

**TAKU RIVER TLINGIT FIRST NATION
LESSONS FOR LANGUAGE ARTS
GRADE 4-6**

In each grade in elementary and secondary school, the Ministry of Education prescribes skills for reading, writing, and oral expression in Language Arts. The topics and ideas are called **prescribed learning outcomes**, i.e. the outcomes of the learning experiences. The documents with lists of the prescribed learning outcomes can be found at <http://www.bced.gov.bc.ca/irp/all.php?lang=en>.

For all grades K to 7, the prescribed learning outcomes Language Arts are organized into three categories:

- Oral Language (Speaking and Listening)
- Reading and Viewing
- Writing and Representing

There are similarities between grades. For example, in the Key Concepts overview chart (2006:14.15) under the category of Reading and Viewing, the following concepts are listed by grade:

Kindergarten: connecting with prior knowledge

Grade 1: making connections to texts

Grade 2: making connections between texts

Grade 3: making connections among texts

Grade 4: choosing texts and defending texts choices

Grade 5: making personal connections to texts

Grade 6: describing personal connections to texts

Grade 7: reflecting on and responding to texts

Within the framework of the prescribed learning outcomes, there is flexibility to include lessons about local community contexts:

English Language Arts K to 7 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility enables educators to pan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. (B.C. Ministry of Education 2006:19).

In addition, the Ministry of Education encourages teachers to plan lessons to meet the needs of Aboriginal students:

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate

and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations. (B.C. Ministry of Education 2006:19)

UNIT TITLE: THE IMPORTANCE OF PLACE NAMES

GRADE LEVEL: 4-6

LENGTH OF UNIT: 3 lessons

I. OVERVIEW:

The lessons in this unit integrate Taku River Tlingit Place Names into required curriculum content. The lessons follow the prescribed learning outcomes for Language Arts/ English K-12 curriculum. In particular, the lessons focus upon the topics in the B.C. Performance Standards: Writing Personal Views or Response, Writing to Communicate Ideas (Essays and Opinions), and Literary Writing (Narrative and Poems).

II. PRESCRIBED LEARNING OUTCOMES:

The Prescribed Learning Outcomes from the British Columbia Ministry of Education, English Language Arts Kindergarten to Grade 7 Integrated Resource Package 2006 are:

- Write a variety of clear informational writing for a range of purposes and audiences. (C2)
- Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used. (C5-7)
- Use writing and representing to express personal responses and relevant opinions in response to experiences and texts. (C8)
- Use writing and representing to extend thinking. (C9)
- Use the features and conventions of language to express meaning in their writing and representing. (C11)

Grade 5:

- Write a variety of clear, focused informational writing for a range of purposes and audiences. (C2)
- Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used. (C5-7)
- Use writing and representing to express personal responses and relevant opinions about experiences and texts. (C8)
- Use writing and representing to extend thinking. (C9)
- Use the features and conventions of language to express meaning in their writing and representing. (C11)

Grade 6:

- Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade. (C2)
- Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used. (C5-7)
- Use writing and representing to express personal responses and relevant opinions about experiences and texts. (C8)
- Use writing and representing to extend thinking. (C9)
- Use the features and conventions of language to express meaning in their writing and representing. (C11)

III. SUGGESTED ACHIEVEMENT INDICATORS:

Grade 4:

- Use the BC Performance Standards, Traits of Writing to assess meaning, style, and form. (C2)
- Set a purpose and identify an audience for own writing and representing (e.g., to persuade, entertain, inform). (C5)
- Contribute to generating class criteria for writing or representing by examining **anonymous writing samples** or examples of literary or information **text** (e.g., great **leads**, interesting story sequence, using a variety of sentence types and length). (C5)
- Generate and develop ideas in a variety of ways (e.g., outline, brainstorm, share conversations, recall, interview, use **graphic organizers**, sketch, create mental images, ask questions). (C5)
- Categorize and organize ideas and information using simple headings and **graphic organizers** (e.g., mind maps, fishbone, storyboards). (C5)
- Enhance **word choice** (e.g., make lists of sensory words relating to the topic, select precise vocabulary from dictionaries or thesaurus, refer to and select from lists of connecting words). (C6)
- **Publish** and share with the intended audience (e.g., class newsletter). (C7)
- Respond to experiences and **texts** in writing or representing by expressing feelings or thoughts (e.g., about a **text** they have read or heard, a schoolyard incident, a play, a film, or a story). (C8)
- Incorporate new vocabulary into their own writing (e.g., writing like a scientist, adopting a character). (C8)
- Use various forms of response (e.g., written, visual, kinaesthetic, electronic). (C8)
- Transpose information from one **form** into another (e.g., reorganize information from prose **form** into charts or organizers). (C9)
- Clarify assumptions in their own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point). (C9)

Grade 5:

- Use the BC Performance Standards, Traits of Writing to assess meaning, style, and form. (C2)
- Set a purpose (e.g., to persuade, entertain, inform) and identify an audience for their own writing and representing. (C5)
- Contribute to generating class criteria for writing and representing based on analysis of **genre** and **form** by examining **anonymous writing samples** or examples of literary or information **text** (e.g., great **leads**, patterns of rhythm and rhyme, using a variety of sentence types and length). (C5)
- Generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview and take notes, use **graphic organizers**, sketch, create mental images, through dramatic play). (C5)
- Categorize and organize ideas and information using simple headings and **graphic organizers** (e.g., mind maps, T-charts, storyboards). (C5)
- Enhance **word choice** (e.g., making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, referring to and selecting from lists of connecting words). (C6)
- **Publish** and share with the intended audience (e.g., send a letter to the editor). (C7)
- Use writing and representing to establish insightful connections between **texts** and personal experiences or knowledge (e.g., similar **conflicts**). (C8)
- Express a range of personal responses through a wide variety of **forms** and media (e.g., personal narrative, poetry, **graphic novels**). (C8)
- Incorporate new vocabulary into their own writing (e.g., writing like a scientist, adopting a character). (C8)
- Clarify assumptions in their own writing and representing (e.g., identify things a reader or viewer needs to know in order to understand the point). (C9)

Grade 6:

- Use the BC Performance Standards, Traits of Writing to assess meaning, style, and form. (C2)
- Set a purpose and identify an audience for their own writing or representing (e.g., to persuade others, entertain, inform, tell a story). (C5)
- Contribute to generating class criteria for writing and representing based on analysis of **genre** and **form** by examining **anonymous writing samples** or examples of literary or information **text** (e.g., use of realistic dialogue, interesting story sequence, using a variety of sentence types and lengths). (C5)

- Generate and develop ideas in a variety of ways (e.g., brainstorm, share ideas, recall, interview and take notes, use **graphic organizers** such as fishbone, sketch or cartoon, take photos, observe). (C5)
- Categorize and organize ideas and information using simple headings and **graphic organizers** (e.g., mind maps, T-charts, storyboards). (C5)
- Enhance **word choice** (e.g., making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, referring to and selecting from lists of connecting words). (C6)
- **Publish** and share with the intended audience. (C7)
- Respond in writing or representing by expressing feelings or thoughts about an experience or a **text** they have read, seen, or heard (e.g., a schoolyard incident, a play, a film, a story). (C8)
- Incorporate new vocabulary into their own writing (e.g., writing like a scientist, adopting a character). (C8)
- Use various forms of response (e.g., written, visual, kinaesthetic, electronic). (C8)

IV. LESSONS:

Lesson One: Places I Have Been

A. Daily Objectives:

1. Students will be able reflect and write about a personal experience that occurred at a place in TRT territory that is named on the www.trt.geolive.ca map.

B. Materials:

1. www.trt.geolive.ca map
2. Five Senses brainstorm sheet
3. 5 W's Plus H brainstorm sheet
4. SmartBoard (optional)

C. Key Vocabulary:

1. personal response
2. sensory input

D. Activity:

1. Ask students to find a place name on the www.trt.geolive.ca map that they have visited.
2. Then, students use a five senses brainstorm sheet to recall information about the visit. For example, what did you see, hear, smell, touch, and taste?
3. Next students make an outline of the events at the visit to the TRT site.
4. Optional: students could draft ideas using the 5 W's Plus H strategy (what, why, when, where, and how) before beginning to write about the visit.
5. Students write a personal response about the visit to the site.
6. Students post the personal responses to the TRT Cultural Outings Forum discussion page.

E. Assessment:

1. Teachers use the B.C. Performance Standards, Quick Scale for Personal Writing available at http://www.bced.gov.bc.ca/perf_stands/writing.htm to assess student writing.

FIVE SENSES BRAINSTORM

Name: _____

Date: _____

Sense:	What I noticed:
What I saw:	
What I heard:	
What I smelled:	
What I tasted:	
What I touched:	

FIVE W's PLUS H BRAINSTORM

Name: _____

Date: _____

Who?	
What?	
When?	
Where?	
Why?	
How?	

Lesson Two: Responding to a Personal Place Story

A. Daily Objectives:

1. Students will respond to a Personal Place Story that they read on the www.trt.geolive.ca map Cultural Outings Forum.

B. Materials:

1. www.trt.geolive.ca map
2. Five Senses brainstorm sheet
3. 5 W's Plus H brainstorm sheet
4. SmartBoard (optional)

C. Key Vocabulary:

1. forum
2. sensory input

D. Activity:

1. Demonstrate to students how to log in to the Cultural Outings Forum, Personal Place Stories section.
2. Students read Personal Place Stories section.
3. Students choose a Personal Place Story they wish to respond to.
4. Ask students to imagine that place based upon the descriptors provided by the writer.
5. Optional: Have students use the Five Senses Brainstorm chart to fill in the sensory images created by the author.
6. Students post 1-3 questions to the writer asking for more details about sensory input (see LA Unit, Grades 4-5, Lesson 1).
7. Students post a response to the Personal Place Story, sharing a connection¹ they have with the author or the place.

E. Assessment:

2. Teachers use the B.C. Performance Standards, Quick Scale for Personal Writing available at http://www.bced.gov.bc.ca/perf_stands/writing.htm to assess student writing.

¹ For more information about how to teach connecting to writing, see Adrienne Gear (2006) *Reading Power—Teaching Students to Think While They Read*. Markham, ON: Pembroke.

Lesson Three: Why Place Names are Important

A. Daily Objectives:

1. Students will read Why Place Names are Important on the www.trt.geolive.ca website and create their own written argument to support why place names are important.
2. Students will use a graphic organizer to take notes from a source of information, i.e. the www.trt.geolive.ca website.

B. Materials:

1. www.trt.geolive.ca map
2. Main Idea / Detail organizer
3. SmartBoard (optional)

C. Key Vocabulary:

1. Argument
2. Graphic organizer

D. Activity:

1. Review with students how to login to the TRT Place Names website.
2. Students read Why Place Names are Important page.
3. Students fill in a chart called Main Ideas / Details as they take notes from the webpage.
4. Students organize the notes they have taken into an outline for a short essay.
5. Students write a topic sentence / opening statement which they plan to support in their short essay.
6. Students draft the essay.
7. Students share editing and proofreading process with peers.
8. Students post essays to the website.

E. Assessment:

1. Teachers use the B.C. Performance Standards, Grade 4,5,6 Quick Scale for Writing to Communicate Ideas and Information available at http://www.bced.gov.bc.ca/perf_stands/writing.htm to assess student writing.

MAIN IDEAS / DETAILS CHART

Name: _____

Date: _____

INSTRUCTIONS: List the main ideas in the text you have read. For each main idea record the supporting details from the text in the column on the right.

MAIN IDEA	DETAILS

Bibliography

British Columbia Ministry of Education

BC Performance Standards – Writing.

http://www.bced.gov.bc.ca/perf_stands/writing.htm, accessed June 1, 2013

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