



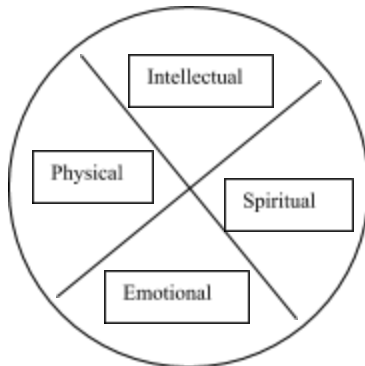
TLC-17W - 307 Traditional Anishinabeg - Algonquin Knowledge and Wellness for Newcomers and their Teachers - an OTF funded project

Course Code : ESL BO

Lesson / Unit Template : Sap is Sweet, Syrup is Sweeter

Medicine wheel teaching(s) applicable to this unit are:

Balance of Life



All our Relations



This unit is focused on the following First Nations knowledge:

Kitchi Manitou - Great Spirit
Respect
Living Good in Community
Maple Sap and Syrup
Protection of Cultural Traditions
Respect for Elders

Teachers, before you start this unit, reflect on the following questions for yourself:

What does respect mean to myself?
What does Great Spirit , Kitchi Manitou, God, Allah mean to me?
How important is it to have a partner who lives in community in a good way?

Prior Knowledge they need for this Lesson (if applicable)

An understanding of where they live in Canada. Note: This unit was created for Adult Learners in Ottawa whom live in Algonquin territory.
Compound Nouns



Overall Expectations – Ontario Curriculum

Listening and Speaking Strand

2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes

Reading Strand

1. read and demonstrate understanding of a variety of texts for different purposes;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

Writing Strand

3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;

Resources that will be used:

The short story: *The sap is Sweet but the Syrup is Sweeter* from the book entitled by Albert Dumont.

Handout entitled: *Literature Unit : Writings of Albert Dumont - Fiction*

Answer sheet for above handout

Handout: *Literature Glossary*

Handout: *Compound Words Review*

Book: - *Of Trees and their Wisdom: Poetry and Short Stories* by Albert Dumont

Anchor Chart of how a Maple tree is harvested from with basic vocabulary

Anchor chart on pronouns

Vocabulary Introduced in this Lesson:

From Short Story Handout:

homeland

Great Spirit

extraordinary

wisdom

soothing

ceased

revel

chores

game

hand in marriage

suitor

fiercely

protective

Traditions

Charming

respectful

From Anchor chart:

Sap

Syrup

Tree trunk

Branch

Twig

Bud

Leaf



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Minds On Activities (Feeling, Thinking, Questioning, Knowing, Experimenting, Planning)

A. Pre-Activities on Compound Nouns in prior lesson:

1. Teacher posts an Anchor chart of examples of: noun, proper noun and compound noun. List of compound nouns such as: lifelong, backroom, uptown, waterfront, etc.
2. Each student given an index card with the first part of a compound noun that is common eg. front (front seat), fire (fireplace) etc. The student brainstorms using a dictionary a list of compound nouns that use that first word.
3. These are handed in so the teacher can informally assess how complete and then the cards are added to the anchor chart.

Handout the handout of Literary Terms for the students to study as homework.

B. Minds On Activity

1. Introduce the author, Albert Dumont, then as a class read the biography on the handout with the short story. Go over the bio. Together using read aloud and clarifying its content:

Teacher asks the class: a. What is a short story? Review from literary glossary.

b. What does the word author mean? Review from literary glossary.

c. Does anyone know where Algonquin traditional territory is? Where is the land they live on? Montreal, Ottawa, Kingston, Northbay, Val D'Or, Temiskaming are all in Algonquin territory. The new Canadian Government wanted to bring in Europeans to farm on the good land, so this is how his people ended up on a "reserve". Also the government wanted to build cities and towns so his people were relocated to land that was rocky.

d. Explain that Kitigan Zibi Anishinabeg means; Kitigan Zibi is translated to Desert River in English

Anishinabeg refers to the real people. Anishinabe is singular, Anishinabeg is plural.

e. Does anyone know what a reserve for First Nations people is. Explain that when France, Britain and then Canada was colonizing the First Nations people they were taking large areas of land and putting the Indigenous people onto small reserves. This was often done with force. This system of apartheid is much like what happened later in South Africa, Palestine, New Zealand, etc. At one time First Nations people were not allowed to leave reserves without a pass from the Royal Canadian Mounted Police (RCMP) agent on the reserve.

f. Algonquin were originally from near Montreal on the Ottawa River but when the area was colonized by the Canadian Government in 1880s they were forced to move off the rich farming land and relocate four hours (by car) north west to land where they could no longer farm. Albert's reserve is 130 km. north of Ottawa.

g. What has he written? I books and greeting cards Where has he led writing circles in community so others can learn to write as well? schools, prisons, and Indigenous run centers.



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Minds On Activities (Feeling, Thinking, Questioning, Knowing, Experimenting, Planning)

h. What is a prison? A very large jail

i. What do you think Indigenous run center means? A place run by Indigenous people that people can join together and attend special programs.

2. Go over the first part of the handout (Part A) and read the instructions about underlining unknown words and assign the definitions for homework.

3. Go over the handout on compound words and review these parts of speech: noun, verb, adjective, adverb, conjunction, preposition. On the blackboard, have students help give examples of the first few combinations of words to create more advanced compound words. Explain that as a teacher you want your students to get more rich vocabulary so they can explain themselves in a more complex way and prepare for the next level of ESL. Assign the compound word sheet for homework.



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Action:

1. Start next lesson by having students review the compound word theory and then have students read out words they wrote in each category eg. noun+verb = compound word

2. Then get them to read the short story looking for compound words to circle.

After about 10 minutes, assign each student a sentence number and write these on an anchor chart / blackboard with the student's name. Then have each student explain what are the compound words in that sentence eg. 1. homeland Then ask the class if anyone knows the meaning of that word and speaks of what the compound word means. Ask if it is closed, open or hyphenated compound word.

3. Next have students answer the questions using a think aloud balanced literacy approach.

When discussing these questions consider the ANSWERS copy of the handout. Keep in mind the diverse cultural and religious roots of your students and ensure they are understanding that you are teaching them about the cultural, spiritual, social, and historical knowledge of the First Nation -Anishinabeg Algonquin. Some who are from countries that enforce a religion may not be aware that some people don't believe in God and may need you to remind them to be open to learning from the story about life lessons and a spiritual value system rather than having them question their own. Question 5, for example, requires this sensitivity.

4. Review the four types of pronouns we have learned in BO (and AO) Subjective, Objective, Possessive and Reflexive and have students do the chart about pronouns then go over the chart by assigning one line to each student pair, and have them write them on a flip chart. Do this as a class review of concepts learned in order to ensure all students understand the four pronoun types of ESL BO



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Reflection and Consolidation: (e.g. self questioning, peer assessment, teacher feedback, teacher wrap up activity for entire class, etc.)

5. For the question on their opinion, “**Part Five: Your opinion:** Do you think following her grandfather’s advice was a good idea for the young woman to do? Why/Why not?” emphasize that they must tell their opinion and then each must look for parts of the story to support the opinion. Many ESL adults come from countries that have education systems based on rote learning and may be uncomfortable to have an opinion but this can also be modelled with THINK ALOUD approach from Balanced Literacy.

Evaluation: (Overview of how students will be evaluated)

- a. Informal assessment and observation of students’ contributions to class discussions. Class as a whole given feedback orally eg. I noticed today that as we went through the story and questions, so of you volunteered to speak and others of you did not offer to help the class at all. If you feel comfortable can anyone share why they did or did not volunteer to help the class answer the questions?
- b. Mark for correcting handout about compound words. Level Three is full completion of the handout. (For grammar strand in mark book)
- c. Mark questions on the handout about the short story for completion. Level three is full completion of handout with correct answers. (for reading strand in mark book)
- d. Assess Students’ presentations of grammar (compound words and pronouns)
Level three - examples are accurate (For grammar strand in mark book)
Level three - student spoke clearly and spoke to the class in a direct way (For listening and speaking strand in mark book)
- e. Mark the opinion answer which should be written on lined paper
Level three - opinion has been clearly written
Level three - opinion has been supported with parts of the story as examples