

**DAKOTA IDENTITY, RELATIONSHIPS, & SUSTAINABILITY LESSONS- CANADA 150 GRANT**

<b>GRADE: 2</b>	<b>SUBJECT: SOCIAL STUDIES</b>
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<b>BIG IDEA:</b> Students will understand that the Dakota and other Indigenous people were here long before the settlers and their contributions should be acknowledged.	<b>ESSENTIAL QUESTION:</b> How did the Indigenous people live off the land and help the settlers?
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<b>OVERVIEW:</b> Students will spend time walking and observing in the Stonebridge community, learning about the relationship the Dakota people and Newcomers had with the land and each other.
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<b>TIME DURATION:</b> <ul style="list-style-type: none"><li>• Preparation-vocabulary and review of what the buffalo gave us-2 30-minute periods</li><li>• Discovery walking tour half day</li><li>• Thank you letter and review one period</li><li>• Follow up lesson-sharing with others</li></ul>	<b>MATERIALS REQUIRED:</b> <ul style="list-style-type: none"><li>• <b>Discovery Walk Teacher Guide</b></li><li>• <b>Teacher observational checklist</b></li><li>• <b>Student Pamphlet</b> / clipboard, and pencil</li><li>• Pre-arrange snack at Sobeys</li><li>• Appropriate attire for weather</li></ul>
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<b>STAGE 1: SASKATCHEWAN CURRICULUM OUTCOME</b> <b>Primary Outcome Social Studies:</b> <b>DR2.1: a-f</b> Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.  Research the origins of, and reasons for, the names of public sites and landmarks in the local community (e.g., streets, rivers, buildings, parks) Research the heritage of various individuals and groups within the community, and why people came to live in the community. Chief Whitecap/Willoughby, G. Willoughby  <b>Additional Outcomes:</b> <b>DR2.2 a</b> Analyze the influence of the natural environment on the local community.  <b>English Language Arts:</b>  Outcome: <b>CC2.1 e</b> , <b>Compose and create a range of visual, multimedia, oral, and written texts that explore: identity community (e.g., Our Community) e</b> Tell, draw, write, and dramatize stories about self, family, community, and family/community traditions to express ideas and understanding.  <b>CC2.2 a, f</b> Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details <b>a)</b> Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding
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**LESSONS CREATED BY:**  
**LEZLIE GOUDIE-CLOUTIER & MICHELLE PANTEL**

LESSON TEMPLATE ADAPTED FROM UNDERSTANDING BY DESIGN  
(MCTIGHE AND WIGGINS 1998)

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f) Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.

### STAGE 2: ASSESSMENT

See Assessment checklist

- a. Students will learn about the past experiences of members of the local community by viewing view pictures other artistic interpretations while visiting an historic site.
- b. Students will represent the history of the local school and the local community (e.g., events, people).
- d. Represent ways in which life in the local community has changed over time (e.g., change of place names, demographics, services, industries, businesses, transportation networks).
- f. Research the heritage of various individuals and groups within the community, and why people came to live in the community.

Describe natural features of the local community and speculate upon their importance (e.g., landforms, climate, vegetation, waterways)

### STAGE 3: PROCEDURES

#### MOTIVATIONAL SET:

Teacher will ask students - what do you know about the Stonebridge area and the people who lived here first?

#### KWL CHART

We are going to go for a discovery walk in our community to discover who used to live here and how they lived.

#### MAIN PROCEDURES/STRATEGIES:

walking, discussing, observing, drawing, note taking on KWLH.

See the Discovery Walk Teacher Guide for all information on the walking tour.

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### CLOSING:

In the lessons following the tour, have students work in groups to create a Venn diagram using what they learned on the walking tour to explain:

a) the Dakota people before contact and the settlers

or

b) Dakota people before and the current Stonebridge community

Students should be able to present their learnings and share key drawings from the tour

or

b) Present Day VS (student/small group chooses time period)

### POSSIBLE ADAPTATIONS, DIFFERENTIATIONS OR EXTENSIONS

#### Additional Science Outcomes could be included:

**AW2.2** could be incorporated into the walking tour-why was it important for people to be near the river...

**AN2.2** Examine the implications of traditional and contemporary food choices and eating habits on human growth and development.

Upon returning to school have students complete their assignments, adding details to areas they missed

#### In a 2/3 split, other science outcomes can be added for grade 3

**PL3.1** Investigate the growth and development of plants, including the conditions necessary for germination. [CP, SI] a, b, c, f

**PL3.2** a, b, c, d, e Analyze the interdependence among plants, individuals, society, and the environment. [CP, DM, SI]

#### Grade 3 social studies

**IN3.2** b Analyze the cultures and traditions in communities studied.

**DR 3.2** Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.

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