culture. • Students are revisiting the questions posed earlier in class. • Students will complete a new think-pair-share. Students can write this down, or not. Students will share their new knowledge in pairs or as a group of four to the class. • Students will answer some additional questions about the lesson itself if time permits.	What questions am I asking to revisit the learning outcomes? • I am asking the same questions as before to see if they have updated, more relevant information ie. What do you know about Indigenous people in Alberta? What can you tell me about Blackfoot people in Alberta? Where in Alberta do they live? What language do they speak? Can you think of some examples of things that are important to the Blackfoot peoples? Have you ever heard the Blackfoot language before? Do

	Students are thinking about this lesson's context as it pertains to the future. What quality of thinking and/or experience are students engaging (e.g., Bloom's Revised Taxonomy, Gardener's MI) The quality of thinking and experience the students are engaging in based on Bloom's Revised Taxonomy are knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge and comprehension are represented by their responses to the revisited questions. Application, analysis, and synthesis are represented by virtue of the think-pair-share activity as well as the reading response.	you know what Calgary is called in Blackfoot? How am I supporting students to reflect on their learning? - I will be offering feedback on their responses and engaging in conversation. - I will be walking around the classroom as they fill out their reading response to aid in any struggles they may be having - I will offer opportunity for personal considerations from the students as opposed to strictly curricular, where they can look beyond in their thinking ie. What did they find most interesting? What surprised them? How might different cultures be similar? Different? How am I scaffolding students to the next learning experience? - I will prompt students to think about the future ie. What would they like to learn more about? Where could they go to find more information? - I will explain the relationship of Indigenous peoples and culture as integral to Alberta and Canada, and make them aware that this is an ongoing education.
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REFLECTION

Lesson planning is integral to teaching, without it, proper teaching and learning would not take place. Bearing that in mind, it is important to explore all avenues and approaches so as to engage in effective lesson planning and facilitate deep learning in the classroom. Milkova (n.d.) likens lesson plans to that of a teacher's road map, and asserts that a successful lesson plan will address and integrate three key components: 1) Objectives for student learning 2) Teaching/learning activities and 3) Strategies to check student understanding. Enriched through the reading *Bringing the World to Your Students*, I was able to gain a contextual understanding of the categories of student experience, and how lesson planning can ultimately create these experiences for students (Ebert et al., 2014). I have also had the opportunity to reflect not only on the importance of lesson planning and strategies, but on how to

create an effective lesson planning framework and how it impacts student learning. Furthermore, I have had the opportunity to put this into practice and engage in a learning experience that will be incredibly beneficial for my teaching career. As an Indigenous learner and future teacher, I took pride and joy in creating this deeply personal lesson plan.

Outcomes: How does your learning experience support the achievement of the Alberta Education Program of Studies outcomes you have selected?

I approached this lesson plan with a clear vision of the curricular outcomes and with an emphasis on backwards design (Edmunds et al., 2015, p. 89). At all times throughout this lesson plan I remained mindful that “at any moment in any day, teachers should be able to relate what is happening in their classroom to the broader objectives of the curriculum” (Edmunds et al., 2015, p. 87). When looking at the specific curricular outcomes, I am confident that this lesson plan will effectively support the achievement of the outcomes I have included. With the guiding general outcome being “students will demonstrate an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging” (Alberta Education, 2005, p. 5), a story about Indigenous history and culture, written by an Indigenous author, written in the traditional language and representing the oral practice, checks all the boxes. I carefully curated the specific learning outcomes pertaining to values and attitudes, as well as knowledge and understanding to be applicable to the lesson and have ensured that the goals will be met through this interactive read aloud. Furthermore, I surveyed a multitude of books and chose one that best serves the goal of this lesson plan both in terms of curriculum, and student understanding and engagement.

Created in tandem with knowledge gained from *Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools*, I feel that this lesson has allowed me to integrate all dimensions (cultures of belonging, sharing through story, instructional design, and pedagogy) in ways which enrich student learning and understanding (Alberta Regional Professional Development Consortium, n.d.). I strongly endorse the idea of embracing Indigenous wholeness within the classroom, and feel that this lesson has put into practice this idea in a beautiful way. This lesson has married the worlds of Indigenous learning with interactive pedagogy in a delightful way that one could only hope for, and be proud to achieve.

The learning experiences that students participate in will serve to enrich the understanding garnered from the story, particularly through the think-pair-share (TPS) activity, students will be asked to critically and thoughtfully engage with the book. The idea of think-pair-share (TPS) is supported by the general outcomes that benefit learners including: enhancing their listening, comprehension, performance, critical thinking, recall, confidence, and understanding (Carpenter et al., 2020; see also Teachers TV, 2010). Furthermore, giving students the opportunity for multiple avenues of engagement, the safe environment of sharing with a peer builds confidence, and then sharing with the class builds their skills in broad understanding and team development (Carpenter et al, 2020, p. 450). When students are prompted with questions, as they will be at the beginning of the lesson, they are being

asked to employ problem solving skills, which emphasizes and facilitates “cognitive flexibility, intellectual exploration, and the higher mental process” (Edmunds et al., 2015, p. 86). This becomes even more developed when the class revisits the same questions at the end of the lesson, but this time they are applying their new knowledge, are learning active recall skills, and are ultimately engaging in deep understanding.

Assessment: Does your assessment allow you to make clear judgments about student progress towards those outcomes?

My assessment tool is supported by the thinking that when students “have a set clear criteria, and are free to meet those criteria in ways that require ingenuity; they will take a deeper interest in coping with the problem” (Edmunds et al., 2015, p. 86).

My assessment tools allow for a student centered approach, I want to give my students the best opportunity to understand what is being asked of them, and will make it clear to them what they should be taking out of the lesson. I believe that this will ultimately give them the best opportunity to develop strong understanding and contextual learning that will serve them beyond the classroom. This will be clarified to them through our opening discussion:

“By the end of this lesson I would like you to know....the connection of the Blackfoot peoples to the land....how to say Calgary in Blackfoot....things that are important to Blackfoot people, and I want you to remember one specific thing that is important to the Blackfoot people so you can draw it!”

Our textbook defines an assessment tool as either a single question, an assignment that assesses student knowledge or skills, or a combination of different types of questions and assignments (Edmunds et al., 2015, p. 135). My approach to assessing this lesson is aligned with the combination concept. With prior knowledge of what is expected from students, they can move seamlessly into the bulk of the lesson and therefore, the assessment. This will present itself through the think-pair-share (TPS) activities performed before and after the read-aloud, with the answers being recorded on the whiteboard each time, and then separately on paper/computer for teacher record. While some higher-education findings have suggested that questions before and after a TPS activity be similar, but not the same (Prahl, 2017, p. 5), for the purpose of this lesson’s target age, having the questions be the same will provide more clarity of understanding for both students and teachers. This direct comparison will allow the instructor (and students) the opportunity to see the immediate learning that has taken place. My hypothesis and hope is that the answers to the questions will be more specific, direct, will yield more answers in general, and will demonstrate clearly their understanding and achievement of the curricular outcomes. This is a great example of formative and summative assessment working together.

I have chosen to use the think-pair-share activity (TPS) as a form of assessment for a number of reasons. I feel that the article *Best Practices for the Think-Pair-Share Active-Learning Technique* sums up this rationale succinctly (Prahl, 2017). Prahl (2017) argues for the efficacy of think-pair-share activities as a tool for assessment on a number of contingencies which I have remained mindful of. The main conditions were 1) the instructor should have the learning goal in mind before designing a TPS

activity, 2) questions support the particular learning goal that is desired, and 3) think-pair-share is best used when the goal is higher-order thinking (Prahl, 2017, pp. 5-7). I believe that it is evident that all three conditions are being met and therefore, my assessment tool offers a clear differentiation between strong and weak understanding.

During the read aloud the instructor may also make frequent stopping points to engage the students with reading, this will also allow them to address any immediate concern or confusion- being mindful of time, and knowing they can answer more questions at the end. This is another example of formative assessment and checking for understanding.

Students will also be assessed through their reading responses. These will provide the students the opportunity to demonstrate a specific learning goal (ie. saying Calgary in Blackfoot), as well as the opportunity to make a personal connection (ie. drawing one important thing). Additionally, on the reading response sheet, the students will be prompted with the question “on a scale from 1 to 5, circle how well you think you understand what we have learned about the Blackfoot people, their language, and their relationship with the land” and will answer accordingly. This is an example of summative assessment.

With record keeping of both the TPS questions and answers, the reading response, and student self-assessment, the instructor will be able to draw valuable conclusions on student learning and understanding. This is ultimately achieved insofar as the instructor remains aware of students who are not as engaged, not participating, or who self-assess themselves lower on the scale of understanding. These assessment tools will make students who are struggling or who have a weaker understanding clear, and the instructor will be better able to help them find ways to improve their understanding.

Hook – How did your intro hook students and assess prior knowledge?

I hooked my students in by giving them the opportunity to think about what they have previously learned, and by having them share this with the class. This offers them the opportunity to think both individually and critically in a way which allows the instructor to gain a good understanding of what they already know. I will also transition this conversation by introducing the topic to my students in terms of what we will be learning. I will show them the book cover and offer the opportunity for them to assess the image on the front and perhaps infer more about what we will be learning. I will ask them to pay close attention to two things throughout the story, which will keep them engaged and interested from the beginning:

“I want you to pay special attention to the word Calgary in Blackfoot, as well as one important thing to the Blackfoot peoples, have your pencils ready to write it down!”

The think-pair-share (TPS) method that will be employed at the very beginning of class has a dual responsibility as the hook and as an assessment tool (see assessment). In the context of being the hook, the TPS activity will actively engage the students from the start and have them thinking and looking forward to the activity itself:

“What do you know about Indigenous people in Alberta? What can you tell me about Blackfoot people in Alberta? Can you think of some examples of things that are important to the Blackfoot peoples? Have you ever heard the Blackfoot language before? Do you know what Calgary is called in Blackfoot? Where in Alberta do they live?”

Participation task – Why did you choose this participation task and how did it engage your classmates? What did you do to invite deep thinking?

I chose to do a read aloud because I am acutely aware of the fact that more emphasis should be placed on Indigenous storytelling and oral practices as a way to achieve FNMI education and understanding. I also believe that this allowed me to incorporate more curricular outcomes than other methods (ie. powerpoint, single activity, movie etc). The idea of a read aloud intrigued me for a number of reasons, though Lennox’s (2013) review and findings on read-alouds confirmed my thinking. She found that “read alouds could be used more frequently and more effectively ... to nourish vocabulary and higher-order thinking skills, [and] increasing teachers’ awareness of the variety and range of quality literature, especially information books, could broaden children’s conceptual knowledge and offer greater opportunities for cognitively challenging discussion” (Lennox, 2013, p. 387).

The think-pair-shares conducted at the beginning and end of class are critical participation tasks, in that the students are completing a reflection and synthesis of information, which represent higher order thinking levels of Bloom's Taxonomy (Ebert et al., 2014, p. 185). This is an incredible way to invite deep thinking as well as to “simulate thought and encourage divergent thinking” (Ebert et al., 2014, p. 185). Another thing students are being asked to participate in is active listening and quick recall skills, as they must remember a keyword, and one important thing about the Blackfoot people. Lastly, their reading response sheets invite deeper level thinking by asking them to recall information and apply it in a personal and creative way.

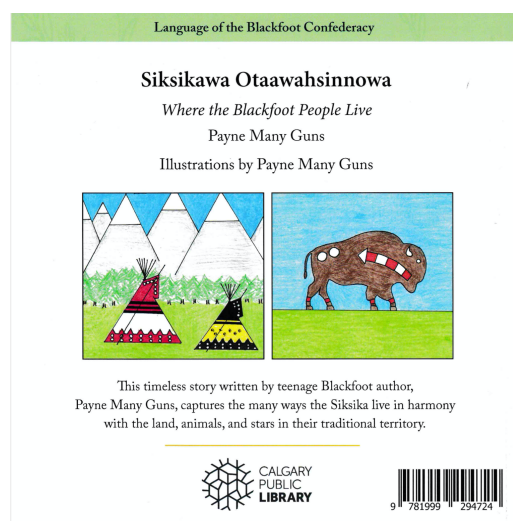
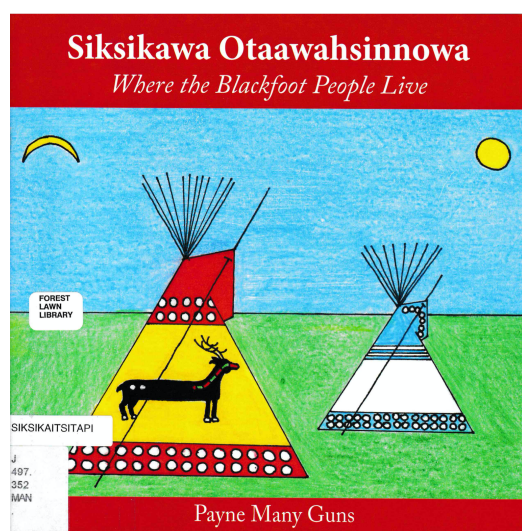
Differentiation: What did you learn about the challenges of differentiation?

Whether teachers distinguish material, method, items, or the learning environment, individualizing learning to fulfill the needs of each student is crucial within the classroom. My main takeaway is the thought and effort that goes into creating differentiated instructional methods and altering environmental factors. Each student learns at a different rate, to a different degree, and in a different manner, with this, we come to the conclusion that we must make our lessons as appropriate and wide reaching as possible. There will still be students who finish ahead of schedule because they have an easier time grasping concepts, and there will be students who need additional help and time to process the material. As a result, when preparing lessons, teachers must consider these scenarios. In my case, a lesson that I thought would be generally inclusive, still required a lot of differentiation and consideration for different students and learning needs. I did however, take joy in seeking alternative methods, and feel confident in the ones I have chosen.

Closure: How did your closure invite students' thoughtful reflection on learning?

My closure provides a case where the teacher is challenging students to apply prior knowledge and then use it as a basis for synthesizing new knowledge (Ebert et al., 2014, p. 185). What this ultimately means is the students are partaking in analysis and synthesis of information which are two of the higher levels of Bloom's Taxonomy (Ebert et al., 2014, p. 185). When this is revisited into the TPS formation, students are partaking in evaluation and discussion (or preferably 'dialogue'), which is even higher order thinking in Bloom's taxonomy (Ebert et al., 2014, p. 186). The instructional intent is to take students "beyond the facts and engage them in a more poignant treatment of the subject matter" (Ebert et al., 2014, p. 186). This also reaffirms to the instructor that the students have engaged in deeper level understanding. Not only do the reading responses allow the instructor to gauge student understanding, but it also allows the students to assess their own comprehension. Lastly, it is critical that the instructor stresses to the students the relationship of Indigenous peoples and culture as integral to Alberta and Canada, and make them aware that this is an ongoing education. This in turn, will have the students excited for what's to come.

These pages provide an example of some of the ideas within the book, it should be noted however that the book has a wide range of information and detail that will be best understood by retrieving the actual book!





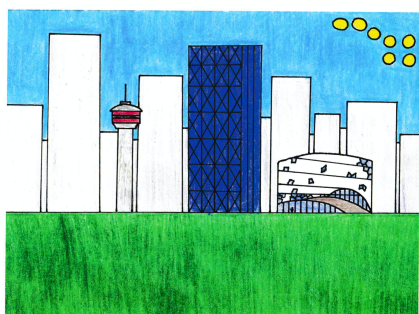
Siksika itopiya spahko

Blackfoot people live on the hills.

Kaiyskahpaiks — *Porcupine Hills*

Omahsatsiko — *Great Sandhills*

Katoyiiskiks — *Sweetgrass Hills*



Siksika itopiya omahkakitapiskoos

Blackfoot People live in the cities.

Mohkinstsis — *Calgary*

Omahkoyis — *Edmonton*

Sikoohkotok — *Lethbridge*



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