



## ***West Vancouver First Nations Education Committee***

### ***School Plans – 2014 / 2015***

School: **Chartwell Elementary**

School FN Committee/Contact Person(s):

- ***Mr. Aron Campbell, Principal***
- ***Michelle Turvey, Head Teacher, Gr 4/5***
- ***Anita Dhillon, Teacher Grade 2***
- ***Doni Gratton Teacher Librarian***
- ***Kelsey Woodley, Prep Teacher***

FN Resource Contact Person(s):

- ***Aron Campbell***

### **FN Education Projects/Programs Planned for 2014/15**

- 1) A **school wide cultural performance** through Art Starts agency and Red Sky Productions, Canada's leading company of world Indigenous performance in dance, theatre and music Red Sky will visit Chartwell on Thursday Feb 26th, 2015, to perform MISTATIM. In this new production, themes of environmental care, responsibility, and empowerment are such as respect for the natural world, and the importance of cooperation, and living in harmony with all living things.
- 2) **Twice monthly instructional blocks** with Prep Teacher Kesley Woodley for all students in Grades K-5. Ms. Woodley will be focusing upon Aboriginal themes taken from the BC Draft Curriculum and will build upon existing concepts and contents taught by classroom teachers within their units of study. Pls see the attached Scope & Sequence of instruction for Term 1 and 2 (**Appendix A**)
- 3) **First Nations Literature and Art Study at the Grade 3 level**
  - a. An examination of First Nations Cultural Heritage and tradition as well as how heritage is passed along from generation to generation
  - b. An investigation of the role of the environment and how animals play an important role in First Nations traditional stories; this was capped off by a Block Printing project in cooperation with **Isaac Vanderhorst** from the West Vancouver Museum focused upon aboriginal animal designs.

- c. Digital Storytelling Project in cooperation with Digital Literacy Instructor **Cari Wilson**, focusing on First Nations Legends. Students will write their own legend and create an iMovie to portray the legend digitally.
- 4) **Unit of Inquiry into First Nations Studies at the Grade 4/5 Level (Social Studies)**
    - a. Involves 2 Divisions and extensive collaboration amongst classroom teachers in planning and execution
    - b. Planned field trip to Grouse Mountain - Hiwus First Nations Cultural Program and Fort Langley, appreciating and experimenting with First Nations food, dance, and art,
    - c. Inquiry into First Nations issues such as the Enbridge pipeline, residential schools, reservation lands, and First Nation's rights,
    - d. Reading of First Nations literature across K-4 classes.
    - e. An exploration of First Nation's potlatches and a staging of a potlatch in classrooms,
    - f. Role Drama - asking students to act as different stakeholders - First Nations, European settlers, land surveyors, government agents, etc - and solve the program of land ownership through drama, discussion, and a Town Hall Meeting
  - 5) **Enhancement of the First Nations collection** in our library; inclusion of graphic novels (multiple copies of Raven Tales for literature circles) , multimedia (cds and dvds to accompany stories-some in first language), and more material that is accessible for all students (via both First Nations and Human rights collections). This is being conducted in direct cooperation with our Teacher Librarian, Doni Gratton.
  - 6) **Monthly First Nations stories during library time.** These read-aloud picture books address First Nations issues, myths and cultural connections: Residential School (Shi Shi Etko ), sharing/Potlatch (Secret of the Dance), new beginnings (Raven), virtues (Salmon Twins, Eagle Boy, Frog Girl).

## Community Partnerships:

- Ms. Anjeanette Dawson, Home School Counselor for Squamish Nation
- Mr. Bob Baker, School District Liaison with Squamish Nation
- Ms. Faye Halls, School District Liaison with Squamish Nation

## Activities, events, speakers, presentations, projects etc. that have been done at your location over the past two years:

1. A **school wide cultural performance** through Art Starts agency of *Raven Meets the Monkey King* on Feb 21<sup>st</sup>, 2014, which tells the tale of an Aboriginal character and a character from Chinese culture and their relationship with one another.

2. **Grade 2 Classroom Social Studies Unit**

- Focused on community that wove in First Nations history and their history on the North Shore
- Science Unit on animals integrating learning specifically about animals that were an important part of First Nations culture (Wolf, Orca, Hummingbird, Bear, Raven, etc)

3. **Grade 3: Classroom Field Trip and Visual Arts Study**

- Annual field trip in September to Vancouver Art Gallery for the students to attend the school art programme and workshop on the works and pottery making of Emily Carr.
- Parents are invited to accompany the class so that they can also gain an understanding of our BC cultural heritage.
- This year the class met the Northwest Coast master carver Charles Edenshaw as an introduction to the Haida traditions and legacy. For the past 2 years grades 2 and 3 have had a 6 - 8 week Art program to learn the story of weaving and have created their own woven bag with the instruction from First Nations artists.

4. **In Class Workshops:**

- Visits from Bob Baker in Grade 3 combining storytelling and music

## District Support accessed last year:

- Use of District grant to cover costs associated with Field Trips and library resources

## Resources needed for this year...

- Access to First Nations Specific Art Instruction
- Would like access to a list of contacts as to groups that are able and willing to visit schools in the Lower Mainland to share the rich history of First Nations culture and traditions.
- Continued interaction with Mr. Bob Baker, District Liaison, more specifically to embark on a collaborative project that would look into a First Nations carving that would represent the Cougar, Chartwell's mascot.
- Access to Aboriginal Grant support for our school to continue to pursue the agenda shared above
- Storyteller, elder to visit classes, or primary students en masse in a assembly like presentation.
- More resources and books, especially at the primary level

## **APPENDIX A:**

# **Scope and Sequence: First Nations Instruction**

**Kelsey Woodley, Chartwell Prep Instructor**

**Grade level:** 1-5

**Theme:** First Nations Awareness and Education

### **Rationale:**

- First Nations culture is important for both Aboriginal and non-Aboriginal students to learn about. It is a historical and contemporary issue in Canadian society.
- Students will develop an understanding of the diverse local and global First Nations groups and the successes and challenges that have taken place in the past and the modern issues of the present day.
- It is important for students to understand where we come from, why our systems are the way they are, and what has happened to specific cultural groups in the past.
- Students will have an appreciation for oral history and myths.
- Students learn about the relationship between First Nations and the land, the resources they used, how land was considered within First Nations culture.

### **Priority Goals:**

- Critical thinking skills
- Content knowledge
- Information gathering and reporting in creative modes
- Cooperative learning
- Analyzing, graphing, and mapping
- Student centered learning and teacher guided instruction

**Concepts and Content** – Taken from the BC draft curriculum, this scope and sequence will build upon these existing concepts and contents being taught by classroom teachers within their units of study.

Grade 1:

- Social Studies
  - Diverse cultures, backgrounds, and perspectives within the local and other communities
  - Relationships between and community and its environment
  - Key event and development in the local community, including the local Aboriginal community
- Science
  - Common objects in the sky, such as the Sun and the Moon, and their importance in local Aboriginal culture and other cultures
- Language Arts
  - Texts from a variety of cultures, including those of Canadian and Aboriginal origin
- Arts
  - A variety of local works of art and artistic traditions from diverse cultures and communities, including tradition and contemporary Aboriginal arts and arts-making processes

Grade 2:

- Social Studies
  - The diverse characteristics of communities and cultures in Canada and around the world, including at least one Aboriginal community and culture
  - Different perspectives on and methods for meeting needs and wants in their community and others
  - Relationship between people and environment in different communities
- Science
  - The role of current and traditional knowledge of life cycles in helping humans survive
  - Major landforms in their area
- Language Arts
  - Texts from a variety of cultures, including those of Canadian and Aboriginal origin
- Arts
  - A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places, including traditional and contemporary Aboriginal arts and arts-making processes

Grade 3:

- Social Studies
  - Cultural characteristics and ways of life of indigenous people, including local Aboriginal groups
  - The impact of the environment on cultural characteristics and ways of life in indigenous societies
  - Aspects of life shared by and common to human cultures and societies, regardless of time and place
  - Cultural and technological accomplishments of global indigenous people, including local Aboriginal cultures

- How indigenous societies, including local Aboriginal groups, meet their needs and wants
- Governance and social organization in indigenous societies, including local Aboriginal groups
- The role of oral history, stories, and artifacts as evidence about pre-contact Aboriginal cultures
- Traditional stories and the nature of the relationship between humans and their environment
- Science
  - Plants, animals, and fungi in their local ecosystem
  - Local water sources
- Language Arts
  - A variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin
- Art
  - A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places, including traditional and contemporary Aboriginal arts and arts-making processes

Grade 4:

- Social Studies
  - Early contact, trade, and conflict between Aboriginal and European societies
  - Demographic changes in pre-Confederation British Columbia in both Aboriginal and non-Aboriginal communities
  - The impact of colonization on Aboriginal societies
  - The history of their local community, and connections between their community and significant events, people, and developments
- Science
  - Types of earth materials in their area
- Language Arts
  - A variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin
- Arts
  - A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times and places, including traditional and contemporary Aboriginal arts and arts-making processes

Grade 5:

- Social Studies
  - Government Aboriginal policies and the Aboriginal response over time, including those concerning residential schools, treaties, and traditional self-governance
  - Human rights and the response to discrimination in Canadian society, including the development of the Charter of Rights and Freedoms
  - Contrasting perspectives about land ownership and use, including issues of Aboriginal title, jobs and the environment
- Science
  - Local Aboriginal teachings and stories about the Sun and Moon
- Language Arts
  - A variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin
- Arts
  - A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places, including traditional and contemporary Aboriginal arts and arts-making processes

<p><b>Unit 1: <i>Local First Nations</i> (1 Lesson)</b></p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>· <b>Who are the First Nations of BC?</b></li> </ul> <p><b>Content:</b></p> <p>Key components of local First Nations groups</p> <p>Introductions to the history in BC</p> <p>Overview of oral language</p>	<p><b>Unit 2: <i>Myths</i> (2-3 Lessons)</b></p> <p><b>Big Ideas:</b></p> <p><b>Why do people tell stories?</b></p> <p><b>What can stories tell us about culture?</b></p> <p><b>Content:</b></p> <p>Storytelling as a way of knowing</p> <p>First Nations myths and importance and</p>
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<p><b>Skills:</b></p> <p>Critical thinking</p> <p>Collaborative learning</p> <p>Analyzing and mapping skills</p> <p><b>Classroom environment:</b></p> <p>Looking at maps of the traditional lands of local First Nations groups</p> <p>Discussion of cultural appropriation/respectful discourse and behaviour expectations for the following classes</p> <p>QFT on First Nations</p> <p><b>Resources:</b></p> <p>Maps of the traditional territories of the First Nations of BC</p> <p>Chart paper for QFT</p> <p>First Nations artefacts to spark interest</p>	<p>relevance in contemporary culture</p> <p>What do these myths tell us about Aboriginal culture?</p> <p>First Nations relationship to the animal world and how we can identify with traits in certain animals</p> <p><b>Skills:</b></p> <p>Critical thinking skills</p> <p>Content knowledge</p> <p>Collaborative learning</p> <p>Analyzing and mapping skills</p> <p>Creative artistic design</p> <p><b>Classroom Environment:</b></p> <p>Read aloud and discussion of Aboriginal Myths</p> <p>Role of animals in myths and animal symbolism</p> <p>Discussions on what these myths can tell us about culture/values</p> <p><b>Resources:</b></p> <p>Raven Tales DVDs</p> <p>Stories specifically from the Pacific Northwest aimed at each grade level</p>
<p><b>Unit 3: <i>Relationship to Land</i> (2 Lessons)</b></p> <p><b>Big Ideas:</b></p>	<p><b>Unit 4: <i>Current Issues</i> (2-3 Lessons)</b></p> <p><b>Big Ideas:</b></p>



<p><b>How do we connect with the natural world around us?</b></p> <p><b>Content:</b></p> <p>How did Aboriginals utilize the land/resources</p> <p>Settlement patterns</p> <p>Current disputes over land and their historical origins</p> <p><b>Skills:</b></p> <p>Collaborative learning</p> <p>Critical thinking skills</p> <p>Content knowledge</p> <p>Mapping skills</p> <p>Communication skills</p> <p><b>Classroom Environment:</b></p> <p>Students will examine how First Nations used the resources available to them and how they viewed themselves as stewards of the land</p> <p>Students will be able to distinguish the diversity of resources between First Nations groups and how this affected their daily lives</p> <p>Examine how resources/land would play a role in future conflicts between settlers and First Nations groups</p> <p><b>Resources:</b></p> <p>NFB films?</p> <p>Myths that center around the natural world</p>	<p><b>How does First Nations past affect the present?</b></p> <p><b>Contemporary First Nations culture and society</b></p> <p><b>Content:</b></p> <p>Lower grades: First Nations achievements in art, sport, music, etc.</p> <p>Higher grades: Aboriginal self government</p> <p>All: Legacy of Residential schools</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Critical thinking skills</li> <li>· Content knowledge</li> <li>· Collaborative work</li> <li>· Compiling a range of information from various sources</li> </ul> <p><b>Classroom environment:</b></p> <p>Lower grades will examine current First Nations art, music, sport, etc.</p> <p>Older grades will focus more on government and political systems/stereotyping</p> <p>Both grades will focus on the legacy of residential schools – reconciliation and the relationship between rights and responsibilities</p> <p><b>Resources:</b></p> <p>UN Declaration on the Rights of Indigenous Peoples (Grade 5)</p>
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<p>Maps of resources and books of local plants and animals</p> <p>Potential for guest speakers from local communities</p>	<p>Shi-Shi Etko, Shin-Shi's Canoe – Nicola Campbell (Grade 1/2)</p> <p>Newspaper clippings of current issues – looking at how First Nations are portrayed in various forms of media (Gr. 5)</p>
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