

I am a mother of two young children, and find so much joy in watching them explore, experiment, and learn about the world around them. The greatest gift is seeing the world through a child's eyes.

Resources used and possible concerns	Picture book <i>Solomon's Tree</i> written by Andrea Spalding and illustrated by Janet Wilson. Indigenous contributions from Victor Reece.
Author/creator and/or literature background	<p>Andrea Spalding</p> <ul style="list-style-type: none"> - Author, artist, teacher, storyteller, musician - Written over 30 books, two films, and over 100 scripts for tv and radio - As a musician she has performed on the children's tv show Storytime - Immigrated from Manchester, England. In an effort to learn about Canada she "talked first to the elderly and to the people of the First Nation". Through this, she came to realize that "that history is filtered through the senses and emotions of the people relating it, and that Canada was really much more than one hundred years old at the time." (Andrea Spalding, n.d.) <p>Janet Wilson</p> <ul style="list-style-type: none"> - Author, illustrator, inspirational speaker - What people are saying: "<i>Janet's passion for social, environmental, and First Nations justice issues, as well as art, makes her a versatile and inspiring speaker.</i>" <p>Victor Reece</p> <ul style="list-style-type: none"> - Tsimpshian master-carver, storyteller, educator, public speaker - Member of the Wolf clan of the Tsimshian Nation - Hereditary name is Whe'X Hue ("Big Sky") - Assisted in the design and construction of a traditional Tsimshian longhouse for the Canadian Museum of Civilization. <p>Solomon's Tree</p> <ul style="list-style-type: none"> - CLA Amelia Frances Howard-Gibbon Illustrator's Award nominee, 2003 (Short-listed) - BC Book Prize - Christie Harris Illustrated Children's Literature Prize nominee, 2003 (Short-listed) - Canadian Toy Testing Council Recommended Books, 2004 (Commended) - CCBC Our Choice starred selection, 2003 (Commended) - Chocolate Lily nominee, 2004 (Short-listed) - First Nation Communities Read Award selection, 2004 (Commended) - SYRCA Shining Willow nominee, 2004 (Short-listed) - Resource Links "The Year's Best", 2002 (Commended)

<p>UPE course connections (not exhaustive)</p>	<p>EDUC 435 (Literacy, Language, and Culture)</p> <ul style="list-style-type: none"> - One of the main takeaways from EDUC 435 is the incorporation of diverse texts as a means of creating an inclusive environment. It is crucial that students see themselves as represented in the resources that are used within the classroom. - This book shares an Indigenous way of thinking, of how all of the world is connected. It shares the lifecycle that a tree may take and demonstrates the importance of nature to the Indigenous way of life. - A takeaway from the book is that each living being (including trees) has a spirit. - There is a strip panel that is located at the bottom of the text box on each page, which was designed and created by an Indigenous artist (Victor Reece). <ul style="list-style-type: none"> - The strip panel is explained in detail at the end of the book and discusses the design and the significance of the objects chosen. <p>EDUC 450 (Diversity in Learning)</p> <ul style="list-style-type: none"> - Cultural diversity in the classroom remains a critical component in the engagement and also the development of students. Diversity should be represented in gender, sexuality, culture, religion, economic status, etc. - The incorporation of diverse representation of people challenges students to find similarities and differences to their own lives, as well as contributions to our global population. - This book does a great job of highlighting the idea of spirit, and part of the belief system of many Indigenous people. <ul style="list-style-type: none"> - Care should be taken to differentiate beliefs vs religion, as these are not one in the same in the eyes of Indigenous people. - Additionally, the process of making the mask is looked at, including honoring the spirit of the tree/wood through song and dance. - There is one line in the book that is spoken in an Indigenous language (I do not know which), and reads: <ul style="list-style-type: none"> - "Gwā eee dim haoou" <ul style="list-style-type: none"> - If possible, try to access your school's Indigenous liaison to get an accurate translation of this phrase. <p>EDUC 460 (Specialization I) and EDUC 535 (Specialization II)</p> <ul style="list-style-type: none"> - The book allows for the discussion of science (life cycles) through Indigenous ways of knowing; another perspective/lens on scientific topics. <ul style="list-style-type: none"> - The book touches on the lifecycle of a maple tree in a forest, as well as the seasonal changes that the tree experiences. <ul style="list-style-type: none"> - A hummingbird uses the branches of the tree to build her nest (spring) - The transformation of a butterfly from a chrysalis (summer)
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	<ul style="list-style-type: none"> - The tree let go of its seeds and leaves (fall) - The wind and rain that was brought forth during winter - The tree was used as firewood (stored in the shed), as well as the body of the mask which was carved. <ul style="list-style-type: none"> - The tree lives on! <p>EDUC 520 (Interdisciplinary)</p> <ul style="list-style-type: none"> - The ability of an educator to successfully interweave interdisciplinarity into their classroom requires significant thought and effort. This is more easily accomplished in the younger grades, where there is predominantly one educator for the duration of the school year. - Science (Grade 3: Lifecycles) <ul style="list-style-type: none"> - Teacher to present the lifecycle of a hummingbird - Class to study the lifecycle of a butterfly together - Students select an animal, and research its lifecycle. - English <ul style="list-style-type: none"> - The students will have to complete research on the animal that they have chosen and document their ideas (jot notes). - The students will then have to organize their ideas, and determine which portions are relevant to the task. - The students will then have to present the information in a manageable way, to convey the lifecycle of their animal. This should use pictures, diagrams, and words. <p>EDUC 530 (Indigenous)</p> <ul style="list-style-type: none"> - The new Teacher Quality Standards states that educators must consistently incorporate Indigenous ways of knowing into their classroom. The use of text and images is a fabulous starting point for authentic and meaningful discussion, which can easily advance age appropriate discussions and points of inquiry. - This book provides the students with a non-Western way of viewing and interpreting the world. In this instance, it's through Indigenous ways of knowing.
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K-12 connection	<p>This lesson plan focuses primarily on supporting the Alberta Grade 3 Science outcomes</p> <p><u>Grade 3 Programs of Study</u></p> <p><i>Science</i> Topic E: Animal Life Cycles 3-10 Describe the appearances and life cycles of some common animals and identify their adaptations to different environments.</p> <p><i>English Language Arts</i> The extent to which you carry the extension idea will dictate which outcomes you will add to the list below.</p> <p>General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information. 3.1 Plan and Focus 3.2 Select and Process 3.3 Organize, Record and Evaluate 3.4 Share and Review</p>
Materials	<ul style="list-style-type: none"> - <i>Solomon's Tree</i> book - Science journals - Pencils - Library books and/or technology to complete research via internet - Examples of lifecycles (hummingbird), created in the format you wish your students to use - Butterfly larvae kits
Rational	<p>Big idea: Each living being has a unique lifecycle, which doesn't necessarily end once it has deceased.</p> <p>Purpose: The use of the book <i>Solomon's Tree</i>, provides grounds for starting discussions into animal life cycles. What is important and valid in this discussion is that the hummingbird relies on the tree for the creation of a nest... And so, two life cycles are entwined. Grade 3 may only look at the lifecycle of one living being, but discussion on the reliance of living beings on each other should ensue, as well as the idea that the <i>spirit</i> of a being continues even when deceased.</p> <p>Extension:</p> <ul style="list-style-type: none"> ● English Language Arts <ul style="list-style-type: none"> ○ It would be interesting if a story could be created, using the perspective of the animal that each of the students chose to investigate. This would mimic the idea that the tree could talk

	<p>as portrayed in the book.</p> <ul style="list-style-type: none">● Grade 1: Seasonal Changes<ul style="list-style-type: none">○ This book could be used for grade 1, seasonal changes.○ The story takes us through the seasons, and the changes that the tree sees.
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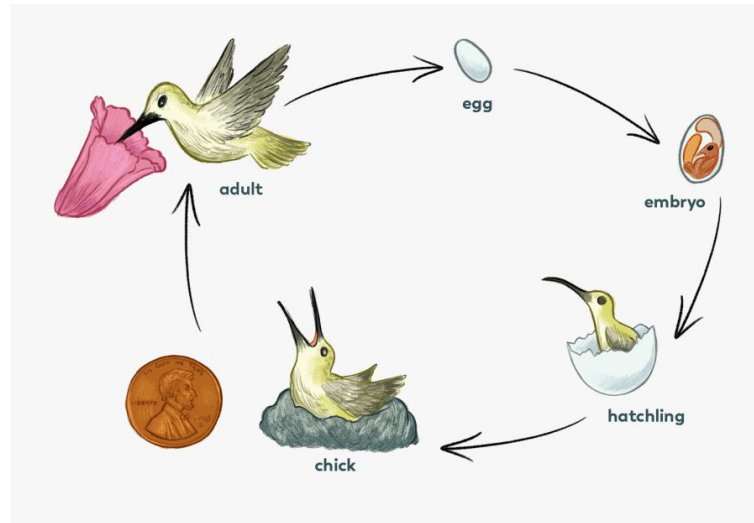
This lesson will take more than one class. It will take multiple lessons and should be planned for such timelines.

* Although the outline is presented as a numbered sequence, body breaks should be incorporated based on classroom needs.

* Additional differentiation strategies should be considered based on individual classroom/student needs.

* "I Can" Statements should be incorporated, to clearly outline learning intentions

Lesson/activities	<ol style="list-style-type: none"> 1. Introduce the book to the class. Discuss the importance of collaboration between people with multiple heritages. Although the author and illustrator are not of Indigenous heritage, they collaborated with an Indigenous person (Victor Reece) to ensure the story remains culturally accurate. 2. Read the book, <i>Solomon's Tree</i>, out loud <ol style="list-style-type: none"> a. Break frequently to ask students questions, to assess student comprehension. <ol style="list-style-type: none"> i. Do you have a favorite place in your backyard? ii. What animals and insects have you noticed in your backyard? What have you seen them do? iii. What objects in your house do you have, that are made of wood? – Do you know what kind of wood it is, and what the tree looks like? iv. If you made a mask, what animals would you paint on the front? Why? 3. Classroom discussion <ol style="list-style-type: none"> a. Follow up with a brief and general discussion of the book. <ol style="list-style-type: none"> i. What did you think was interesting? b. Discussion should include the "strip panels" that reoccur at the bottom of the text boxes. <ol style="list-style-type: none"> i. Reference the information located at the end of the book. Stress the importance of the selection and representation of the individual objects/beings. ii. If possible, contact your Indigenous liaison to find information regarding the importance of each of the objects/beings (Raven, labret, Grandmother moon, canoes, eagle). Care to be taken to denote specific representation/interpretation of the Tsimpshian tradition. <i><u>*There are many UNIQUE cultures/traditions within the Indigenous population.*</u></i> 4. As a class, review the lifecycle of the hummingbird, which nested within the Maple tree in the book.
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(Tristan Case, n.d.)

5. Introduce the butterfly larvae to the class.
 - a. Discuss that they will be studying the life cycle of a butterfly together.
 - b. The students will need to document in their science journal (daily) what they notice about the butterfly larvae. *(Daily prompts should be provided to the students to strengthen their observation skills)*
 - i. Pictures and words
 - ii. What are they observing?
 - iii. "Be a scientist!"
6. Students return to their desks and brainstorm an animal that they would like to research. This would include researching the lifecycle of that animal, as well as the habitat, eating habits, predators, house, where it lives, etc.
 - a. Journal entry:
 - i. Why does this animal interest you?
 - ii. What do you want to find out?
7. Begin researching their animal *(This would be broken out into multiple lessons)*
 - a. Begin with the lifecycle of the animal
 - i. Create a diagram of the life cycle
 - b. Continue with the other areas of research
 - i. Habitat, food, sleeping, predators, etc.
8. Students present their animal life cycles to the class. A simple oral presentation to practice speaking skills would be all that is required.
9. Depending on where you would like to take the research, allow for the students to create a diorama of their animals' habitat, create a story, etc... *There are multiple ideas for extension which could be explored, depending on outcome desires and student interest. (diorama, story,*

	<p><i>fact sheet, report, brochure, etc).</i></p> <p>10. Once complete, the students will share their creations (step 9) with the rest of the class.</p>
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