

LESSON PLAN TEMPLATE • EDCI 307A

NAME/S: Hannah, Kailee, Riley

TITLE OF LESSON <i>plus brief description (one sentence)</i>	Proposed duration	Grade Level/s
Medicine Wheel Print Making	2 x 1 hour periods First class: focus on background information of the Medicine wheel, and picking out 4 important things in students' lives. Second class: doing the Prints	4-6

ENTERING KNOWLEDGE OF STUDENTS <i>(what do they already know from previous classes?)</i>
<p>We have already introduced Indigenous culture in our 2 previous lessons in the unit. Students should have previous knowledge of Metis and First Nations traditions, culture, and the land. They have yet to have done printmaking.</p> <p>In the second class of this lesson students should have knowledge on what a medicine wheel is and have chosen 4 important things in their lives.</p>

LEARNING OUTCOMES <i>(List 3-4 things you would like your students to know as a result of this lesson. Keep concise and specific.)</i> A = Content areas B = Competencies C = Big Questions			
The student will:	A	B	C
Be able to express themselves using the idea of the medicine wheel.		Explore connections to identity, place, culture, and belonging through creative expression	Creative expression is a means to explore and share one's identity within a community.
Be able to share with the class what they have chosen as a community.			Creative expression is a means to explore and share one's identity withing the community

<p>Be able to draw their choice of drawing into a foam board. They will be able to roll out the ink and then roll in onto their foam board. They will be able to transfer their drawing onto paper to make a print.</p>	<ul style="list-style-type: none"> - Processes, materials, technologies, tools and techniques to support creative works. - Image development strategies 		
<p>Be able to use inquiry to research their choice of important things that have to do with the four sections of the Medicine Wheel, such as the body, mind, spirit, and emotion, or the four seasons, or the four elements, etc. while experimenting with printmaking.</p>		<p>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p>	

RESOURCES <i>(What resources will you use to facilitate the lesson?)</i>									
<p>Electronic & Print <i>(Internet resources, books, music, videos, posters, Powerpoints etc.)</i></p>	<ul style="list-style-type: none"> -Medicine Wheel example -Teacher example <p>Book: ALL CREATION REPRESENTED: A CHILD'S GUIDE TO THE MEDICINE WHEEL by Joyce Perreault</p> <p>https://www.chapters.indigo.ca/en-ca/books/all-creation-represented-a-childs/9780995012714-item.html</p>								
<p>Art Materials <i>(All materials and media needed to carry out the project. Be specific.)</i></p>	<table border="0"> <tr> <td>-Brayer</td> <td>-Paper (to put print onto)</td> </tr> <tr> <td>-Plexiglass</td> <td>-Ink</td> </tr> <tr> <td>-Scissors</td> <td>-Foamboard</td> </tr> <tr> <td>-Pencil</td> <td>- Extra textured materials</td> </tr> </table>	-Brayer	-Paper (to put print onto)	-Plexiglass	-Ink	-Scissors	-Foamboard	-Pencil	- Extra textured materials
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LESSON DEVELOPMENT
(What are the broad steps you will use to facilitate the lesson?)

Introduction:

(How will you introduce this lesson in a manner that engages students in learning? What brief lead activity (music, reading, mind map, short exercise, movement, video, game, story, image etc.) will you use to engage them with the topic?)

- Have 3 different medicine wheel examples. Created by the teacher or found online. Examples will be easy for students to relate to and discuss about. As a class we will read a book about self identity and do some research on what identity is.
- Inform the class what to expect for today, and all the materials we will be using for the next couple of days when doing the lesson. Students will be shown via doc camera how to split a circle into 4 sections evenly.
- Have a discussion based around what they are expecting for today, and what they are interested about or have questions on.

Some guided questions for teacher to ask:

- What has caught your eye?
 - What are you excited for?
 - What are you nervous for?
 - How would you describe the examples shown?
 - What do you think will be in your Wheel?
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- What do the images in the examples look like to you? Scary, calm, exciting, sad?

Development or Teaching/Learning Sequence:

(How will this lesson unfold? What broad steps are you going to use to help actively engage students in the lesson? List key steps in point form without going into conversational detail.)

First class:Discussion:

- Discuss Identity and what it is, how it makes up who we are? Focus on the 4 sections in the Medicine Wheel and discuss with students what they interpret the sections as in their lives. Read *ALL CREATION REPRESENTED: A CHILD'S GUIDE TO THE MEDICINE WHEEL* by Joyce Perreault as a class.

Independent:

- Have students independently think and reflect on their identity and what images they would like to put into their 4 sections of the Medicine Wheel.
- Make a rough draft of images they would like to use for next class when we start print making.

Second class:Discussion:

- Have a discussion and demonstration on how to do print making. Start with having a discussion on how to care for the tools we are using, and the importance of why we care for our tools.
- Next show a demonstration on how to roll out the ink and how to know when it is ready to be used (kissy, kissy sound). Get students to try on their own and walk around checking for understanding. Then show students how to use their pencils to create their images into the foam board. Students will watch first and then try on their own, again make sure to check for understanding. Then show students how to properly roll out the ink onto the foam board (carefully, not too thin or too thick). Students will try on their own, again checking for understanding. Last step is showing students how to transfer the ink onto their paper, and then cut it out and glue it onto their Medicine Wheel. Students will try on their own by doing a practice run of all the above steps (using a smaller image of what they want to do, just to practice getting the hang of things).

Independent work:

- Now that students have done a practice run with one of their images (on a smaller scale than what it would normally be), they can start to work on their wheels and create their images.

Closure/Reflection:

(How will you solidify/reinforce the learning that has taken place, reflect on the process to extend it, and deepen the learning process? Reinforcing the learning connects them back to the goals of the lesson and provides a link to what is coming next. It can be a discussion, question, brief game/quiz etc.)

After students have completed their Medicine Wheel prints they have the opportunity to share with the class what is important to them. The teacher can ask the following questions to prompt each student in a written reflection afterwards.

What is important to you?

How did you decide the 4 you chose?

What was the hardest part of printmaking?

What was the easiest?

Would you do print making again?

ASSESSMENT/EVALUATION (based on Learning Outcomes)

How will you assess students or have them assess their own process?

How do you know what has been learned?

To what extent did the class achieve your intended goals? (e.g. class discussions, evidence of exploration and application in process/finished work, observational and explanatory checks for understanding, student journal reflections, talking about their work and showing example of what they thing best fits the criteria etc.)

**Note that in Elementary years it is not required to evaluate projects but to do an overall assessment at the end of term or end of year, so you will most likely keep a personal general record of each student's progress.*

Teacher's assessment of students

-Check for understanding of the Medicine Wheel through class discussion

-Check for proper interpretation of the four sections of the Medicine Wheel by having students share potential ideas through a class sharing discussion, writing ideas on the board and explaining what section they would go into and why

-Assess students' willingness to participate in the printmaking process, through class engagement, the amount of effort put into their art, and their general motivation.

Student self-assessment

-Have students fill out a self-assessment by writing down answers to questions, such as "What is one thing you think you did really well?" "What is one thing you think you could improve on?" "Is there anything you would've done differently?" "Would you like to do more printmaking in the future?"

-Students could also do a self-assessment rating their different abilities and skills that were used during the lesson. Example:

1 = Emerging 2 = Developing 3 = Proficient 4 = Extending

Rolling out ink 1 2 3 4

Transferring the print from foam board to paper 1 2 3 4

Understanding of the Medicine Wheel 1 2 3 4

EXTENSION

(How can the lesson be extended? What links can be made to other subject areas?)

We can extend this lesson by teaching the students about how other cultures use the Medicine Wheel which can lead into multiple lessons about other cultures. This lesson can be linked to Social Studies as we are teaching the students about First Nations culture. It can be linked to English by reading books to understand the stories behind it.

ENRICHMENT

(How will you accommodate for different learning styles, students who are gifted, highly motivated, and/or students who need extra support?)

For students who are gifted, they can explore other techniques such as trace monotype and additive monotype printmaking. They can also experiment with different patterns and textures.

For students who need extra support, the teacher can suggest ideas that the student could use as their 4 important things that resonate with the medicine wheel. They can provide examples on the board. The teacher can provide extra support with adding and rolling the ink.

The teacher could encourage students who have already completed their work to help out their peers who are a bit more behind.

SOURCE / REFERENCE

(Where did you find this lesson? If from a journal or internet, list in APA format. If this is your own lesson, please indicate.)

The seven lessons of the Medicine Wheel. (2018, August 24). Retrieved March 10, 2021, from <https://saymag.com/the-seven-lessons-of-the-medicine-wheel/>.