

Subject/Grade: Grade 4 Social		Lesson Title: The Study of Tipi's		
Stage 1: Identify Desired Results				
Established Goals: (Learning outcome/s & indicator/s from curriculum)				
<u>DR.5.2</u>				
(c) Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.				
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i> <ul style="list-style-type: none"> ● I can understand the importance of a tipi ● I can understand the individual pole meanings ● I can understand who used tipis ● I can understand why Indigenous peoples used tipis 		<i>U</i>	Essential Questions: <ul style="list-style-type: none"> ● What are the meanings of the 15 tipi poles? ● Why do Indigenous Peoples use tipis? 	
<i>Students will know...</i> <ul style="list-style-type: none"> ● Students will know what is the name of each pole of a tipi ● Students will know how tipis can be used ● Students will know what a tipi looks like 		<i>K</i>	<i>Students will be able to...</i> <ul style="list-style-type: none"> ● Students will be able to label each pole of a tipi ● Students will be able to record information for future reference ● Students will be able to design their own tipi 	<i>D</i>
Stage 2: Determine Evidence for Assessing Learning				
Students will be formatively assessed by creating their own tipi				
Stage 3: Build Learning Plan				
Instructional Strategies: <ul style="list-style-type: none"> - Using hands on crafts 				

<p>(45 min lesson)</p> <p>Set (Engagement): Length of Time: 5 min</p> <ul style="list-style-type: none"> - Display a picture of a tipi - Ask students if they know what a tipi is & if they know any information about tipis (who, why, what) <p>Development: Time: 35 mins</p> <ul style="list-style-type: none"> - Hand Out Labeling and fun fact sheet - Explain who uses tipis, where do Indigenous peoples use tipis, why they use them, what they look like, what they are made of - Have students write down one point of information they found the most interesting - Discuss the 15 names of the poles that construct tipis **label the name of each pole as we discuss as a class** - Instruct students to create their own tipi **design** - Hand out tipi craft - Work on design for 15 mins - Instruct students to cut out tipis - Instruct students to glue sides together **glue as class <p>Closure: Time: 5 mins</p> <ul style="list-style-type: none"> - Clean up craft supplies 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Tipi Information - Pencil Crayons - Pencil - Scissors - Glue - Label worksheet <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Have an already created example of tipi craft - have traditional aboriginal music playing during craft time - cut & glue tipis for students <p>Management Strategies:</p> <ul style="list-style-type: none"> - Allow time for all questions related to the lesson to be asked and answered - Have a brief minute for students to settle between instructions - Have students take out craft supplies only when needed not all at once <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Scissors are sharp. Inform students to not move around or play with scissors
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Stage 4: Reflection

Professional Development Goal is...

My goal is to give students a basic understanding of tipis and the importance of the overall tipi and a special look at the poles.