

Title: Powwow Counting in Cree

<p>Resources used and possible concerns</p>	<p>Picture book: Powwow Counting in Cree by Penny M. Thomas, illustrated by Melinda Josie. The eBook (available through the Calgary Library) offers audio which will help students and teachers pronounce the numbers properly. Teacher’s guide for Powwow Counting in Cree (available for free, see link below under supporting sources) by Katherena Vermette has many other lesson plan ideas and includes background information about Cree culture for educators.</p>
<p>Author/creator and/or literature background</p>	<ul style="list-style-type: none"> - Penny M. Thomas is of Cree-Ojibway background, a First Nations advocate and works in psychology and therapy. - Melinda Josie is originally from Northern Ontario, currently lives in Toronto and works as an illustrator, artist and textile designer.
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 435 Literacy, Language and Culture This resource provides an example on how to integrate Indigenous languages and cultures into literacy and numeracy instruction. One of the course readings by Babae (2011) highlights that educators need to develop positive attitudes towards Indigenous languages. Furthermore, educators need an awareness for the needs of Indigenous students whose first language is not English. Educators can use this resource to celebrate all first languages in their classrooms .</p> <p>460.07 Specialization I Elementary Mathematics This lesson plan could be used as an example on how to connect the outcomes from the math curriculum with Indigenous language and culture. As part of assignment 3, instructors could challenge their student teachers to incorporate Indigenous knowledge, culture and or language into their lesson plan design.</p> <p>460.11 Specialization I Elementary Social Studies This lesson plan could be used as an example when discussing ways of engaging with Indigenous perspectives in social studies in a meaningful and authentic way.</p> <p>520 Interdisciplinary Learning This lesson connects well to week 6 of EDUC 520 to illustrate how interdisciplinary learning can be used to support student focused and authentic learning. Literacy, numeracy, Indigenous language and culture are brought together to enrich the learning experience in an elementary classroom.</p>
<p>K-12 connection</p>	<p>Suggested: Kindergarten and Grade 1.</p>

The Alberta Program of Study for Math outlines the importance of making connections between numeracy and diverse backgrounds and interests. The curriculum highlights that Indigenous students may benefit from contextualized learning in math. Connecting math with Indigenous culture and language may also contribute to a sense of belonging for Indigenous students. Furthermore, it provides an opportunity for all students to learn about Cree language and culture and make connections between math and the real world.

Math Kindergarten:

Develop number sense:

1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots.
3. Relate a numeral, 1 to 10, to its respective quantity.
4. Represent and describe numbers 2 to 10, concretely and pictorially.
5. Compare quantities 1 to 10, using one-to-one correspondence.

Patterns and relations

1. Sort a set of objects based on a single attribute

Math Grade 1

Develop number sense

1. Name familiar arrangements of 1 to 10 objects or dots)

Patterns and relations

1. Sort objects, using one attribute, and explain the sorting rule.
2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.

Space and Shape (measurement)

1. Ordering objects and matching

Social Studies:

This lesson connects to the front matter of the Social Studies curriculum by honouring and valuing the traditions, concepts and symbols that are the expression of Indigenous identity.

Social Studies Kindergarten:

The lesson includes the following connections to the social studies program of study:

1. Exploring who students are in relation to others
2. Understanding of language and culture and how it contributes to a person's unique identity.
3. How do culture and language contribute to my unique identity?
4. How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities?

	<p>Social Studies Grade 1</p> <p>The lesson includes the following connections to the social studies program of study:</p> <ol style="list-style-type: none"> 1. Appreciate multiple languages, cultures and experiences within their groups and communities 2. What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? 3. recognize how diverse Indigenous and Francophone communities are integral to Canada's character 4. Appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging 5. What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?
<p>Materials</p>	<p>(Digital) Copy of the book Powwow Counting in Cree Smart board</p> <ul style="list-style-type: none"> - Map of Cree territories (to show on smartboard) <p>For stations:</p> <ol style="list-style-type: none"> 1. Feathers (different sizes/colours) 2. Rocks (collected by students before the lesson) 3. Photocopy of 10 circles with numbers 1-10 4. Large beads 5. String with knots at one end 6. Photocopy of page with 9 little dancers and corresponding shapes printed on felt/cardboard 7. Scissors 8. Crayons 9. Paper
<p>Rationale</p>	<p>Big idea: Make a connection between Cree culture and math.</p> <p>Purpose: Students learn to count in Cree while also learning about important aspects of Cree culture. Students develop number sense, recognize and sort shapes and practice measuring objects.</p> <p>This lesson draws on land-based learning by teaching across curriculums, inviting knowledge keepers into the classroom and by focusing on hands on learning.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> 1. Brainstorming: What do you know about Indigenous Peoples in Canada (First Nations, Metis and Inuit)? Teacher records answers on a whiteboard and then adds additional thoughts.

2. Discussion about languages. Which languages do you know of? What languages does your family or community speak? What languages have you heard while on holidays?
3. Teacher explains that there are over 40 different Indigenous languages spoken in Canada and that each language has many different dialects. Today we will read a book which teaches us how to count in Cree. This book will also teach us about Cree celebrations which are called powwows.

“A powwow is a traditional gathering of people, often from other tribal groups or from far away, and involves dancing, singing, and ceremony” (Vermette, 2014).

4. Listen to the audio book displayed on the smart board or read the print copy. Listen to the book a second time. Pause after each page and have class repeat the words.
5. In a talking circle discuss what students have learned about Cree celebrations and how they celebrate with their families. Use sentence starters like:

“Cree celebrations include...”

“In my family/community we celebrate by...”

6. During recess students are asked to collect 10 rocks each which can be used at the counting station.
7. Set up 3 stations: Students rotate between stations (Due to covid protocols students could use individual materials at their own desks).

Best practice is to invite a traditional knowledge keeper or Indigenous artists to the classroom to teach the class about important symbols in Indigenous culture.

Feathers represent the individual human being and are to be treated with respect (FacelesswithEyesOpen, 2009). Feathers are important for many Indigenous peoples. Examples using feathers include honoring people for example at a graduation celebration, taking turns speaking in a talking circle and as part of ceremonies and dances (Featherproject, 2010; Vermette, 2014).

Beading is an important part of Indigenous culture. Colours and patterns in clothes tell us something about the person who is wearing them (Alberta Historic Places, 2018).

Station 1: Counting Feathers/Rocks

1. Count all feathers
2. Sort feathers by colour and size

	<ol style="list-style-type: none">3. Place feather in muffin tins or boxes based on sorting rules (colour and size).4. Arrange and count the collected rocks on template provided <p>Station 2: Shapes</p> <ol style="list-style-type: none">1. Students are provided with paper and cut out shapes.2. Match the provided cut out shapes to the picture of the 9 little dancers. Provide multiple copies of the book.3. Students draw their own art using 3 of the shapes. <p>Station 3: Measuring/Counting</p> <ol style="list-style-type: none">1. Choose and string large beads until the beads are long enough to reach around the students' wrist.2. Students count how many beads they used.3. Teacher asks students how many beads they have
	Extension: Students discuss how they celebrate in their families and community and create one page or a whole counting book with illustrations in their first language or language they are interested in.

Supporting Sources (APA):

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