

Inquiry Demonstration Plan

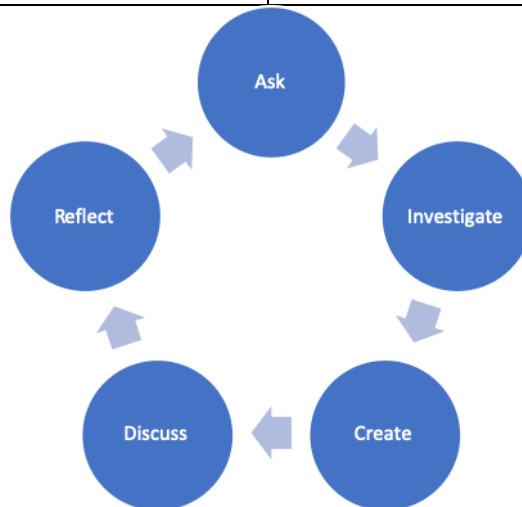
Lesson Title: Flight of the Hummingbird/ **Lesson #** 3/8 **Date:** July 21/20
Name: April St. Louis **Subject(s):** ELA **Grade(s):** 8

Rationale & Overview

This topic is personal for students because it focuses on identity construction and the role that culture, place and society play in the development of self. This lesson is the 3rd lesson in the unit, after the first two which focus on initial entry into the unit with brainstorming understandings of storytelling and parables. Next the students begin preparing for an Elder/Storyteller visit by working as group through understanding the listeners role of storytelling and understanding Indigenous protocol and traditions of storytelling. The following lesson focuses on understanding the message of the parable and poses the Core EQ to students: *What is our responsibility to each other and the environment?*

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What is our responsibility to each other and the environment?	2. In what ways can storytelling and identity be connected? 3. How does <i>place</i> influence storytelling?



Inquiry Approach and Rationale

The inquiry approach in this lesson, and the unit as a whole, is a blend of structured and guided inquiry. Within the activities students will be given open opportunity to explore their own questions, however the core EQ is ultimately what students are working to explore, explain and present their understandings on.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Most often students at the grade 8 level are continuing to work on independence in a high school classroom setting, teachers must guide students through inquiry to build the skills needed to for students to be able to work independently and in collaboration with their peers to explore texts and expand their knowledge base. Both the teacher and the FNEW in the school will be guiding students through this lesson to model for students how to blend “2 ways of knowing”.
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Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	This lesson focuses on developing a connection to text, both individually and then with peers. The lesson is building up to connecting with a local Elder/Storyteller to develop understanding of local Indigenous traditions in the cultural context to support place based learning.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose Connecting and engaging with others 	<ul style="list-style-type: none"> Generating and incubating 	<ul style="list-style-type: none"> Valuing diversity Understanding relationships and cultural contexts

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none"> Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. People understand text differently depending on their worldviews and perspectives.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards – Content
<ul style="list-style-type: none"> Construct meaningful personal connections between self, text, and world Respond to text in personal, creative, and critical ways Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts 	<ul style="list-style-type: none"> features of oral language language, usage and context elements of style

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning? We are embracing “Indigenous Ways of Knowing” by sharing through story and ethical relationality (TC2, April 2020). Students will work through the activity “two –eyed seeing” to work with developing perspective based on Indigenous ways of knowing alongside dominant culture.</i>

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry? Students can write, visually brainstorm, draw or orally record their ideas through the use of a chrome book. Students are supported through peer interactions, and teacher connects to students during walk about throughout peer and small group discussion.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5 mins	Mental walk (recollection from previous walking curriculum prior to unit) w short excerpt to ready students	Visualize, quiet mind, focus on connecting to excerpt
Inquiry	40 mins	<p>*(Learning launch) – Previous story connection, individ. then think-pair-share, (8 mins);</p> <p>*Provide Hummingbird visual, explain to students “Two Eyed Seeing” activity (students have previous knowledge as we have done this prior- 4mins), Confidence Meter, then discuss your outcomes with partner, (4 mins)</p> <p>*Next, create oral story with partner to represent what they see/think could happen in the visual-students share with another partner group (5 mins create; 5 mins share); ASK-how did your story go? What worked? What strategies did you use that you identified earlier in your chosen story?</p> <p>*Intro visual as it relates to parable “<i>Flight of the Hummingbird</i>” illustrator etc., read story;</p> <p>*Two Eyed activity with partner and visual w/text, any differences?</p>	<p>*Students brainstorm individually THINK-PAIR-SHARE about a story they like - what made it good, why you liked it (3 mins) then share and further detail list (4 mins), share w/ larger group 1 min;</p> <p>*Participate in activity and each partner discuss explored outcomes (4:4 mins);</p> <p>*Use visual provided to create a short oral story trying to incorporate the details you brainstormed with partner, share with another group (10 mins total); --class discussion answering questions (5mins)</p> <p>*Listen to story</p> <p>*Students revisit Two Eyed activity looking for any changes to their thinking or detail that can be added to support previous thinking</p>
Reflection	10	Reflect on your “Actions/Implications”, and answer the following with support from what you know or have learned so far- How important was Indigenous Knowledge (share visual)	*Students use journals started during walking curriculum started prior to this unit – write/sketch/represent ideas responding to visual and detail your “Actions/Implications”
Discussion	5	Talking Circle whole group discussion	Students bring reflections and ideas to whole group discussion-talking circle

Materials and Resources

Yahgoulanaas visual text and parable “*Flight of the Hummingbird*”; students ongoing journals; chromebooks; computer w/ projector; visuals and activity from *The Critical Thinking Consortium* “TC2” (presentation workshop April 2020)

Organizational Strategies

Materials prepped ahead of class, students have previous knowledge to rely on, students are familiar with class expectations.

Proactive, Positive Classroom Learning Environment Strategies


Students continue to follow group established classroom expectations for behavior;

Extensions

Go back to your original chosen story, add a new ending or twist to further develop your connection to it.

Reflections (to be completed after the lesson demonstration)

“Two Eyed Seeing” through textual commentary

Actions/Implications What actions will I take in response? How does this shape my beliefs and values?	Connections How does this fit with what I know or what I have experienced?	Decode What is the main idea being communicated?		Decode What is the main idea being communicated?	Connections How does this fit with what I know or what I have experienced?	Actions/Implications What actions will I take in response? How does this shape my beliefs and values?

“Two Eyed Thinking” activity created by *The Critical Thinking Consortium*, permission to use given through Garfield Gini-Newman – TC², April 2020