

Inquiry Demonstration Plan

Lesson

Title: Pine Needle Basket **Lesson #** 3 **Date:** _____

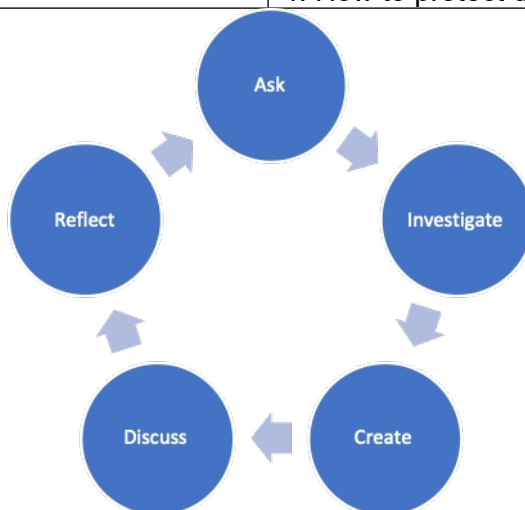
Name: Melody **Subject(s):** Social Studies **Grade(s):** 3

Rationale & Overview

Pine needle basket is a handmade artwork that indigenous people usually make and use. This tradition is the continuance and inheritance of indigenous civilization. It is preserved and passed on by their ancestors, which represent their cultural histories (Martin, 2020). Indigenous people respect the traditional heritage and they keep it for better survival and civilized development. Pine needle basket is the reflection of multiculturalism. Students learn the history of pine needle basket and make a pine needle basket under the guidance of indigenous people; then students explore why some cultures are disappearing and propose some measures to protect the culture. They will grasp the meaning of multiculturalism by thinking about the culture protection.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. Why do indigenous make pine needle basket? 2. Why some cultures are disappearing? 3. The role of multiculturalism in cultural protection.	1. What's the significance of pine needle basket to indigenous people? 2. What other losing cultures in the world do you know? 3. Do you have any disappearing arts or customs or traditions or cultures within your own backgrounds to share with us? 4. How to protect disappearing cultures?



Inquiry Approach and Rationale

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

In the third workshop, indigenous people teach students how to make a pine needle basket in the local community. At the beginning, indigenous people introduce the history of it first; then students are divided into several groups and they have an initial try on making a very small pine needle basket with their group members guided by indigenous people. They might not finish the basket making but the further step will move on when time is up. Next, teacher requires students to think about why some arts or customs or traditions or cultures are lost in the world and how we can preserve them from being lost. They talk with their group members and answer these questions. Then, teacher guides students to know the influence that multiculturalism might have to the culture

protection. When the workshop is over, students will be given materials which can be taken to home to make a mini pine needle basket if they want.

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

Students go to the local community to learn the history of pine needle basket and make the basket guided by indigenous people, which reflects the walking curriculum (Judson, 2018). Indigenous people introduce the history of pine needle basket 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 disappearing cultures are used for guiding students to know the meaning of multiculturalism for culture protection. Students have discussion about how to protect the losing cultures, facilitating interactions between peers and an engaged learning environment (Buckner & Kim, 2014; Khalaf, 2018; Friesen & Scott, 2013; Justice, Rice, Roy, Hudspith & Jenkins, 2009). Assessment is carried out during the process of teaching (Bailey, 2020) like the sharing about the measure to protect cultures and the group 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)

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>	Students explore the reasons for disappearing cultures
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>	Students share some losing arts or customs or traditions or cultures within their own backgrounds.
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>	Students’ discussion and reflections in class will be assessed. Group homework will be assessed.
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>	Students have interactions with indigenous people through pine needle basket making. This is a handmade practice for students.
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>	Teachers cooperate with indigenous people to teach students indigenous tradition: pine needle basket

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
Students talk about the	Think about the why some	Students learn indigenous

significance of pine needle basket	cultures are disappearing Shape ideas for culture protection	tradition “pine needle basket”, appreciate and respect indigenous culture
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BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Learn indigenous tradition: pine needle basket
Respect for diversity

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Students analyze the reasons for disappearing culture	Tradition (pine needle basket) as evidence about past First Peoples culture Relationships between people

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

Experiential learning of pine needle basket
Know the meaning of pine needle basket to indigenous people by storytelling

Respectful Relations

Students are encouraged to show their own perspectives and personal examples.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	10mins	Teacher briefly guides students to summarize the significance of hand drum learned in the second workshop. Teacher asks students some essential questions: Do you know some disappearing arts or cultures? Do you know pine needle basket?	Students review what they learned in the second workshop. Students briefly answer the introducing questions.
Inquiry	30mins	Indigenous people tell students the history of pine needle basket Indigenous people teach students to make pine needle basket Teacher asks students to share any disappearing arts or customs or traditions or cultures within their own backgrounds	Students learn the history of pine needle basket and talk about the significance of it to indigenous people. Students are divided into several groups and they are guided to make a pine needle basket with their group members by indigenous people. Students share the disappearing arts or customs or traditions or cultures within their own backgrounds with peers. If they don't know, the teacher will tell students some disappearing cultures.
Discussion	10mins	How to protect disappearing cultures?	Students show their own perspectives on the measures to protect the

			disappearing cultures.
Reflection	10mins	The role of multiculturalism in culture protection	Students understand the meaning of multiculturalism to culture protection

Materials and Resources of Teaching Contents

Guideposts (2012, May 16). *Quick 'n' crafty: How to make a pine needle basket* [Video file]. Retrieved from <https://www.youtube.com/watch?v=hwmksujHnqk>

Harmony Foundation of Canada (2020). *Culture loss*. Retrieved from https://harmonyfdn.ca/?page_id=863#:~:text=While%20many%20of%20us%20are,language%20lost%20every%202%20weeks

Joyce's Pine Needle Art (1997). *JOYCE'S PINE NEEDLE ART GIFTS AND CRAFTS*. Retrieved from <http://www.philsplace.com/pineneedleartist/history.htm#:~:text=Pine%20needle%20art%20is%20one,or%20bone%20as%20a%20needle>

Portage College (2018, January 5). *Baskets making: The history* [Video file]. Retrieved from <https://www.youtube.com/watch?v=VTcpMQjOCNM>

Organizational Strategies

Teacher and local community prepare materials for basket making
Indigenous people prepare the storytelling of the history of pine needle basket

Proactive, Positive Classroom Learning Environment Strategies

Students go to the local community which creates the interactive, healthy learning environment

Extensions

Homework: students are divided into several groups. Every group seeks one losing culture and finds some photos or a video or a short article of it. Group homework will be assessed.