

## Inquiry Demonstration Plan

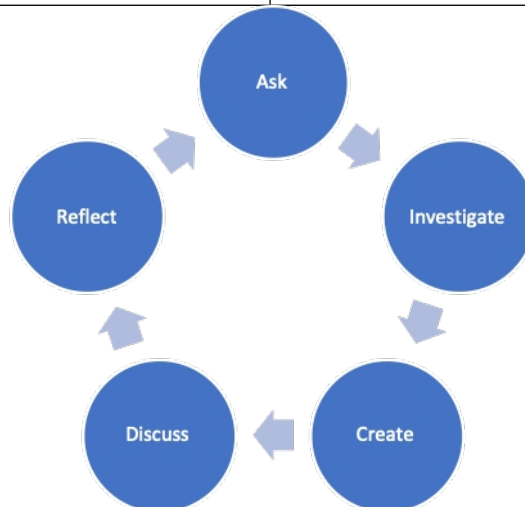
**Lesson Title:** \_\_\_\_\_ **Hand Drum** **Lesson #** 2 **Date:** \_\_\_\_\_  
**Name:** \_\_\_\_\_ **Melody** **Subject(s):** Social Studies **Grade(s):** 3

### Rationale & Overview

Hand drum is the representative of indigenous tradition. They sing and dance with hand drumming to have stories telling, showing their values, believe, life experiences and respects for their mother land (Martin, 2011). Doing the hand drum, as a cultural practice, is a way of protection of indigenous culture. It is the truth that residential school negatively influenced indigenous culture, such as imposing the assimilation on knowledge, identities and languages (Wikipedia, 2020). Doing hand drum is significant to honor their ancestors' knowledge and perspectives about the world. Hand drum is the reflection of multiculturalism. Students need to learn the significance of hand drum to indigenous people and analyze the negative effects that cultural assimilation would bring to people.

### Key Questions For Inquiry

| Core Question & Supporting Questions for Inquiry Project  | Question(s) Addressed in This Lesson  |
|---|---|
| 1. What's significance of hand drum to indigenous people?<br>2. What's your opinion of cultural assimilation? | 1. What do indigenous people want to express through hand drumming?<br>2. What are the negative effects that cultural assimilation brought to indigenous people according to the history of residential school?<br>3. What meaningful things would you like to do to show connections with your hometown? |



### Inquiry Approach and Rationale

*In the second workshop, the details of teaching process are conducted as following:*

In the second workshop, students go to the grass ground. Indigenous people are invited to show hand drum performances. After the hand drum performance, students will learn why indigenous people do the hand drumming (the spiritual connection that indigenous people have with hand drumming, ancestors, and their motherland) by storytelling. Besides, the negative effects of colonization and anti-cultural assimilation will be told. Then, students have a discussion about the significance of hand drum to indigenous people and their opinions on cultural assimilation. Next, students share some meaningful things they would like to do to show their connections to their hometown. Finally, the reflection on multiculturalism to indigenous people will be discussed.

*The inquiry-based pedagogy in the second workshop is adopted as the following:*

Teacher and students go to a grass ground to learn indigenous tradition: hand drum. Outdoor activities are beneficial for students to improve physical, mental, and emotional well-being (Maltais, 2020). Students appreciate Indigenous people tell students the meaning of hand drum by storytelling. Storytelling is a non-textual pedagogy that creates a dynamic interaction platform for tellers and listeners to have a co-creation of stories based on their individual perspectives and life experiences (McDowell, 2018; First Peoples Principles of Learning, 2020). Essential questions (Wiggins & McTighe, 2018) about cultural assimilation and connections to hometown are used for guiding students to know the meaning of multiculturalism. Students have discussion about negative effects that residential school brought to indigenous people, facilitating interactions between students and an engaged learning environment (Buckner & Kim, 2014; Khalaf, 2018; Friesen & Scott, 2013; Justice, Rice, Roy, Hudspeth & Jenkins, 2009). Assessment is carried out during the process of teaching (Bailey, 2020) like the sharing about connections to hometown and individual homework. Rewards are suggested instead of punishments (Clifford & Friesen, 2003). Students will be given some gifts as the rewards for excellent class performances or good homework.

### **Core Principles of Effective Teaching (Sharon Friesen)**

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|--|--|
| <b>Core Principle 1:</b> Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.<br><i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>   | Students have a critical thinking about cultural assimilation and then understand how important it is to promote multiculturalism.   |
| <b>Core Principle 2:</b> 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.<br><i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>                  | Students share the meaningful things they would like to do for showing connections to their hometown.  |
| <b>Core Principle 3:</b> Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.<br><i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>                    | Students’ performances in class such as questions discussion, stories sharing, reflections on hand drum and cultural assimilation will be assessed.<br>Individual homework will be assessed. |
| <b>Core Principle 4:</b> Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.<br><i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i> | Students have interactions with indigenous people about hand drumming. Indigenous people sing and dance with hand drumming, which is the across discipline involving music.                  |
| <b>Core Principle 5:</b> Teachers improve their practice in the company of peers.<br><i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>   | Teacher and indigenous people work together to teach students about indigenous tradition: hand drum.   |

### **BC Curriculum Core Competencies**

| <b>Communication</b>  | <b>Thinking</b>   | <b>Personal &amp; Social</b>                     |
|---|---|--|
| Students have interactions by essential questions discussion, | Critical thinking is practiced by expressing their ideas on | Students learn indigenous tradition “hand drum”, |

|   |   |   |
|---|---|---|
| and ideas sharing about connections to their hometown | cultural assimilation<br>Imagination is developed through thinking about doing meaningful things to show connections to their hometown. | appreciate and respect indigenous culture<br><br>Students aware of their own cultural backgrounds |
|---|---|---|

### BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Learn indigenous tradition: hand drum  
Respect for diversity

### BC Curriculum Learning Standards (STUDENTS DO)

### (STUDENTS KNOW)

| Learning Standards - Curricular Competencies   | Learning Standards - Content   |
|--|--|
| Interpret their ideas on the meaning of hand drum and cultural assimilation<br>Have ethical judgment | Tradition (hand drum) as evidence about past First Peoples culture<br>Relationships between people |

### BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

Experiential learning of hand drum  
Know the meaning of hand drum to indigenous people by storytelling

### Respectful Relations

Students are encouraged to show their own perspectives and imaginative ideas.

### Lesson Activities

| Time Allotted |        | Teacher  | Students  |
|---------------|--------|--|---|
| Invitation    | 10mins | Teacher briefly guides students to summarize the concepts of social diversity and multiculturalism.<br><br>Then, teacher asks students some essential questions: Do you know indigenous people? Do you know indigenous traditions? What's significance of hand drum to indigenous people? Do you know the history of residential school in Canada? | Students review what they learned in the first workshop.<br><br>Students don't need to answers these essential questions at the beginning. Those questions guide them to learn about them later.  |
| Inquiry       | 30mins | Indigenous people show hand drum performance (within 5mins).<br><br>Teacher introduces the significance of hand drum to indigenous people by storytelling.   | Students appreciate the hand drum performance and learn the meaning of hand drum to indigenous people, including knowing about the negative effects that residential school brought to indigenous people<br><br>Interactions between students and |

|            |        |   |  |
|------------|--------|---|--|
|            |        | (including the spiritual connections to their ancestors and motherland, the way to show indigenous worldviews and the protection of culture, the negative effects that cultural assimilation had on indigenous people in the past due to residential school)<br><br>Indigenous people supplement what the teacher said. | indigenous people to assist students understand the significance of hand drum.<br><br>Students are divided into several groups and share their ideas about what they would like to do to show connections to their hometown. |
| Discussion | 10mins | What's your opinion of cultural assimilation?   | Students share their own perspectives on cultural assimilation with the whole class.   |
| Reflection | 10mins | The meaning of multiculturalism to indigenous people.   | Students freely express their ideas verbally. It is like a conclusion of what they learned in this workshop.   |

### Materials and Resources of Teaching Contents

Martin, G. (2011). Drumming my way home: A secwepemc perspective. *The Canadian Journal of Native Studies*, 31(2), 107-116.

Wikipedia (2020). Canadian Indian residential school system. Retrieved from [https://en.wikipedia.org/wiki/Canadian\\_Indian\\_residential\\_school\\_system](https://en.wikipedia.org/wiki/Canadian_Indian_residential_school_system)

### Organizational Strategies

Prepare all of the teaching materials. Look for an appropriate grass ground for children to have this outdoor education. Make sure that indigenous people have time to come and show hand drum performance.

### Proactive, Positive Classroom Learning Environment Strategies

Students sit on the grass ground in a big circle. Teacher and indigenous people sit in the middle of the circle. It is not like the formal class sitting on chairs. Students have freedom to move their bodies. This is a natural, relaxing outdoor education.

### Extensions

Homework: all students will make a short video of themselves to verbally interview their parents or elders about the traditions or customs or religions within their backgrounds.