

Inquiry Demonstration Plan

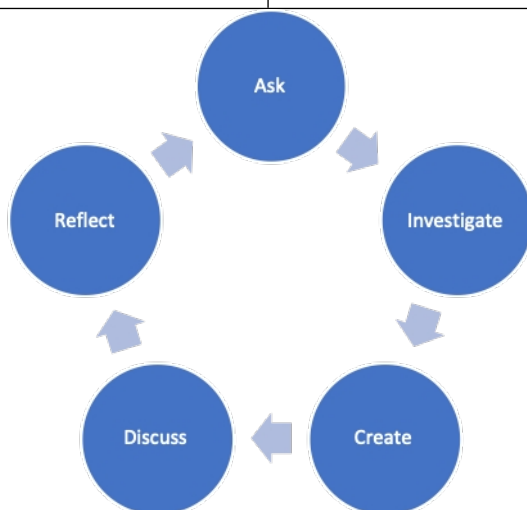
Lesson Title: Traditional Plants **Lesson #** 4 **Date:** _____
Name: Melody **Subject(s):** Social Studies **Grade(s):** 3

Rationale & Overview

Indigenous people use the traditional plants to make medicine, food and juice to sustain their connections to the land (Corntassel & Bryce, 2012). Through the use of traditional plants, they advocate sustainable development of environment to maintain a harmonious relationship with the nature (Magni, 2017). Students learn some kinds of traditional plants through experiential learning in a garden and they know how indigenous people use traditional plants to make medicine by videos watching. Eventually, students acquire the meaning of traditional plants to indigenous people and they know the importance of maintaining a good relationship with the nature.

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. Why do indigenous people protect traditional plants? 2. What's your reflection on the relationship between the nature and humans?	1. What traditional plants do you know? 2. What's your feeling and what stories you recall when wandering in a garden? 3. What are the benefits that plants can bring to humans' well-being? 4. Do you know what bad results that humans will encounter if we destroy plants? 5. How can we maintain a harmonious relationship with the living environment?



Inquiry Approach and Rationale

In the fourth workshop, the details of teaching process are conducted as following:
 In the fourth workshop, teacher and students go to a garden. Students will learn some traditional plants through storytelling when walking in the garden. Students share their feeling about the walking experience in the garden. Then they go to a media room to watch videos of using traditional plants to make medicine and watch the video of environmental issues. Indigenous people's perspectives on traditional plants and the relationship with the nature they propose will be introduced. Students are divided into several groups and each group shows their ideas about how to keep a harmonious relationship with the nature by the brainstorm drawing on the paper.

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

Teacher and students learn traditional plants in the garden and have spiritual connections to the land, which is the place-based pedagogy (David, 2013). Teacher introduces the traditional plants 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 the benefits that plants bring to people, bad results that humans will encounter if plants are destroyed, and how to keep a harmonious environment, are used for guiding students to know the meaning of indigenous worldview about well-being. Students have discussion about how to protect the living environment, 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 environment. Rewards are suggested instead of punishments (Clifford & Friesen, 2003). Students will be given some gifts as the rewards for excellent class performances.

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>	Analyze the advantages that plants bring to human beings. Understand of the concepts of sustainable environmental development.
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>	Teacher and students have experiential learning of traditional plants in a garden.
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’ sharing about their feelings and stories they recall when wandering in a garden will be assessed. Group work about brainstorm of the ideas about protecting the environment 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 learn the traditional plants through the real environment in a garden Students have connections with the nature
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
Students share their feelings and stories with peers when wandering in a garden	Creative thinking is developed when thinking about how to keep a	Students aware of their responsibilities to protect the environment

	harmonious relationship with living environment	
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BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Students learn traditional plants, indigenous people's spiritual connection with their land, and indigenous views about well-being.

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Explain why indigenous people protect traditional plants	Relationship with living environment

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

Experiential learning of traditional plants
Know the significance of traditional plants to indigenous people.

Respectful Relations

Students are encouraged to show their ideas about measures to protect the environment.

Lesson Activities

Time Allotted		Teacher	Students
Invitation	5mins	Teacher briefly guides students to summarize the meaning of pine needle basket to indigenous people learned in the third workshop Teacher asks students what kinds of plants do they like	Students review what they learned in the third workshop Students share a plant they like with peers and explain why they like it
Inquiry	30mins	Teacher introduces the traditional plants by storytelling Teacher lets students have spiritual connections with the plants around them Teacher plays the video of making medicine by using traditional plants and the video of environmental issues	Students observe the traditional plants in the garden when listening to teacher's introduction Students feel the plants in the garden, share their feelings and stories they recall when having the spiritual connections with those plants Students watch the video of medicine making and environmental issues
Discussion	10mins	What are the benefits that plants can bring to humans' well-being? What bad results that humans will encounter if we destroy the plants?	Students talk to peers and figure out the benefits and the bad results
Reflection	15mins	How can we maintain a harmonious relationship with	Students are divided into several groups and show their ideas about protecting the

		the living environment?	environment through drawing
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Materials and Resources of Teaching Contents

Corntassel, J & Bryce, C. (2012). Practicing sustainable self-determination: Indigenous approaches to cultural restoration and revitalization. *Brown Journal of World Affairs*, 18(2), 151-162.

Magni, G. (2017). Indigenous knowledge and implications for the sustainable development agenda. *International Bureau of Education*, 52(4), 437-447. doi: 10.1111/ejed.12238

Marsden, D. (2006). Creating and sustaining positive paths to health by restoring traditional-based Indigenous health-education practices. *Canadian Journal of Native Education*, 29(1).

Nicklas, J. (2008). *Traditional uses of tranquille river plants*. Retrieved from <http://blscs.org/salmon/Downloads/Traditional%20Plants.pdf>

Youmatter (2020). *What is deforestation? Definition, causes, consequences, solutions*. Retrieved from <https://youmatter.world/en/definition/definitions-what-is-definition-deforestation-causes-effects/>

Organizational Strategies

Teacher goes to the garden to get familiar with the traditional plants in advance.
Look for an appropriate multimedia room that is not far away from the garden.
Make sure the video of medicine making by traditional plants can be played.

Proactive, Positive Classroom Learning Environment Strategies

The garden is a natural learning environment for students

Extensions

Students are asked to plant a small plant they like