



Canada C3 Digital Classroom Learning Module

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Name of School Board/District, Education Authority: Surrey Schools (School District 36)

Learning Module Title: Peace Dancer: Reconciliation and First Peoples Principles of Learning

Grade(s)/Teaching Division(s): Grade 3

Subject(s)/Course(s): Language Arts, The Arts, Social Studies

Time: 3 x 75 minute lessons

Learning Module Topic & Description

This module includes three lessons focused on the First Nations Education Steering Committee (FNESC) approved children's story, "Peace Dancer" by celebrated artist Roy Henry Vickers and CBC Radio host Robert Budd. These lessons explore the concept of Reconciliation through British Columbia's *First Peoples Principles of Learning*. With close reading of a classic Northwest Coast legend, this module is designed to provide learners with a First Peoples worldview of Reconciliation in order to lay a foundation of understanding for a subsequent study of Residential Schools in Canada (not addressed in this unit). These lessons ignite students' imaginations, guiding learners through several important reading strategies. The module ends with a letter-writing project in which students write and illustrate a postcard to Roy Henry Vickers.

For educators who are unfamiliar with teaching Reconciliation, this module offers scripted suggestions to assist with teaching plans. Educators who are more comfortable with this topic are invited to adapt and modify the content to suit their teaching style.

Lesson #1: Peace Dancer "Artifact Dig"

- Reading strategy: Making connections, Visualizing

Lesson #2: Peace Dancer "Reconciliation – Shower of Stars"

- Reading strategy: Setting a purpose, Monitoring comprehension, Sequencing, Main idea, and Details

Lesson #3: Peace Dancer "Postcard from my Mind"

- Reading strategy: Synthesizing

Essential Question(s)

- What can a First Nations legend teach us about "Reconciliation?"
- What are the First Peoples Principles of Learning?
- How can we use reading strategies to help us understand what we are learning?

Canada C3 Central Theme(s) Addressed

Reconciliation is addressed from a First Nations perspective.

Learning Objective(s)/Goals

By the end of this “Peace Dancer” unit, the following “I Can” learning standards and communication competencies will have been engaged:

British Columbia English Language Arts Grade 3 Curriculum

- I can use reading strategies* to help me understand the main idea of the First Nations legend “Peace Dancer.”
- I can identify how First Peoples cultures use stories to connect people to family, community, and land.

*This module employs reading strategy activities adapted from *Surrey Schools “Developing Readers” E-binder*. Developing Readers activities are designed to lead students towards proficiency and independence as readers, which requires explicit instruction that is based on a *gradual-release of responsibility model*, also known as *scaffolded instruction*. The goal of such scaffolding is for the learner to internalize the cognitive processes used by proficient readers so that over time and with lots of opportunity for practice, these can be used independently.

British Columbia Social Studies Grade 3 Curriculum

- I can explain why stories are important to First Peoples.
- I understand why Elders play an important part in the lives of First Peoples.
- I can communicate what values were important for the First Peoples in the legend “Peace Dancer.”

British Columbia Communication Competency Curriculum

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. The Communication Competency Profiles have been developed by BC teachers based on students’ work.

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.
- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I can summarize key ideas and identify the ways we agree (commonalities).
- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

Essential Concepts/Knowledge/Skills to be Learned/Applied

- **Reconciliation** means coming together to heal with respect, compassion, and caring for ourselves, our communities, and our environment.
- **First Peoples Principles of Learning** helps us to understand that learning happens in relationship to each other, to ourselves, and to the land.

Curriculum Connections/Big Ideas

BC Ministry of Education: Social Studies Curriculum – Big Ideas Grade 3*:

- “Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.”

BC Ministry of Education: Language Arts Curriculum – Big Ideas Grade 3*:

- “Stories and other texts help us learn about ourselves, our families, and our communities.”

*Although this module uses Learning Objectives and Big Ideas from BC Grade 3 Curriculum, it is easily adapted to Learning Objectives and Big Ideas for Grades 4-7.

Teacher Goals

- To introduce students to a Tsimshian legend to illustrate the concept of Reconciliation from a First Nations perspective.
- To provide students with opportunities to share reading experiences that encourage them to make meaning and learn from one another.
- To teach a range of strategies that trigger the cognitive processes employed by proficient readers: activating background knowledge; determining what’s important; making connections; making inferences; monitoring comprehension; setting a purpose for reading; synthesizing and evaluating; visualizing.
- To scaffold lessons and build on each student’s current level of development by providing appropriate challenges and assistance.
- To enable students to engage in meaningful connection to a First Nations artist and author.

Lesson #1: Peace Dancer “Artifact Dig” (60-75 minutes)

Student Groupings <i>(e.g., whole class, small groups, pairs, independent work):</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):</i>
<p>Whole Class</p> <ul style="list-style-type: none"> • Hook • Opening: book walk & K/W/L chart • Read aloud • Guided “Artifact Dig” activity instruction <p>Small Mixed Ability Groups</p> <ul style="list-style-type: none"> • Artifact Dig activity: think & share <p>Independent</p> <ul style="list-style-type: none"> • Artifact Dig visual thinking page 	<p>“Peace Dancer” by Roy Henry Vickers & Robert Budd, Harbour Publishing (2016) ISBN 978-1-55017-739-8</p> <p>Document camera (if available)</p> <p>K/W/L on chart paper or Smart Board</p> <p>Class set of Developing Readers “Artifact Dig” visual thinking template (attached)</p> <p>Artifact Dig ‘artifacts’:</p> <ul style="list-style-type: none"> • 1 interesting looking box to house artifacts (e.g., treasure chest) • 6-7 baggies each containing artifacts that represent various aspects of the content in the reading material. It is not necessary for the artifacts to be literally connected to the content, the greater the discrepancy between content and artifact, the more thinking and fun there is to be had, e.g., small box, a watch or small clock, paper airplane with broken wing, a bag of feathers, small spray bottle filled with water, fake glasses or small set of binoculars, candy hearts, a happy face emoji, etc.
Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i>
<ul style="list-style-type: none"> • Access background knowledge • Book walk • Generating questions • Read aloud • Direct instruction: reading strategy • Model desired skills/think aloud • Small groups: making connections/ synthesizing • Facilitate group sharing 	<ul style="list-style-type: none"> • If document camera is unavailable, simply read and hold the story for the class without projection • If Smart Board is unavailable, use chart paper for K/W/L activity

Accommodations & Differentiation Strategy (to address different needs & preferences of students)

Vocabulary Building

- Prepare a selection of key vocabulary words from “Peace Dancer” with matching visuals to display on front board or easel depending on students’ English Language Learner (ELL) level, e.g., elder, bentwood box, kelp, anchor, bailed, potlatch, eagle down, etc.

Multiple Intelligences

- Auditory: Read story aloud, artifact dig discussion
- Visual: K/W/L chart, story’s illustrations, artifact dig thinking template
- Kinesthetic: Lesson hook – invitation to dance, artifact dig manipulative objects

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Formative Assessment

- K/W/L: Accessing background knowledge, generating questions, making connections, reflection of learning.

Motivational Hook (process for acquiring & focusing students’ attention), Time (5 minutes)

Invitation: As a class generate a web chart about types of dance, e.g., hip hop, bhangra, ballet, highland, tap, etc.

Spotlight: Does anyone want to share a dance move they know?

Question: Has anyone ever heard of a Peace Dance before?

Open (process for introducing/framing module & agenda), Time (10 minutes)

Book walk:

- Explore book/project book using document camera (if available)
- Examine front and back covers, read authors’ names, look at some of the illustrations

K/W/L:

- On Smart Board, whiteboard, or chart paper complete K & W sections
- **K:** Ask students what they may already know about the book based on the book walk
 - Teacher records responses, or invites students to write on chart
- **W:** Generate questions prior to reading
 - Teacher prompt: “What do we want to find out about this story?” (e.g., “Why are people in boats?” “What does a Peace Dancer do?” “Why is there a bird drawing?” “Why is a Peace Dancer needed?”)
 - Teacher question: “Does this book teach a lesson?”

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (15 minutes)

Read aloud:

- Read “Peace Dancer”

Direct Instruction:

- Use “Artifact Dig” activity to teach “Making Connections”
 - Teacher prompt:
“One of the ways we can learn from stories is by making connections to what is important in the book. The reading strategy we will practice today is called ‘Making Connections.’”

Model/Think aloud:

- Show students the “treasure chest” containing the artifacts to be used for the lesson, and select paper airplane from the box and present it to the class
 - As teacher examines the object, think out loud to *make thinking visible* to students:
 - “My artifact is a paper airplane. I’m looking at it and I notice that one of the wings is torn. I wonder if it can still fly? No, it didn’t fly very well at all. There wasn’t any paper airplanes in the story. I wonder how I can make a connection between my artifact and the book we just read? If I can’t think of anything, maybe I should look through the book again. Oh here! I remember the children pulled the feathers from the crow and it couldn’t fly anymore! That’s a great connection!”
 - “On the top part of my Artifact Dig visual thinking paper I am going to **draw a picture and write** that part down like this: “The children caught a crow and pulled out its feathers. It couldn’t fly anymore.””
 - “On the bottom part of the paper I am going to **draw and label** my artifact and **write** how my artifact is like the story: “The paper plane has a broken wing and cannot fly. This reminds me of the part of the story when the children pull feathers off the crow and it can no longer fly.””

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (10-15 minutes)

Small group activity:

- Groups of 4-5 students send a representative to ‘dig’ to select an artifact
- Groups discuss the reading and make connections between their artifacts and the content

Independent activity:

- Students each complete Artifact Dig visual thinking page

Closure (processes for recapping, looking ahead), Time (10 minutes)

Group share:

- As a class, invite groups to present their artifacts and connections
- Ask if any groups could make different artifact-story connections

Student Reflection on Learning (i.e., critical thinking questions to extend the learning), Time (5 minutes)

Complete K/W/L chart:

- Review K & W sections
- Ask students if they learned an answer to any of the “wonder” section questions and record student answers in the L section of the chart
- Prompt students to think about the problem in the story and how it was resolved
- Record student findings on the L section of the chart
 - Teacher prompt: “What lesson do the authors want us to learn?”

Extension Ideas & Additional Resources

Create your own Peace Project:

- If any students are interested in choreographing their own dance, writing a story, or creating an illustration that conveys the values of peace and respect toward others or toward nature, provide several ‘peace project’ working periods wherein students may freely plan and design a peace project of their choosing.

Teacher Reflection *(e.g., notes for next time)*

Depending on teaching schedule, it is possible to teach this lesson over two periods if needed.

Lesson #2: Peace Dancer “Reconciliation – Shower of Stars” (75-80 minutes)

Student Grouping <i>(e.g., whole class, small groups, pairs, independent work):</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):</i>
<p>Whole Class</p> <ul style="list-style-type: none"> • Hook • Opening: brainstorm web • Read aloud • Guided “sticky lighting” and “shower of stars” activity instruction <p>Pairs</p> <ul style="list-style-type: none"> • “Shower of Stars” Think-Pair-Share <p>Independent</p> <ul style="list-style-type: none"> • Closure summary 	<p>“Peace Dancer” by Roy Henry Vickers & Robert Budd, Harbour Publishing (2016) ISBN 978-1-55017-739-8</p> <p>British Columbia First Peoples Principles of Learning (attached)</p> <p>Document camera (if available)</p> <p>Smart Board, white board, or chart paper</p> <p>Sticky Lighting activity:</p> <ul style="list-style-type: none"> • One sticky post-it note per student <p>Class set of Developing Readers “Shower of Stars” templates (attached)</p> <ul style="list-style-type: none"> • It would be beneficial for students to have enlarged 11” x 17” size paper for their template, if possible
Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i>
<ul style="list-style-type: none"> • Activating background knowledge • Generating questions • Read aloud • Direct instruction: reading strategy • Group participation • Model desired skills/think aloud • Pairs: Think-Pair-Share • Facilitate group sharing 	<ul style="list-style-type: none"> • If document camera is not available, simply read the story instead of projecting it • If Smart Board is not available, use whiteboard or chart paper

Accommodations & Differentiation Strategy (to address different needs & preferences of students)

Flexible grouping:

- For Shower of Stars pairs activity, consider pairing students together who have different learning profiles to enable peer leadership.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Formative Assessment

Establish where students are:

- Activate background knowledge: brainstorm web

Establish where students are going:

- Learning intention clearly explained/made visual

Establish what needs to be done to get them there:

- Engage in content area instruction
- Model/guided practice for reading strategies
- Provide feedback during guided practice

Motivational Hook (process for acquiring & focusing students' attention), Time (5 minutes)

Game: "\$100 Word Game"

This game is a more politically correct version of the common classroom game of 'hangman.' On a Smart Board/white board/chart paper, write "\$100 Word Game." If students make incorrect letter guesses, erase \$ sign, then subsequent letters, which gives the students 14 chances to guess the word before their luck runs out. For today's game in particular, you want the students to win, so give letter 'hints' if needed.

- R E C O N C I L I A T I O N
- That's a really big word for a really big idea!
- Invite students to share a possible meaning (if the class is drawing a blank, give a hypothetical prompt, e.g., "What would you do if you realize that you've been hurting someone's feelings?" If someone can give an example related to the idea of apology/caring/respect/unity, it's fun to have a pretend \$100 bill to hand them!).
- Define reconciliation more formally as **coming together to heal with respect, compassion, and caring for ourselves, our communities, and our environment**. Post this definition on the front board to refer back to during the lesson.

Open (process for introducing/framing module & agenda), Time (10 minutes)

Learning Goal

- To read the legend "Peace Dancer" and learn how the Tsimshian people in British Columbia use a First Peoples way of learning to teach children about 'reconciliation.' (Post this intention by the Reconciliation definition on the front board.)

Brainstorm: Activating background knowledge

- Write "Peace Dancer" in a centre bubble on your Smart Board, white board, or chart paper.
- Invite any students who would like to share what they remember about the legend to come to the board and write a word or point form idea. Draw lines as needed between ideas that connect to one another.
 - Note: to accommodate reluctant writers who may not voluntarily share an idea because they do not want to write on the board, invite them to share verbally and have a friend scribe.

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (30 minutes)

Direct Instruction

Present the First Peoples Principles of Learning (FPPL) Poster to students. Although there are nine principles, today we are looking at just six:

- Put a different coloured dot/sticker beside the following First Peoples Principles of Learning to colour code them for Sticky Lighting activity (rainbow colours work well)
 - Learning involves recognizing the consequences of one's actions (p. 28, p. 38)
 - Learning involves generational roles and responsibilities (p. 14, p. 28, p. 36, p. 38)
 - Learning involves recognizing the role of indigenous knowledge (p. 6, p. 8, p. 10, p. 16, p. 24)
 - Learning is embedded in memory, history, and story (p. 5, p. 36, p. 38)
 - Learning involves patience and time (p. 12, p. 28)
 - Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations (p. 38)
- Clarify meaning of each principle if needed using Think-Pair-Share.
- Hand out Post-It notes to students and explain that we will re-read the legend and practice a reading strategy called "Sticky Lighting."
 - Teacher prompt: *"Sticky Lighting" helps us to monitor our comprehension as we read, which means it helps us to stop, think, and understand what we are reading so that we learn the lesson the author wants to teach.*

Model/Think aloud

- After reading each page, pause and ask class if that page contains any of the six FPPL.
 - Teacher demonstrates the first sticky light by making a coloured dot on a Post-It note to correspond with the coloured dot/sticker on the FPPL poster at the front. For subsequent pages, students who identify a FPPL in the story make a coloured dot on Post-It then places his/her "Sticky Light" on the book page. Continue this through the complete reading of the book, stopping to discuss as needed.
 - The list of suggested FPPL examples with corresponding page numbers above is not an exhaustive list. It is probable the students will find more, ideally enough for each student in the class to use their sticky light. (It's OK for there to be a few doubles if it means everyone gets to participate.)
 - Ask students what they notice by the end of the read aloud. It will be visually evident that the book is full of First Peoples Principles of Learning.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (20 minutes)

Shower of Stars Activity

- In pairs, hand out Shower of Stars template.
- Explain that this reading strategy will help us organize all the new ideas we have learned.

Model/Think aloud

- Write the Topic at the top of the page: "Peace Dancer: First Peoples Principles of Learning Teach Reconciliation."
- Show students that each star is a Main Idea of the story and that the lines are Supporting Details for each Main Idea. The 3 stars represent the Beginning, Middle, and End of the legend.
- Suggest a main idea for the Beginning of the legend and demonstrate how to fill in the first star on the teaching template, e.g.,
 - Children disrespect crow

continued...

- Model how to write point form supporting details for the main idea on the shooting star lines, e.g.,
 - Children use traditional knowledge to trap a crow
 - They pull off all its feathers
 - The Elders did not teach them love and respect

Increasing independence

- Invite students to share possible main idea and supporting details for the Middle of the legend and fill in the second star and shooting star lines with their suggestions on the teaching template, e.g.,
 - Rainstorm causes flood
 - Chief of Heavens sends lots of rain
 - The people escape the flood in their canoes
 - Elder has a vision that they forgot to teach children law of love and respect

Think-Pair-Share

- Ask students to work with their partner to discuss and write the main idea and supporting details for the End of the legend.

Encourage pairs to share their thinking with class.

Closure (processes for recapping, looking ahead), Time (10 minutes)

Whole Group

- Discuss the different suggestions presented by student pairs.
- Give opportunity for pairs to 're-work' their thinking if necessary.

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

Independent

- Ask students to complete the summary box at the bottom of the Shower of Stars template.
 - Teacher prompts: *"What is the lesson of the Peace Dancer legend?"*
"What is one thing you learned about First Peoples Principles of Learning and Reconciliation?"
"Write your ideas in the summary box."

Extension Ideas & Additional Resources

Illustrate

- Notice the way that Roy Henry Vickers uses colour and line in his illustrations.
What is the most memorable part of the story?
What does the story make you think of?
Make a new title page for the book "Peace Dancer" using your own illustration.
Post illustrations around the room and do a gallery walk.

Research

- Has Roy Henry Vickers illustrated other legends? If so, what lesson do those legends teach readers?
Which First Peoples Principles of Learning do other legends contain?

Teacher Reflection (e.g., notes for next time)

Depending on available teaching time/group needs, lesson could be divided into two 40-minute periods.

Lesson #3: Peace Dancer “Postcard from my Mind” (75+ minutes)

<p align="center">Student Groupings <i>(e.g., whole class, small groups, pairs, independent work):</i></p>	<p align="center">Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):</i></p>
<p>Whole class</p> <ul style="list-style-type: none"> • Hook • Video & discussion • Criteria setting • Postcard modelling <p>Small group</p> <ul style="list-style-type: none"> • Opening: tableau game <p>Independent work</p> <ul style="list-style-type: none"> • Postcard 	<p>“Peace Dancer” by Roy Henry Vickers & Robert Budd, Harbour Publishing (2016) ISBN 978-1-55017-739-8</p> <p>Small gift-wrapped box or envelope addressed to the class containing a postcard with a description of today’s Peace Dancer project assignment.</p> <p>Class Set of Developing Readers “Postcard from my Mind” templates (or any other preferred postcard writing template) (attached)</p> <p>Computer with Internet connection and projector/screen</p> <p>Video: YouTube – Roy Henry Vickers’s Channel “The Elders are Watching” https://www.youtube.com/watch?v=4VLBfOqS4j4</p> <p>Video: YouTube – Roy Henry Vickers’s Channel “Creativity of Roy Henry Vickers” https://www.youtube.com/watch?v=y4ae-B99Rkg</p> <p>A back up legend or another Roy Henry Vickers book in case technology fails</p>
<p align="center">Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i></p>	<p align="center">Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i></p>
<ul style="list-style-type: none"> • Internet • Setting a Purpose • Video • Discussion • Demonstration • Modeling/Think aloud • Release of Responsibility 	<p>If technology fails, substitute watching Roy Henry Vickers’s video for reading another of his books or another Aboriginal legend and discussing the way First Peoples Principles of Learning teaches a lesson.</p>

Accommodations & Differentiation Strategy (to address different needs & preferences of students)

Multiple Intelligences

Kinesthetic:

- Drama Game – Tableau

Visual/Auditory:

- Watching Roy Henry Vickers’s videos about his art and legends

Linguistic:

- Writing postcard text

Spatial:

- Illustrating postcard picture

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Formative Assessment

Establish where students are:

- Activate background knowledge: making connections between legends & identifying First Peoples Principles of Learning

Establish where students are going:

- Set postcard criteria

Establish what needs to be done to get them there:

- Engage in content area discussion
- Model/guided practice for postcard
- Provide feedback during guided practice: peer- and self-assessment

Motivational Hook (process for acquiring & focusing students’ attention), Time (5 minutes)

You’ve Got Mail!

- Ask another colleague to knock on the door and ‘deliver’ a package to the class.
- If you have a VIP/special helper, allow them to open the package and read the postcard:
 - *Dear Class, Today you will have fun learning more about Roy Henry Vickers’s art and stories. You will be illustrating and writing a postcard to Roy Henry Vickers himself! Do your best to tell him what the Tsimshian legend “Peace Dancer” has taught you about First Peoples Principles of Learning and Reconciliation. Do you have any questions for the artist? You never know, maybe he’ll write you back!*

Open (process for introducing/framing module & agenda), Time (10 minutes)

Drama Game: Tableau

- Put students in groups of 4-5, assign each group an event from the story in which they must use their bodies to form a still picture of the scene.
- Ask groups to take turns performing their interpretation of the story passage with their bodies.
 - Note: It is helpful if students have previous familiarity with creating tableaus.

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (30 minutes)

Learning Intention:

- *“To apply what I have learned about Reconciliation and First Peoples Principles of Learning through the Peace Dancer legend by illustrating and writing a postcard to Roy Henry Vickers.”*
(Post this intention on the front board.)

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Going deeper: Roy Henry Vickers Videos

- Introduce and project the first video on a screen for viewing:
 - “The Elders are Watching” legend (9 minutes) <https://www.youtube.com/watch?v=4VLBfOqS4j4>

Group Discussion:

- Lead a group discussion about the video students just viewed.
 - Teacher prompts: *“What connections can we make between this legend and Peace Dancer?”*
 - *“How are the lessons similar/different?”*
 - *“What First Peoples Principles of Learning did you notice?”*
 - *“Was the idea of Reconciliation important in any way?”*(Remind students of the definition posted in the previous lesson: **coming together to heal with respect, compassion, and caring for ourselves, our communities, and our environment.**)

Art up close:

- Introduce and project the second video on a screen for viewing:
 - “The Creativity of Roy Henry Vickers” (8 minutes) <https://www.youtube.com/watch?v=y4ae-B99Rkg&t=197s>
 - Teacher prompts:
 - “Pay attention to the use of colour, line, shape, theme in Roy Henry Vickers’s art.”*
 - “What do you notice about the artist himself? What seem to be his interests?”*

“As you’re watching, think of ways you could use his art style to draw a picture on the postcard you will send to him.”

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (30+ minutes)

Postcard Activity: *Note: this activity will likely require several periods to complete.

- Whole group: Modeling (optional)
 - The teacher may wish to model an entire art lesson on Roy Henry Vickers’s style, in order to better familiarize and focus students for the postcard project.
- Whole group: Set illustration success criteria
 - As a group, come up with several important elements of colour and design that a successful postcard illustration should have.
- Whole group: Set postcard message success criteria
 - As a group, brainstorm several ideas to write about and decide how many ideas a successful postcard should have. Which ideas should be mandatory? Which ones could be optional? e.g.,
 - Introduce yourself: name, age, a hobby/interest, etc.
 - Your favourite part about “Peace Dancer”
 - Something you learned about First Peoples Principles of Learning in the legend
 - A lesson you learned from the legend
 - Favourite illustration
 - A question for the artist/author

Independent work:

- Students complete illustration and letter writing project.
- Teacher may wish to follow a “Writer’s Workshop” model for drafting, editing, and publishing this project.

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 - A question for the artist/author

Independent work:

- Students complete illustration and letter writing project.
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Closure (*processes for recapping, looking ahead*)

Sharing the process:

- At natural breaks, invite students to share their work so far
- Model positive constructive feedback
- Encourage students to comment and provide feedback to each other

Student Reflection on Learning (*i.e., critical thinking questions to extend the learning*)

Based on group consensus when brainstorming success criteria for the illustration and postcard message, produce simple self-assessment and peer assessment rubrics for students to use in order to determine if the postcard meets criteria for success.

Self-Assessment:

- Have I included all the design elements for the successful illustration criteria?
- Have I included all the letter writing elements needed for a successful letter criteria?

Peer-Assessment:

- Does my partner have all the design elements for the successful illustration criteria?
- Does my partner have all the design elements for the successful letter writing criteria?
- Feedback on my partner’s work _____

Extension Ideas & Additional Resources

Stamp project:

- Design your own stamp using Roy Henry Vickers’s art style

Teacher Reflection (*e.g., notes for next time*)

This lesson will likely require several working periods for completion.

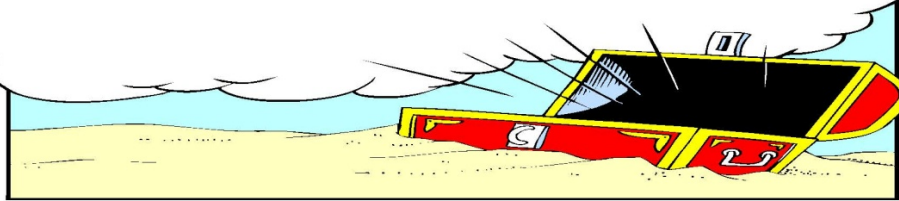
- Roy Henry Vickers Gallery
350 Campbell Street, Tofino, BC V0R 2Z0

Artifact Dig

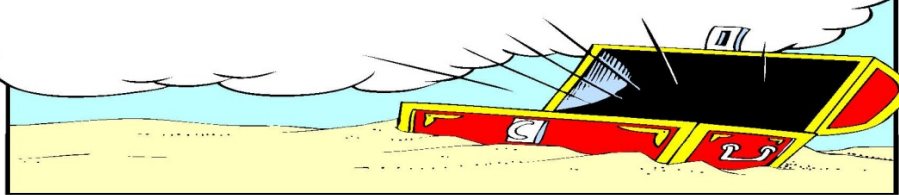
Complete each section below by:

- summarizing what you read in point form
- making connections between your artifact and the reading material

Summary of key points...



Our artifact is like the material we read because...



**FIRST
PEOPLES**

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one’s actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one’s identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

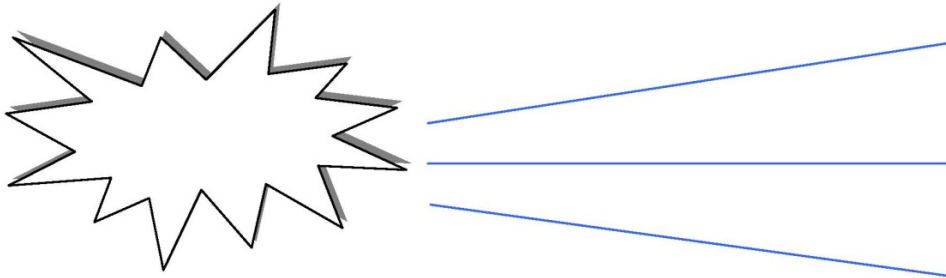
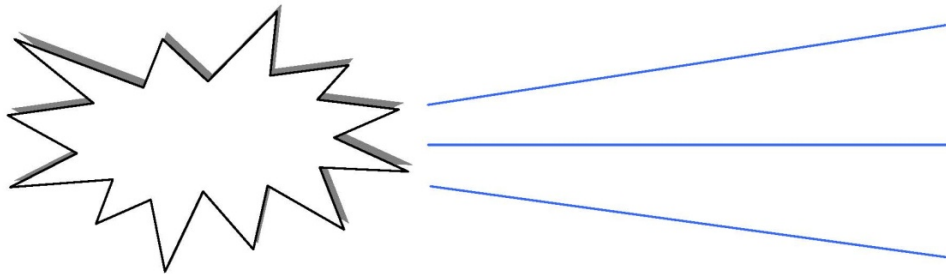
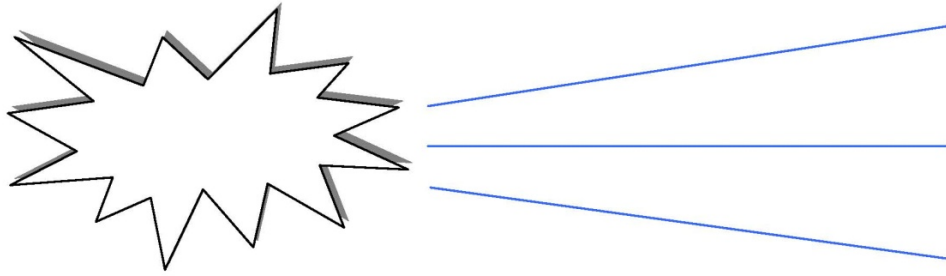


For First Peoples
classroom resources
visit: www.fnesc.ca



Shower of Stars

Topic: _____



Summary:

