We Are All Connected Series

Titles

- Coast Salish, Coastal Rainforests and Cougars
- Haisla, Rivers and Chinook Salmon
- Inuit, Tundra and Ravens
- Lakota, Mixed Grasslands and Bald Eagles
- Métis, Wetlands and Mallards
- Nisga'a, Ponds and Leopard Frogs
- Nlaka'pamux, Grasslands and Rattlesnakes
- Sto:lo, Riparian Forests and Black Bears
- The Earth, We Share
- The Earth, Our Home

Key Elements of the We Are All Connected series:

- Diverse Indigenous cultural ceremonies and protocols are highlighted throughout the series. For example: smudging, trade systems, food systems, naming ceremony
- Diverse Indigenous languages
- Diverse Indigenous pedagogy
- Diverse traditional ecological knowledge, past and present
- Place-based science and social studies
- Diverse Indigenous voices
- Inquiry based learning
- Building stewardship

Ideas for Use:

- Our hope is that there would be shared classroom discussion regarding the first 25 pages. After page 25, the titles lend themselves well to a more in depth understanding for deeper discussion of the eight different territories.
- Great for use in triads, eight titles amongst 24 students
- Note that each book has the same format up to page 25. Each title begins with a story, then artwork and then the interview begins.
- Each section in the table of contents can be broken up into parts to introduce.
- Start with students reading the story in their triad. Retell the story to whole or smaller group.
- 2 foundation titles for independent reading or paired reading to build background knowledge on biomes and eco-systems
    - Exploration of ecosystems in The Earth, We Share
    - Exploration of biodiversity in The Earth, Our Home

This lesson plan was made on April 5, 2018.

Learning Intentions:

- Understand biodiversity
- Understand sustainability
- Understand the importance of traditional ecological knowledge (tek)
- Understand the diversity of Indigenous cultures and languages and the connection to the land
- Understand what stewardship is in both past and present
- Understand the following connections between living and non-living things in an ecosystem: photosynthesis, food chains, food webs, life cycles, water cycles and the oxygen cycle
- Understand that living things are diverse, are able to adapt to their environments, and can be grouped with others that have similar attributes
- Understand that biomes are large areas of the earth's surface defined by soil types, climate and the community of plants and animals that live there
- Understand major landforms

Inquiry Question Ideas

- What does We Are All Connected mean to you?
- How can we contribute to the sustainability of an ecosystem?
- How can we connect Indigenous learning and traditional ecological knowledge to our understanding of science?
- What can we learn from place based vertebrates?
- How can we help protect local food (plant, animal and water) sources?
- What can we learn from past stewardship practices?

Assessment

- Is able to identify where some traditional territories are located on a map
- Is able to understand the diversity of Indigenous peoples
- Is able to navigate a variety of text features
- Is able to label the parts of a vertebrate
- Is able to create a graphic organizer
- Is able to discuss life cycles, food webs, food chains, the water cycle, the oxygen cycle and scientific classifications
- Students can demonstrate their knowledge in a variety ways

For more information on Indigenous Science visit FNESC.com

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