|  |
| --- |
| **Lesson Title:** Cree and Gregorian Calendar Exploration  **Course:** Grade 3  **Designer:** Jordyn Neufeld |
| **Learning Outcomes/Intentions** |
| **Formal Unit Outcome(s):**  **Outcome SS3.1:** Demonstrate understanding of the passage of time including:   * Relating common activities to standard and non-standard units * Describing relationships between units * Solving situational questions   **Indicators:**   1. Explore the meaning and use of time-keeping language from different cultures, including First Nations and Métis. 2. Create and solve situational questions using the relationships between the number of minutes in an hour, days in a particular month, days in a week, hours in a day, weeks in a year, or months in a year (e.g., “A student was on holiday for 10 days. Is that more or less than one week long?”). 3. Identify today’s date, and then explain how to determine yesterday’s and tomorrow’s date. 4. Describe ways in which the measurement of time is cyclical. |
| **Objective:**  Demonstrate an understanding that there are various forms of time-keeping (calendars) and vocabulary (months and moons) – Cree and Gregorian calendars.  Determine and visually represent activities unique to each season (and the dates of the beginning and end of each season). |
| **Mathematical Processes:**  **Communication (C):** Students will communicate by discussing the many activities that happen in each season.  **Connections (CN):** Students will connect their knowledge of the commonly used Gregorian calendar to understanding diverse cultures ways of measuring time. They will visually represent what activities take place in each season. |
| **Essential Questions:**  When is each season and what activities can I do during that time?  What is the vocabulary to describe the moons (months) in the Cree calendar? |
| **First Nations Content** |
| Learning about the Woodland Cree calendar and activities related to each month (and season).  Treaty Education Outcome **SI32**: Examine how various teachings people have about the natural world guide behavior and actions. |
| **Assessment Evidence** |
| **Formative Assessments (Assessment for Learning):**  Assess students knowledge of the last classes lesson – asking questions about the days date and the special days that we indicated previously.  Observe students as they discuss the activities they participate in throughout the seasons. This may allow for guidance on where to go with further lessons based on the students interests and to check their understanding of the seasons related to the time of year they take place.  Ensure students have filled in their four seasons medicine wheel accurately and completely. When all students have finished their medicine wheel they will be hung up on a classroom display board. Feedback will be given once all students have completed the task. |
| **Summative Assessments (Assessment of Learning):**  Exit Slip (Cree calendar questions). Feedback will be given at the beginning of next class. |
| **Materials** |
| * Classroom Calendar * When the Trees Crackle with Cold: A Cree Calendar Pisimwasinahikan by Bernice Johnson-Laxdal * The Four Seasons Medicine Wheel Activity sheet (ATTACHED) * The Cree Calendar Questions Exit Slip (ATTACHED) * Students personal calendars created last lesson |
| **Learning Plan** |
| **Learning Experiences & Instruction:**  **ENGAGE: (15-20 minutes)**  Have students seated at a gathering area of the classroom (reading rug, calendar corner, etc.) with the classroom calendar on display.  Ask students:   * “What day of the week is it today?” * “What month is it?” * “What day of the month is it?” * “What year is it?”   Once the current date is identified, ask students:   * “Are there any special occasions or days of significance this week? Any birthdays, holidays, etc” (i.e., Lucy’s birthday on Thursday) * If any days are indicated, ask “How many days until that special day?”   Once the days of significance are identified for the current week, ask students:   * “Are there any special occasions or days of significance this month?” * If any days are indicated, ask “How many days until that day? How many weeks until that day?”   This calendar activity should take place daily or weekly to continue building the students calendar reading skills and understanding.  After discussing the class calendar, ask students about their personal calendars that they made the lesson prior. Some questions would include:   * “Did everyone have time to fill in your own calendars that we made last class? What did you add?” * “Have you used your calendar?” * “Why do you think people use calendars?”   Teach students about the **Gregorian** calendar that is used within Canada.  A calendar is an organized chart that lists the days and months of a year. We can use calendars to count the days between two dates, look for what day a date is and to remember important information (i.e., soccer games, birthdays, appointments, due dates, etc.,). In Canada, our standard calendar is the Gregorian calendar, which was invented by Pope Gregory XIII in 1852 – which is 168 years ago (based on the year 2020)! While this may be the standard calendar in Canada, there are many other calendars used in Canada (and the world)!  Ask students if they use any other forms of calendars or if they are aware of any different types.  Read the students When The Trees Crackle in the Cold – A Cree Calendar Pisimwasinahikan by Bernice Johnson-Laxdal. This book discusses the moon calendar of the Northern Cree and the seasons.  Ask students:   * “What activities took place in each season?” * “What was similar or different to the way we keep time at school?” * Ask questions throughout the book based on the page and student discussion.   **ELABORATE: (5 minutes)**  Use the students knowledge about the Gregorian calendar to relate to the Woodland Cree calendar concepts. This would be an excellent opportunity to invite an elder or student family members into the classroom (reach out to community and families of the students). Teach the students about the time-keeping language and significance in the Woodland Cree bands. (retrieved from <http://www.kayas.ca/sixseasons.html> and <https://www>.stf.sk.ca/sites/default/files/unit-plans/s106\_22.pdf).  Within the Woodland Cree culture, the moon cycles determine the changing of seasons. Each moon cycle is a new month and every second moon, a new season begins. The moon is given an indicator relating to the activities taking place within that time of year. Historically, Indigenous peoples depended on knowing the seasonal cycle and environmental changes throughout the year for survival (hunting, etc.). Alike the Gregorian calendar, the Cree Calendar splits the year into 12 moons. The list below shares the Cree word for each month for student exploration, but they will not need to know those within this class. The moon, the month it is connected to and the activity/indicator for each are as follows:   |  |  |  | | --- | --- | --- | | **Gregorian Month** | **Title of the moon/month in Cree** | **Activity/Indicator for the moon/month** | | January | Opawuhchukunises  Frost – Exploding Trees Moon | Trees burst as their sap freezes in the deep winter. The sound resembles gunshots. | | February | Kisepesim  The Great Moon | The coldest and windiest time of year – hunting is difficult. | | March | Mikisewipesim  The Eagle Moon | The eagle returns this month. | | April | Niskipesim  The Goose Moon | The geese return this month. | | May | Uthekipesim  The Frog Moon | The frogs come out during this month. | | June | Opiniyawipesin  The Egg Laying Moon | The birds lay their eggs during this time of year. | | July | Opuskowipesim  The Moulting Moon | The birds get their feathers this month. | | August | Ohpuhowipesim  The Flying Up Moon | The month when the young birds are practicing flying. | | September | Onimituhumowipesim  The Mating Moon | The moose are in mating season at this time. | | October | Opimuhumowipesim  The Migrating Moon | The birds begin migrating this month. | | November | Kuskutinowipesim  The Freeze Up Moon | The lakes and rivers begin freezing during this month. | | December | Thithikopewipesim  The Frost Moon | A cold and frosty month. |   **EXPLORE: (25 minutes)**  Ask students to return to their desks for an activity about the months of the year, seasons and the new concepts we learned about the calendar. Hand out the activity sheets once students are seated (attached). Before the students get started with the activity ask the students:   * “Do you know what the seasons are?” * “What kind of activities can you do in each season?” * “What season are we in right now?” * “Do you know when the seasons begin and end?” * “How many seasons are there?”   After a few minutes of class discussions write the beginning and ending dates of each season on the board as follows:   |  |  |  | | --- | --- | --- | | **Season** | **Start Date** | **End Date** | | Spring | March 1st | May 31st | | Summer | June 1st | August 31st | | Fall | September 1st | November 30th | | Winter | December 1st | February 28th (29th on leap year) |   Instruct the students to add these dates into their calendars and address that the seasons is a measurement of time that divides the year into 4 similar lengths of time (3 months).  The students will receive a sheet with a blank medicine wheel sheet. Make sure students have their personal calendars out as they will be helpful for the questions section of this activity. Explain that we use the medicine wheel to demonstrate that the seasons continue the same cycle each year (seasons demonstrate a cyclical measurement of time). The medicine wheel has various teachings beyond this, and it is important to remind students of that. Each quadrant will represent a season (which will be stated in each space). The students will fill in each space with a seasonal activity that they participate in or an activity that was discussed in class and/or book. Ask students to answer the questions before working on their medicine wheel – the students will have more opportunities to finish the medicine wheel. Encourage students to chat amongst their peers and share ideas of seasonal activities with one another. These will be submitted for assessment and to be put on a classroom display.  **Closure** **(5 minutes):**  Once all the students have cleaned up their areas and have handed in their activity sheets, ask students:   * “Does anyone know any other tools we use for time keeping?” (clock, watch, etc. is the answer we are looking for)   Explain to students that the next class we will be looking at time! We know there are 12 irregular months in a year, 7 days in a week and there is 52 (plus a day or two) weeks in a year, but how many hours are in one day? How many minutes are in one hour? How many seconds are in one minute? Think about time and we will learn all about it next lesson!! |
| **Reflection** |
|  |

**EXIT SLIP – The Cree Calendar!**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please answer the questions about the moon phases of the Cree Calendar using your personal calendars!**

|  |  |  |
| --- | --- | --- |
| **Gregorian Month** | **Title of the moon/month in Cree** | **Activity/Indicator for the moon/month** |
| January | Opawuhchukunises  Frost – Exploding Trees Moon | Trees burst as their sap freezes in the deep winter. The sound resembles gunshots. |
| February | Kisepesim  The Great Moon | The coldest and windiest time of year – hunting is difficult. |
| March | Mikisewipesim  The Eagle Moon | The eagle returns this month. |
| April | Niskipesim  The Goose Moon | The geese return this month. |
| May | Uthekipesim  The Frog Moon | The frogs come out during this month. |
| June | Opiniyawipesin  The Egg Laying Moon | The birds lay their eggs during this time of year. |
| July | Opuskowipesim  The Moulting Moon | The birds get their feathers this month. |
| August | Ohpuhowipesim  The Flying Up Moon | The month when the young birds are practicing flying. |
| September | Onimituhumowipesim  The Mating Moon | The moose are in mating season at this time. |
| October | Opimuhumowipesim  The Migrating Moon | The birds begin migrating this month. |
| November | Kuskutinowipesim  The Freeze Up Moon | The lakes and rivers begin freezing during this month. |
| December | Thithikopewipesim  The Frost Moon | A cold and frosty month. |

1. **a. What month is The Frog Moon?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. How many days are in that month?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **a. What month is The Frost Moon?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. What is one activity you can do in that month?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c. How many days are in that month?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **a. What month is The Eagle Moon?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

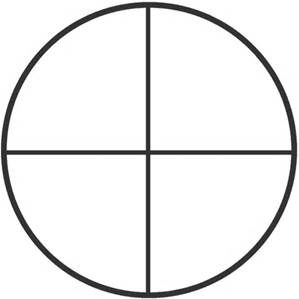
**b. Why is it called The Eagle Moon?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c. How many days are in that month?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Four Seasons Medicine Wheel Activity!**



**Summer**

**Spring**

**Fall**

**Winter**

**EXIT SLIP – The Cree Calendar Answer Key!**

1. **a. What month is The Frog Moon?**

**May\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. How many days are in that month?**

**31\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **a. What month is The Frost Moon?**

**December\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. What is one activity you can do in that month?**

**Answers may vary. Some examples may include ice skating, hockey, building snow forts, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c. How many days are in that month?**

**31\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **a. What month is The Eagle Moon?**

**March\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b. Why is it called The Eagle Moon?**

**The eagle returns this month \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c. How many days are in that month?**

**31\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**