
Our Canoe Story

Joni Hesselgrave
Aurora Mernickle
Sara McManus
Amanda Sumption
Andrea Sturt

UNBC
SCHOOL OF EDUCATION,
REGIONAL PROGRAM
EDUC 400
Curricular Enactment in the
Early Years
with a Focus on Literacy,
Numeracy and Fine Arts

Instructors: Dr. David Litz
and Melanie Baerg

Summer 2022



Unit Presentation

Land Acknowledgement



We would like to acknowledge that we are presenting on the traditional, ancestral, and unceded territory of the Dakelh people, and home of the Lhatko Dene First Nation.

This unit has been planned and designed to be carried out on Dragon Lake, British Columbia, part of the traditional fishing grounds of the Dakelh people.

Image credit:

<https://www.quesnelobserver.com/community/a-quacking-good-time-on-dragon-lake/>

Unit Overview

- An integrated cross-curricular unit plan for an overnight canoe trip with a Grade 6-7 class.
- Designed to be taught as a four-week, multi-disciplinary integration of all nine curricular subject areas and is based on a centralized theme of canoes.
- Intended to be taught at the end of the school year, prior to the final reporting cycle.
- Assumed that the class will have nearly completed almost all of the curricular content and big ideas for the year. The content areas covered in this unit would have been purposefully saved for this unit to be taught as the final components of each subject area.



Throughout this four-week unit, students will continue their educational journey in

developing all their **Core Competencies:**

Communication

Communicating

- Students will have multiple opportunities to communicate, share, and transform ideas as they connect through the exploration of cross-curricular concepts.

Collaborating

- Students will have many opportunities to develop skills and strategies working together while learning canoe cooperation and many other collaborative experiences throughout the unit.



Thinking

Creative Thinking

- Students will have many opportunities to challenge their creative thought process while building canoes, creating skits, and brainstorming ideas together.

Critical and Reflective Thinking

- Students will be given the opportunity for reflective and critical thinking while evaluating their experiences (eg. canoe building, play enactment, journal entries, artwork, etc.) across the lesson plans in this unit.



Personal and Social

Personal Awareness and Responsibility

- Students will have the opportunity to explore personal awareness and responsibility through multiple group experiences, including a camping and canoeing Place-Based Learning trip.

Positive Personal and Cultural Identity

- Students' heritage will be connected through a historical understanding of canoe usage and its importance. This will include Dakelh, specifically, and multicultural representation.



Social Awareness and Responsibility

- Students will become aware of positive social awareness and responsibility through exploration of the environmental and cultural experiences throughout the unit (eg. Wildlife BC course, understanding of Dakelh language and story through song).

The **Big Ideas** of each subject area are as follows:

English Language Arts

Grade 6 & 7

- Language and text can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Developing our understanding of how language works allows us to use it purposefully.

Mathematics

Grade 6

- Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.

Arts Education

Grade 6 & 7

- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- Engaging in the arts develops people's ability to understand and express complex ideas.
- Music is a unique language for creating and communicating.

Grade 7

- Through art making, one's sense of identity and community continually evolves.

Science

Grade 6 & 7

- Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.

Grade 6

- Newton's three laws of motion describe the relationship between force and motion.
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The **Big Ideas** continued:

Social Studies

Grade 6

- Economic self-interest can be a significant cause of conflict among peoples and governments.

Grade 7

- Economic specialization and trade networks can lead to conflict and co-operation between societies.

Physical Education

Grade 6 & 7

- Physical literacy and fitness contribute to our success in and enjoyment of physical activity.
- Healthy choices influence our physical, emotional, and mental well-being.

Careers Education

Grade 6 & 7

- Safe environments depend on everyone following safety rules.

Applied Design, Skills and Technologies

Grade 6 & 7

- Complex tasks may require multiple tools and technologies.
- Complex tasks require the acquisition of additional skills.

Second Language

Grade 6

- Using various strategies helps us understand and acquire language.
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This unit was strategically developed to be **Inclusive** of all students:



- Lessons are Universally Designed for Learning (UDL) to ensure that all students have an opportunity to engage in big ideas, content, and curricular competencies.
 - Lessons feature enriching group work opportunities, activities that break composite tasks into steps/parts, and robust discussions geared toward intensified understanding and academic growth.
 - Lessons have aimed for a lively pace with explicit instruction interwoven with hands-on activities and/or technology to engage all learners.
 - Lesson plans were created using backward design.
 - Lessons are accessible to all learners indoors and outdoors.
 - Where necessary, additional adult support will be requested in the form of Education Assistants/Youth Care/Indigenous Support Workers and/or Parents.
 - Accommodations will be made for students where necessary; especially for students requiring an Individual Education Plan (IEP).
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Indigenous Worldview

- Throughout the unit, lessons have been designed intentionally to embed local First Nations epistemologies through the use of the First Peoples Principles of Learning.
 - Students are encouraged to be patient and kind to themselves and each other as they learn new concepts. Lessons within the unit are intended to be delivered via open, non-judgmental group discussions, built on positive teacher/student and student/student relationships and connections.
 - Ideas and concepts will be learned experientially through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing — both inside and outside the walls of the classroom: under the sun, amidst the wind, in the dirt, on the water, and around the fire!
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Our Canoe Story- Calendar



Shape of Day - Four Week Calendar Assumptions

Arrival

Morning Routine - Settle in- Breakfast

Early Morning 1st Work Block (approx 1 hour) includes Physical Health Education component at least 4 days per week to prepare bodies for learning throughout school day.

Recess

After Recess 2nd Work Block (approx 1 - 1.5 hour work block) Followed by Reading Buddies/School Jobs/School-Wide Leadership Roles etc.

Lunch

3rd Daily Work Block (approx 1 - 1.5 hours) Time at end of day for catch-up work, classroom-jobs, and additional daily physical activities.



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning	Introduction "Our Canoe Story"	~ANDREA~ Music- 2nd Language-PHE	Library Prep Block	~ANDREA~ Music- 2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	~AURORA~ Math-Science -ELA	~SARA~ Science-ELA	~AURORA~ Math-Science -ELA	
After Lunch	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	Canoe Movie #1



Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning	~ANDREA~ Music- 2nd Language-PHE	~ANDREA~ Music- 2nd Language-PHE	Library Prep Block	~ANDREA~ Music- 2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	~AURORA~ Math-Science -ELA	~SARA~ Science-ELA	Careers - PHE (Guest)	
After Lunch	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	ADST - Math



Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning	~ANDREA~ Music- 2nd Language-PHE	~ANDREA~ Music- 2nd Language-PHE	Library Prep Block	~ANDREA~ Music- 2nd Language-PHE	Careers-PHE (Pool)
After Recess	Music Prep Block	~AURORA~ Math-Science -ELA	~SARA~ Science-ELA	ADST - Math	
After Lunch	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	Canoe Movie #1



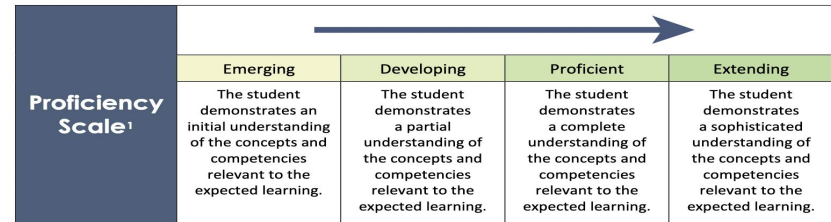
Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning	~ANDREA~ Music- 2nd Language-PHE	~ANDREA~ Music- 2nd Language-PHE	Library Prep Block	OVERNIGHT CANOE TRIP	
After Recess	Music Prep Block	~AURORA~ Math-Science -ELA	ADST - Math		
After Lunch	~JONI~ ELA - Drama	~AMANDA~ Socials - ELA Visual Arts	FINAL PREPARATIONS		

Summative Assessment

for this unit and for the school “year-end” that will follow this unit:

Most lessons throughout the unit provide a minimum of one piece of evidence which is collected and placed in each student's “My Canoe Story Journal” which is to provide support for a progression of learning. This scrapbook-style collection of evidence will be combined with a self-assessment which is provided to each student on the bus-ride back to the school after the Overnight Canoe Trip. The assessment will use “I can statements” and a rating scale to have the students reflect on their proficiency level for each area covered during the integrated unit.

For reporting purposes, the teacher will examine the progression of artefacts in the journal and compare it with the student's self-assessment of learning in order to accurately report on each subject area (as a whole) combined with previous units.



Proficiency Scale ¹	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Our Canoe Story



English Language Arts & Arts Education (Drama)

English Language Arts & Arts Ed (Drama)

Overview:

- Spread over **seven afternoon blocks (1 - 1.5 hours in length)**.
- Students will be introduced to, and work toward mastery of, vocabulary specific to the activity of canoeing.
- Explicit vocabulary instruction will be provided and students will partake in several vocabulary activities/games that will reinforce prior teaching, allow for ample retrieval practice and repeated exposure, and strengthen students' depth and breadth of vocabulary knowledge.
- Several stories will be read throughout the second week and students will create concept maps and skits based off of these books.
- Skits will be rehearsed during the last block and performed around the campfire during the overnight field trip.

Detailed lesson - Block 1 - Monday - Week 1: Our Canoe Story - Vocabulary & Sentence Stems

- Students perform a canoe vocabulary self-assessment, titled "Our Canoe Story - Assessing Prior Vocabulary Knowledge" that will help them (and the teacher) assess prior knowledge.
 - Then, the teacher walks students through a powerpoint that discusses each vocabulary word, complete with a student friendly definition, an example, and a non-example. These words will be re-visited multiple times and will help them successfully navigate this integrated unit.
 - Students then receive explicit instruction on sentence stems and are walked through several examples. Students are expected to complete 49 sentence stems throughout the course of this unit—7 per block—with 20 minutes per block set aside for completion.
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Our Canoe Story - Assessing Prior Vocabulary Knowledge

Vocabulary Word	Know it well, can explain it, use it	Know something about it, can relate it to a situation	Have seen or heard the word	Do not know the word
Canadian Canoe				
Capsize				
Drag				
Draw Stroke				
Face				
Flatwater				
Grip				

Canadian Canoe

Definition: in Europe an open canoe is referred to as a Canadian or North American Indian canoe.



Example: This white Canadian canoe is fully open at the top.

Capsize

Definition: what happens when you are gobbled up in whitewater, or flipped by a combination of wind and waves, or well, it shouldn't happen.



Example: The rapids caused the green canoe to capsize.

Drag

Definition: the resistance to forward motion; drag may be decreased by the use of special waxes.



Example: The green bucket at the back of this canoe is causing significant drag.

Draw or Draw Stroke

Definition: a stroke in which the blade is placed well out from the canoe and pulled directly toward the side of the canoe; designed to move the craft sideways.



Example: The man performed a draw stroke to move himself sideways, away from the dock.

Face

Definition: the side of a blade pushing against the water.



Example: The woman made a splash with the face of her paddle.

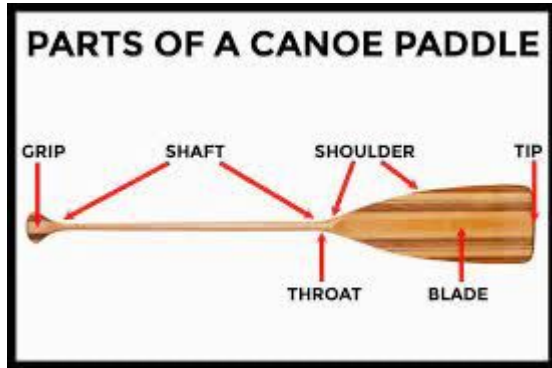
Flatwater

Definition: calm river water without rapids; lake water.



Example: The canoeists headed out onto the smooth flatwater.

Grip



Definition: the top of a paddle; the two most popular shapes are pear grip and the T grip - the former is used for general canoeing and the latter is favored by whitewater canoeists.

Example: Make sure your hand is firmly on the grip.

What is a sentence stem?

Sentence stems are **a phrase or part of a sentence with a missing part.**

Why are they important to vocabulary development?

Sentence stems **help to improve students' language proficiency, in turn improving their communication and writing.** They improve fundamental language skills as well as higher-level thinking skills, familiarizing students with sentence structure, linguistic ability, and lesson content all at once.

Examples: Our Canoe Story Sentence Stems

- **Canadian Canoe** - in Europe an open canoe is referred to as a Canadian or North American Indian canoe.
 - **Capsize** - what happens when you are gobbled up in whitewater, or flipped by a combination of wind and waves, or well, it shouldn't happen.
 - **Drag** - the resistance to forward motion; drag may be decreased by the use of special waxes.
 - **Draw or Draw Stroke** - a stroke in which the blade is placed well out from the canoe and pulled directly toward the side of the canoe; designed to move the craft sideways.
 - **Face** - the side of a blade pushing against the water.
 - **Flatwater** - calm river water without rapids; lake water.
 - **Grip** - the top of a paddle; the two most popular shapes are pear grip and the T grip - the former is used for general canoeing and the latter is favored by whitewater canoeists.
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Our Canoe Story



Arts (Music)/ Second Language (Dakelh)/ PHE



Ts'oot'o - Paddle Song



Nak'azdli Dakelh

<https://maps.fpcc.ca/languages/dakelh>

(First Peoples' Map of B.C.)

<https://www.firstvoices.com/explore/FV/sections/Data/Athabasca/Dakelh/Nak%E2%80%99azdli%20Dakelh/learn/songs/71c5cd2f-89b9-4562-a5f3-ac98e8728ca9>

(Ts'oot'o Paddle Song from FirstVoices.com, courtesy of the Carrier Linguistic Society)



Ts'oot'o - English translation:

Let us all paddle

We are very much in a hurry

If we are lazy

We cannot make it.

Chorus:

Let us paddle

Let us all paddle

Let us paddle

Let us all paddle

Let us all paddle

Let us not be lazy to do

Whether it is calm or windy

Let us always make an effort.

Let us all paddle

If we make an effort

Even though it blows against us

We shall beat the wind.

Let us all paddle

If the waves are big

God protects us

Let us not fear the water.





Ts'oot'o

Verse 1:

Soocho ts'iyawh ts'oot'o

Tube 'ats'o dulnih

Chus gha tsezdutni de

'Aw 'uts'ooneh'aii'oh.

Chorus:

Ts'oot'o , ts'oot'o

Soocho ts'iyawh ts'oot'o

Ts'oot'o, ts'oot'o

Soocho ts'iyawh ts'oot'o

—

Self-assessment for Paddle

Song, *Ts'oot'o*:



	Wow!	Good.	Needs some more work.	Needs a lot more work.
I can sing the Dakelh lyrics of <i>Ts'oot'o</i> with confidence.				
I can sing the melody of <i>Ts'oot'o</i> with confidence.				
I can hear the rhythm of the song and paddle in time with it.				
I collaborated well with my classmates, singing in a voice that balanced with the voices of others.				

Our Canoe Story



Math, Science & English Language Arts

Math, Science & ELA

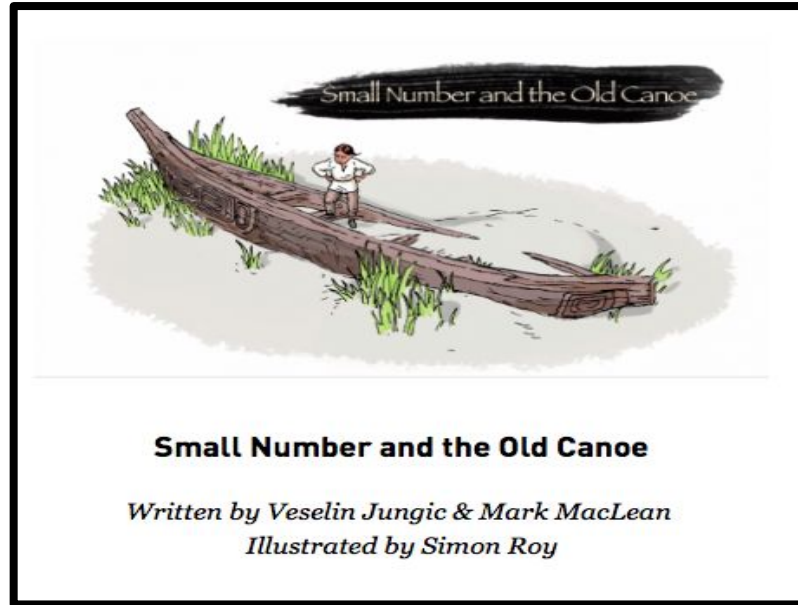
Overview:

- Spread over **5 blocks (1 - 1.5 hours in length)**.
 - This Lesson (and series of consecutive lessons) ties in with a cross-curricular unit of study focussing on canoes. The canoe will be used as a symbol of generational connection.
 - The focus of this series of lessons is mainly mathematical and scientific principles but also ties in with many other subjects as students explore the integration of the canoe story into the lives of many.
 - Students will use many lenses to explore what makes a good canoe as we find math and science in practical matters and build their own canoe.
 - Students will expand their lexicon of words and their practical meanings, in the English Language Arts integration, as we revisit and review words covered in previous lessons
 - The canoe unit will help build community connectedness within the classroom and create an opportunity for the class, as a whole, to celebrate together as a year end experience.
-

Finding math and in our everyday experiences...

<https://www.sfu.ca/mathcatcher/StoriesMovies/TheOldCanoe.html>

Time - 3:35



Let's See How Many People We Can Fit in Our Canoe



- Let's pretend that our canoe has a rectangular shape in the middle where the people sit and that its perimeter is 10 meters.
- Let's also say that each side ($L = \text{length}$) is 3 meters and each end ($W = \text{width}$) is 2 meters.
- This means that our perimeter is $L + L + W + W = 3 + 3 + 2 + 2 = 10$ meters
- Now, let's say that one person needs a space of 1 m x 1 m.
- How many people can fit into the rectangular part of our canoe?
- Let's measure and tape this on the floor to see.
- I will show how to do this on the board so we can see how to work it out.

Our Canoe Story



Arts Education, Social Studies & English Language Arts

Arts Education, Social Studies & English Language Arts

Overview

- Spread over **seven afternoon blocks (1-1.5 hours in length)**
 - The focus of this series of lessons is to learn about the history of the canoe, exploring both globally and in the local Canadian context.
 - Throughout this unit arts education will be integrated into social studies lessons as students learn about a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places.
 - In the final 2 lessons students will create original “block print” canoe art pieces using elements of learning from throughout the Unit.
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How to Draw a Person Canoeing



Directed Drawing

[https://www.youtube.com/
watch?v=um00DHWdcPU](https://www.youtube.com/watch?v=um00DHWdcPU)

Time - 4:33

Our Canoe Story



Science & English Language Arts

The Science of Campfires

This lesson is composed of three parts:



1) Chemistry of a Campfire

- TedEd: [Is fire a solid, a liquid, or a gas? - Elizabeth Cox](#)
- Fire Triangle: Fuel, Oxygen, Heat
- Vocabulary - Group Crossword Puzzle

2) Building a Campfire

- Outdoor Learning Activity - What is good tinder? Collection Activity
- Cotton Ball-Accelerants Experiments
- Campfire Styles



3) Campfire Safety

- Campfire etiquette
 - Fire Safety
 - Stop-Drop-Roll (Flammable Materials)
-

Demonstration of UDL Place-Based Learning Activity - Tinder Collection



Thank you!
