

### Grade 3- Nipin and the Rocks

Developed by Andra Slavik, 2019 Werklund Graduate.

Resources Used	Nipin and the Rocks by Victoria Bouvier Illustrated by Samantha Pratt
Author	Nipin and the Rocks by Victoria Bouvier <ul style="list-style-type: none"><li>Metis Nation of Alberta 3, Calgary</li></ul> Illustrated by Samantha Pratt
UPE Connections	<p>EDUC 450: In EDUC 450, we learn how to create safe and inclusive spaces through educating pre-service teachers on how to be an ally and advocate for students in their classroom. This lesson, where a book written through the lens of a Metis author, is important to making all students feel included and seen. Sharing books from different cultures and worldviews is crucial to this course and the classrooms that teachers who come out of this class create.</p> <p>EDUC 530: In EDUC 530, pre-service teachers learn about the importance of decolonizing classrooms and teaching through an Indigenized lens. This lesson creates space for students to learn about Indigenous ways of knowing through wholeness and totality of creation which is important to this course. It also allows for students to learn about the importance of nature to Indigenous communities through an Indigenized lens which is also central to this course. Additionally, amplifying Indigenous voices, authors and artists is central to this course as this lesson does.</p> <p>EDUC 535 (Elementary English specialization): This course focused on the importance of representation and connection to text in classrooms, but also in students' understanding of the world around them. This lesson introduces a meaningful and diverse text that students can connect to personally, and also opens up discussion about different cultures, ideas and worldviews.</p>
K-12 Connections	<ul style="list-style-type: none"><li>This lesson is developed for a Grade 3 ELA grade level.</li></ul> <p>Social Studies</p> <ul style="list-style-type: none"><li>What are traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other.</li><li>How do the individual groups in the communities cooperate and share with other group members.</li></ul> <p>ELA 2.2 Responds to Texts</p>

	<ul style="list-style-type: none"> <li>● Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts</li> <li>● Make inferences about a character's actions or feelings</li> <li>● Express preferences for one character over another</li> </ul> <p>Health Program of Studies</p> <p>Understanding and Expressing Feelings</p> <ul style="list-style-type: none"> <li>● Recognize the effects of sharing positive feelings on self and others.</li> <li>● Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour</li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Nipin and the Rocks</li> <li>● Smart board/Whiteboard for brainstorm web</li> <li>● Visual Journals/ pieces of paper for each student.</li> </ul>
Rationale	<p>The purpose of this lesson is to understand cause and effect within the text as well as through student's' lived experience. In this lesson, we will identify the motivations of the characters in the story and the effect of these actions on others. Then, student's will be asked to look within themselves and identify a time in their lives where their actions have affected others in a positive or negative way.</p>
Lesson/ Activity	<ol style="list-style-type: none"> <li>1. Explain that this book is written by Victoria Bouvier who is Metis, and from Metis Nation Area 3 Alberta, which is Calgary AB. Show a map of Metis Nation, and have a discussion about Metis culture, tradition and history. Use <a href="#">Métis in Alberta (Part 2): Governance and Settlements</a> as a classroom resource. See Appendix 1.1 for map.</li> <li>2. Read Nipin and the Rocks with the class.</li> <li>3. Have a class discussion about why Nipin decided to take the rocks. How did his decision to take the rocks affect others? In an idea web, brainstorm all of the ways that Nipin's decision to take the rocks affected Mosom and his community.</li> <li>4. Then pose the question- "Can you think of a moment in your life where your actions have affected others, in a good or bad way?" Take some examples and have students tell them to an elbow partner. Have students come back together and write some examples down.</li> <li>5. In visual journals or separate pieces of paper have students draw a picture of the time that their actions have impacted others. Have student's draw a picture, and explain the visual through bullet points on the bottom of the picture and how their actions had an impact. See exemplar in Appendix 1.2.</li> </ol>

--	--

### Supporting Sources

Alberta Regional Professional Development Consortium (n.d.). Conversation Guide: Métis in Alberta (Part 2): Governance and Settlements [Web log post]. Retrieved August 21, 2020, from <http://empoweringthespirit.ca/wp-content/uploads/2017/05/M%C3%A9tis-in-Alberta-Part-2-Governance-and-Settlements-.pdf>

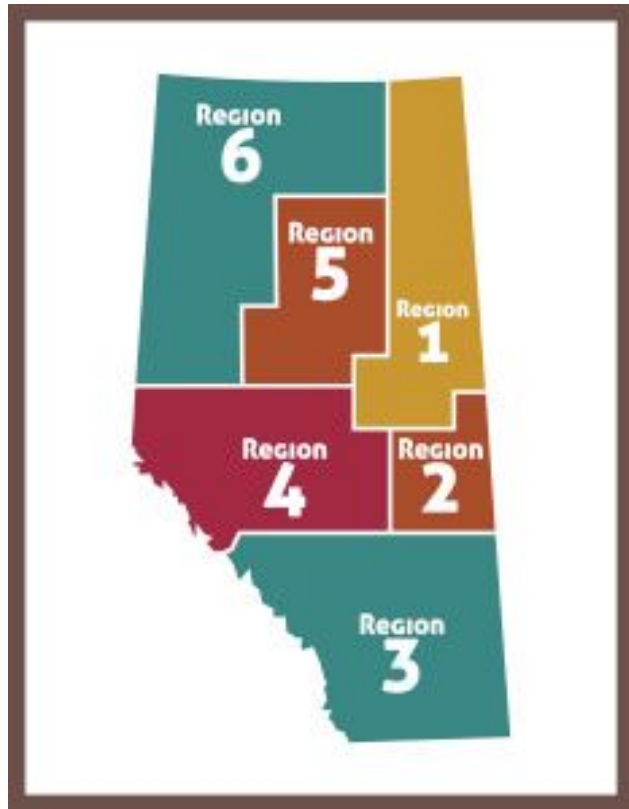
Metis Nation of Alberta (n.d.). Culture. Retrieved August 21, 2020, from <http://albertametis.com/culture/>

Metis Nation of Alberta (2020). Region Map Vector-01. Retrieved August 21, 2020, from <http://albertametis.com/governance/region-map-vector-01/>

Yaroshuk, R. (2012). Nipin and the Rocks. Retrieved August 21, 2020, from <http://www.umanitoba.ca/cm/vol19/no2/nipinandtherocks.html>

## Appendix

1.1



See region 3 of Metis in Alberta

1.2

