

Elementary Lesson plan for Lessons from Mother Earth storybook - Grade 4

Resources used and possible concerns	Picture book: Lessons from Mother Earth by Elaine McLeod (Author), Colleen Wood (Illustrator)
Author/creator and/or literature background	<p>Elaine McLeod</p> <ul style="list-style-type: none"> <li>- She is a member of the Na-Cho Nyak Dun First Nation.</li> <li>- The stories she writes were originally told to her children so that they would know their history and understand their roots.</li> </ul> <p>Colleen Wood</p> <ul style="list-style-type: none"> <li>- She is a graphic designer, illustrator and photographer.</li> <li>- Her work has been shown in the Canadian Federation of Artists' international art exhibition, and she has been showcased in International Artist Magazine.</li> </ul>
UPE course connections (not exhaustive)	<p>Education 427</p> <ul style="list-style-type: none"> <li>- The lesson plan integrates topics from multiple subject areas including social studies in the examination of the Indigenous people's way of life and respect for the land. It explores the scientific topic of respect and care for the environment and the examination of natural resources and sustainability and these resources.</li> </ul> <p>Education 435</p> <ul style="list-style-type: none"> <li>- The lesson plan engages students in developing their literacy skills through the focus on having meaningful discussions about a wide range of educational topics, learning new vocabulary and writing ideas down.</li> </ul> <p>Education 450</p> <ul style="list-style-type: none"> <li>- The topic of caring for the environment and our natural resources will be introduced through a range of ways, including storytelling, discussion, and art.</li> </ul> <p>Education 530</p> <ul style="list-style-type: none"> <li>- Students will be introduced to the Na-Cho Nyak Dun First Nation. Students will learn about the Indigenous way of respecting and honoring the land.</li> </ul>
K-12 connection	<p><b>General Outcomes:</b></p> <p><b>4.1 A Sense of the Land</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment.</li> </ul>

	<p><b>Specific Outcomes 4.1.1</b></p> <ul style="list-style-type: none"> <li>● Demonstrate care and concern for the environment through their choices and actions.</li> <li>● Appreciate how land sustains communities and quality of life</li> </ul> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● Examine how various cultures view the relationships between living organisms and their ecosystems.</li> <li>● Communicate questions, ideas, and intentions, and receive, interpret, understand, support, and respond to the ideas of others with respect to sustainability and the environment.</li> <li>● Appreciate how land sustains communities and quality of life</li> </ul>
<p>Materials</p>	<ul style="list-style-type: none"> <li>- Lessons From Mother Earth Picturebook</li> <li>- Mural painting materials including</li> </ul>
<p>Rationale</p>	<p>Big idea: The land is respected and revered in Indigenous cultures. Students are encouraged to explore Indigenous Peoples traditional beliefs of mother earth through the use of Indigenous literature.</p> <p>Purpose: The storybook is used as a hook to introduce the topic of environmental sustainability and introduces an Indigenous perspective on it. Earth is referred to as 'Mother Earth' in this lesson honouring the belief that the planet, as in all things, is living and has value. This wording fosters student empathy and compassion towards the earth. Students will relate to and empathise with the earth and will encourage students to take responsibility towards it. Students will learn proactive positive habits to treat Mother Earth well in thanks for all that she provides. Some of these positive habits will include treating plants well, recycling used items, and not being wasteful with resources.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Introduce author Elaine McLeod as a member of the Na-Cho Nyak Dun First Nation. Explain that the Na-Cho Nyak Dun speak the Northern Tutchone Northern Tutchone. Na Cho Nyak means big river in the Northern</li> </ol>

	<p>Tutchone language. The group lived in the community of Mayo in Yukon where they lived off the land hunting animals, fish and birds. They also used plants for food and medicinal purposes.</p> <p>2. Discuss book title and introduce vocabulary:</p> <p>Environment The Environment is everything that is around us, which includes both living and nonliving things such as soil, water, animals and plants</p> <p>Natural resources Elements of the natural environment that are of use to humans. Examples include the sun, wind, ocean, rivers.</p> <p>Sustainability Means using natural resources in a way that we could keep doing for a long time without destroying it or running out.</p> <p>3. Read the Lessons from Mother Earth storybook.</p> <p>4. Discuss the meaning behind the story. Ask students to reflect on the meaning of the garden and how it can extend to mean all nature. Just like we take care of our garden, we must see nature as a mother which gives us sustenance. We respect it and take care of it and in return it provides us with what we need. We must take care of mother nature, we must treat it well, and only take what we need and only then will it continue to give us the benefits that we seek such as food and nourishment.</p> <p>5. Mural:</p> <ul style="list-style-type: none"><li>● Show images for examples of murals and discuss the meaning behind each one. This can serve as a launching place for students' own ideas on what they want to paint themselves.</li><li>● pick a topic. Get students involved in choosing a topic to get them invested and interested.</li><li>● Decide who will be involved. This project can be a single class project or a school wide project or even a community project if you invite parents and community members to join.</li><li>● Connect with a local First Nations, Inuit or Metis</li></ul>
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	<p>community. Invite them to share their knowledge and experience.</p> <ul style="list-style-type: none"><li>● Once you've chosen your theme, ask students to create drawings around that theme. After which, you will use their ideas to create a cohesive whole.</li><li>● Once you have a solid plan for your mural, choose the surface you will be painting it on, this can be a canvas.</li><li>● Decide the size of the canvas and sketch out the outline of your painting and decide what colors you will use for each section and assign students portions to paint.</li><li>● Document the process by taking pictures and videos. Asking students to share their learning before, during and after the project.</li><li>● Share with the school community explaining the motive behind the mural being respecting and honouring mother earth.</li></ul> <p>*If you choose to paint the mural on a wall, make sure to scale your sketch to that wall. Consider if the wall surface needs priming before you begin. You may use a projector to help you trace out your image. When drawing on the wall, make sure you use a drawing material that is easy to see such as a permanent marker. If painting directly onto the wall, wall paint is best used instead of acrylic. Gloss paint will be most durable. Be methodical about the colors, label the wall with the color each space will have to avoid mistakes. Assign students different sections to paint with your guidance and supervision. Your mural will need at least two coats in all areas. Finally, go over the outlines. This opportunity provides students an opportunity to take ownership and collaborate with their classmates/ schoolmates to create an impressive work of art.</p>

Supporting Sources (APA):.

First Nation of Na-cho Nyak Dun. (n.d.) Retrieved from:  
<https://afnyukon.ca/nations/first-nation-of-nacho-nyak-dun/>

Ready to Change the World? (n.d.) Retrieved from:  
<https://www.helpingourmotherearth.com/how-to-do-your-own-mural-project.html>

Schuukei, A. (2018). How to Create a Successful Mural with Younger Students. Retrieved from: <https://theartofeducation.edu/2018/10/24/how-to-create-a-successful-mural-with-younger-students/>

Mural examples:

1.



St. Thomas Aquinas Mural project (Mar, 2015). Retrieved from: <https://www.helpingourmotherearth.com/sta-mural-project.html>

2.



St. Thomas Aquinas Mural project (Mar, 2015). Retrieved from:  
<https://www.helpingourmotherearth.com/sta-mural-project.html>

3.



St. Thomas Aquins Mural project (Mar, 2015). Retrieved from:  
<https://www.helpingourmotherearth.com/sta-mural-project.html>