

Title: Dawn Flight Book Lesson Plan

Oki, Tansi, Hello!

As a first grade teacher entering my second year at a school with an Indigenous focus, I am passionate about highlighting holistic learning opportunities.

What drew me to this project is the chance to lend a hand in supporting my fellow educators weave together western knowledge systems and Indigenous ways of knowing so learners may see there is equitable space and value for both within the classroom.

<p><b>Resources used and possible concerns</b></p>	<p>Dawn Flight: A Lakota Story by Kevin Locke Illustrated by: Jessika Von Innerebner</p>
<p><b>Author/creator and/or literature background</b></p>	<p>Kevin Locke is a world famous hoop dancer, musician, recording artist, author and traditional storyteller. His Lakota name is Tokyo Inajin, meaning "First to Arise."</p> <p>Jessika Von Innerebner is an author and self taught illustrator from Kelowna, British Columbia.</p>
<p><b>UPE course connections (not exhaustive)</b></p>	<p>EDUC 435 Focusing on linguistic diversity, this text offers the opportunity to delve into various Indigenous languages such as Blackfoot and Cree. Educators may also use the author's background as a starting point to discuss the importance of one's name and how this contributes to a person's identity.</p> <p>EDUC 450 Diversity in learning is an opportunity for pre-service teachers to learn about a variety of cultures that may be found in their future classrooms. Using this text, in comparison to others, instructors can point out key differences between Indigenous peoples and highlight the idea that there are several types of subcultures within this umbrella term (I.e. Metis vs. Lakota.)</p> <p>EDUC 520 Pre-service teachers can use this text as an example of how to create a lesson that is interdisciplinary and connects knowledge between subject areas. This text specifically can be used to connect elements of literacy, science and well-being. It can be used to demonstrate how to develop an effective interdisciplinary lesson, utilizing several subject areas and gaining the most from a text.</p>
<p><b>K-12 connection</b></p>	<p>The target age range is grades 1-2. Subjects: English Language Arts, Science.</p> <p><b>English Language Arts: Grade 1</b></p>

**General Outcome 1 (1):** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

**1.2 Clarify and Extend**

**Consider the ideas of others**

- listen and respond appropriately to experiences and feelings shared by others

**Science: Grade 1**

**General Learner Expectations**

*Students will:*

1-11 Describe some common living things, and identify needs of those living things.

**Specific Learner Expectations**

*Students will:*

1. Observe, describe and compare living things.
2. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).
3. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space.

**English Language Arts: Grade 2**

**General Outcome 1 (2):** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

**1.1 Discover and Explore**

**Express ideas and develop understanding**

- contribute relevant ideas and information from personal experiences to group language activities
- talk about how new ideas and information have changed previous understanding

**Science: Grade 2**

**General Learner Expectations**

*Students will:*

	<p>2-10 Describe the general structure and life habits of small crawling and flying animals</p> <ol style="list-style-type: none"> <li>1. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home.</li> <li>2. Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.</li> <li>3. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.</li> </ol>
<p><b>Materials</b></p>	<p>Dawn Flight book  A sharing rock  Writing journals  Pencils and colouring tools</p>
<p><b>Rationale</b></p>	<p>Big Idea: Dawn Flight draws attention to the Lakota people, and the eagle, who provides the gift of love according to Indigenous peoples. Love can be given, received and perceived in several ways. All of which are valid to each person's individual experience.</p> <p>Purpose: This book highlights one of the seven sacred animals and teachings. It brings awareness to Indigenous ways of knowing, such as the importance of nature, and the inherent idea that all living and non-living creatures have a spirit. There is a connection between human and animal life, rooted in a relationship founded on mutual respect and equality.</p> <p>The text can also be used as a starting point to explore how specific animals function in the wild, such as how they raise their young. Teachers may consider bringing in a live view of eagles with an eagle camera. The eagle camera provides a safe and respectful close up look into their home, appearance and general lifestyle.</p>

<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Before reading, take a moment to discuss Kevin Locke and his Lakota heritage with your class. You can include his English and Lakota name, along with the meaning.</li> <li>2. Read "Dawn Flight" together as a class, touching on what message the Eagle teaches the Lakota people.</li> </ol> <p><b>Topics of Conversation:</b> The Eagle is one of seven sacred animals. Eagle provides the gift of love.</p> <ol style="list-style-type: none"> <li>3. Engage in a brainstorm session via a sharing circle. Explain how each person will have the opportunity to speak in the circle and it is important to travel clockwise and show each person respect while they speak uninterrupted. If you choose, use a sharing rock to clearly identify whose turn it is to share.</li> </ol> <p>Have each student share, using one of the prompts: "I feel love when..." or "I show love when..."</p> <p>Have the students document their ideas in a writing journal. They are free to expand on their idea of what love means to them and how it is shown/received, depending on their level of writing experience. Students can also include a coloured picture to reinforce their thoughts.</p> <p><b>EXTENSION ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Scientists have placed cameras next to eagles to learn how they raise their young. Show and have students document this process via the live eagle cam found here:  <a href="https://explore.org/livecams/bald-eagles/decorah-eagles-north-nest">https://explore.org/livecams/bald-eagles/decorah-eagles-north-nest</a></li> </ol> <p><b>Questions to consider:</b> What do you notice about the eagles appearance? What wonders do you have about the eagle?</p> <ol style="list-style-type: none"> <li>1. Listen and learn how to say the word 'eagle' in Blackfoot: Piitaa (Pee-Tah), and Cree: Kihew (Keh-Hew)</li> </ol>
<p>Supporting Sources (APA):</p>	<p>Locke, K. (n.d.). About kevin locke. Retrieved from <a href="https://kevinlocke.com/about-kevin-locke/">https://kevinlocke.com/about-kevin-locke/</a></p> <p>Von innerebner. (n.d.). About. Retrieved from <a href="http://www.jessvoni.com/about">http://www.jessvoni.com/about</a></p> <p>Decorah Eagles Live Cam. (n.d.). Decorah North Eagles. Retrieved from <a href="https://explore.org/livecams/bald-eagles/decorah-eagles-north-nest">https://explore.org/livecams/bald-eagles/decorah-eagles-north-nest</a></p>