

NAME: Mary Pyawasit	DATE: April 2015
SUBJECT: Ojibwe Language and Culture	GRADE: 5th

LESSON RATIONALE AND CONTEXT: Fifth grade students will be learning about climate change, the impacts it is having on Earth, and how it is impacting the numerous seasonal activities of the Ojibwe Anishinaabeg. It's important for the students to understand what climate change is, what impacts it is causing, and ways they can help to change climate change.

STANDARDS: LCO ACADEMIC STANDARDS FOR OJIBWEMOWIN

4. Level II. A. – Know various age appropriate cultural activities practiced among the Ojibwe Anishinaabeg.

4. Level II. B. – Know familiar aspects of the Ojibwe Anishinaabeg and how they compare to those in the cultural mainstream.

OBJECTIVES: Students will learn what climate change is and multiple ways it is impacting the seasonal activities of the Ojibwe Anishinaabeg and the environment around us. Students will also learn about the different ways we can change climate change and discuss the changes they can make in their own personal lifestyles that can slow climate change.

ASSESSMENT:

FORMATIVE ASSESSMENT: After watching the videos on climate change, students will participate in a large group discussion on what climate change is, where and how it is impacting our world, and how we can help to slow the process of climate change. Teacher will write the answers on the whiteboard in three categories: Definition, Impact, and Action. Students will then brainstorm ways they can help slow climate change by making changes in their own life, for example, playing less video games and playing more outside.

SUMMATIVE ASSESSMENT: Students will individually be assigned a seasonal activity practiced by the Ojibwe and explain how that seasonal activity is practiced and how climate change is impacting it. Seasonal Activities include, but are not limited to: Sugar Bush, Wild Ricing, Spearing, Fishing, Netting, Ice Fishing, Hunting, Gathering, Gardening, Swimming, etc...

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:

ANTICIPATORY SET: Teacher will talk about the melting ice caps and how it impacts polar bears.

PROCEDURES: This will take approximately two 45 minute class periods.

First Class Period:

10 min: Begin with the Anticipatory Set listed above.

25 min: Show the video, "A Student's Guide to Global Climate Change" and videos from the Climate Wisconsin website. After videos show the interactive map "Where's my climate?"

10 min: Discuss what climate change is (see Formative Assessment above).

Second Class Period:

10 min: Review what climate change is (Formative Assessment).

35 min: List the different seasonal Ojibwe activities and assign one to each student (see Summative Assessment above).

CLOSURE: Introduce our service learning project, which is planting flowers in front of the school.

References:

A Student's Guide to Global Climate Change: <http://www.g-wow.org/en-us/climatechange/default.aspx>

Climate Wisconsin Videos: <http://climatewisconsin.org/>

Interactive Map: <http://www.wicci.wisc.edu/climate-map.php>