Lesson Submission by: Julia Minaker

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| **Lesson Title**: Discovering T’Kemlups (2 of 3)  **Subject**: Social Studies  **Possible cross-curricular connections:** This unit crosses into the science 3 curriculum. Focusing on connection to local land, students engage with local Indigenous landforms and landmarks and discuss their connections to them  **Grade range**: 3-4 |

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| **Rationale** - Students will begin to discover more about the land they live on. Students will learn about new or familiar places around TK’emlups and why these places have importance to Local First Peoples, as well as to them. |

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| **Prerequisite Concept and Skills** –  Knowledge of what a land acknowledgment is from previous day.  An idea of how large Secwepemcúl'ecw is, with an idea of some of the bands within it. (Not all were covered for time’s sake in my previous lesson, so maybe displaying a map to show all the communities) |

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| **First Peoples Principles of Learning/Indigenous Content** -  “Learning is embedded in memory, history, and story.”  This lesson really focuses on Indigenous connection to the land. I want to tell some of the Indigenous history of the land, the story of the rivers, information about important places (that I am able to share appropriately and to my best knowledge and ability) and how these places make up important part of TK’emlups history think this is done so through memory, history, and story. |

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| **Materials and Resources** –  KWL Charts  Smart Board  Work Sheets  List of Prompts  White Board and Marker for brainstorm  <https://www.youtube.com/watch?v=zBGX4P0zsno> |

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| **Anticipated lesson time (30-90min?)**: 45 min |

**Lesson activities**:

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| This lesson takes students on a virtual tour of Kamloops. It is an interactive way to allow students to learn the history of the land and the people who have lived on in for thousands of years. |

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| **Learning Intentions**:  • I can engage in the tour around Kamloops  • I can share personal connections to the land |

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| **Teacher activity** –  <https://www.youtube.com/watch?v=zBGX4P0zsno> and debrief  - What did we think of the video?  - What stood out? | **Student activity** –  Students will watch video  Students will engage in discussion |
| Body:  Teacher will hand out “where are we going?” workbooks  Teacher will virtually walk students around important Indigenous landmarks and landform and explain their importance to Indigenous peoples on this land.  \*Slideshow can be used- there are interactive links in the slideshow and a teacher guide below.  <https://docs.google.com/presentation/d/1HVq9dC2_yrUNiw0J59n89sCeoZX9fdfOaqeIv4anQUA/edit?usp=sharing>  Ask students to brainstorm a place they want to create their own “land acknowledgment/introduction” for.  Hand out KWL charts and students will write what they know about the place they chose, and what they want to know for next class. | Students will be given a map of Kamloops (image below) and will go on a “tour”.  Students will be encouraged to share stories and make connections on what the land means to them.  Students will write a connection for each landmark- a memory, something it reminds them of, a picture, etc.  Students will choose a place that is meaningful to them for the following lesson, they will research more about the place, the land it is on and who lives on it. |
| Closure:  Collect Exit Slips | Students will fill out and hand in an exit slip (their KWL chart will be given formative feedback) to be returned next class. |

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| **Assessment**: Assessment for this lesson will be formative feedback on their exit slips. |

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| **Extension** - (this lesson contains 1 more lesson as an extension) Teacher can bring in an Indigenous Education worker to help facilitate more of the learning. This lesson is built for a teacher who is not Indigenous, to respect and appreciate the land, and follows appropriate boundaries for teachers to share knowledge with students. |

**TEACHER GUIDE:**

READ and tell students to imagine:

“Your paddle dips into the water. The gentle swoosh blends with the traditional song the Indigenous cultural knowledge keeper sings.

Facing us from a seat in the bow of our long canoe, he plays a flat, round drum painted with eagle feathers. We paddle with his drum and voice, moving easily along the South Thompson River to the gentle rise and fall of his singing in Secwepemctsin, the language of the Secwepemc people.

We’re heading towards Tk’emlúps, te Secwepemc, where the two rivers meet. “

We are going along the river that flows through our Kamloops community that has been travelled by people of the Secwepemc nation for centuries. We will make a few stops along the way to learn about the history in our community. The first place we come to, is the Kamloops Powwow Grounds.

**Powwow Grounds:**

**\*Hover over “Kamloops Powwow Grounds” and click link**

Powwow is one of the largest gatherings of Indigenous culture celebrating the heritage of the lands people. Thousands of dancers will gather to celebrate the Indigenous peoples heritage through storytelling, song, and dance in traditional regalia.

<https://www.youtube.com/watch?v=lpBfWk46JA4>

**Mount Peter and Paul**

Compare the Pictures:

Picture 1 from 1891, so over 100 years ago

Picture 2- last year

Discussion: What do we notice?

What has changed?

What is the same?

**Meeting of the rivers:**

The name Kamloops is a Shuswap word meaning "meeting of the waters" or "point between the rivers". The confluence of the North and South Thompson Rivers has been an important meeting place for thousands of years. The Secwepemc settled in the Kamloops valley along the banks of the North Thompson River at the foot of Mounts Peter and Paul. They used the rivers as an important source of food for the village with huge catches of fish being caught, dried and stored in preparation for winter. The water supported many types of animals, bird and plant life all of which were used to feed and clothe the people. The rivers also provided important cultural and transportation links between the Secwepemc in Kamloops and the rest of the province.

\*Colouring Page

**Peterson Creek Park**

**\*Hover over “Peterson Creek Park for brain break, then students can colour. (note the two river colours for colouring)**

This park includes the Xget'tem' Trail which means “deep valley” in Secwépemcsin and pays tribute to the area’s historical ties to the Shuswap people.

<https://www.youtube.com/watch?v=GghrfH_YTYE>