

Area of Focus: Math, Socials, ADST with Indigenous Focus	Topic: Clamming Baskets and Seasonal Rounds
Big Idea: (understand) <ul style="list-style-type: none"> • Repeating elements in patterns can be identified. • Skills can be developed through play 	
Aboriginal Competencies: <ul style="list-style-type: none"> • <i>Belonging</i> • <i>Mastery</i> Aboriginal Pathways to Learning: Strategies <ul style="list-style-type: none"> • <i>Cross Curricular</i> • <i>Place-based</i> • <i>Purposeful</i> • <i>Collaboration</i> Aboriginal Knowledge: <ul style="list-style-type: none"> • <i>Identity</i> (worldviews and relationships) • <i>Culture</i> (language, oral traditions, practices, ceremonies, traditions, artistic expressions) • <i>Contributions</i> 	Curricular Competencies: (do) Math: <ul style="list-style-type: none"> • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures Socials: <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions ADST <ul style="list-style-type: none"> • Make a product using known procedures or through modelling of others • Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
	Concepts and Content: (know) <ul style="list-style-type: none"> • Students will be accessing prior knowledge/learning that we have done in lessons about basic weaving techniques and ideation. • There are relationships between our community and the environment. • That it takes time and patience to learn a new skill.
	Essential Questions: <ul style="list-style-type: none"> • What can we use to make clamming baskets? • Did our designs work well? How do you know? • What can be changed to improve our designs?
	Learning / Inquiry Tasks: <i>Prior to this lesson, students will have already learned and practiced some basic weaving techniques with a Musqueam Elder. Teacher has prepared a variety of materials that could be used to weave and test clamming baskets.</i> <ul style="list-style-type: none"> • Musqueam Elder teaches about traditional harvesting of clams and demonstrates using her basket and sand/clams at a water table. She will also teach the words for “clam”, “basket” and “harvest”. • Teachers show the pictures and books about weaving for student use and the materials available to students • Students are invited to design and try making baskets that might work for clamming • Students invited to test their creations at one of the water tables • Teachers will circulate and ask students essential questions to help guide thinking and support ideation process

Differentiation:

Due to the hands-on nature of this activity and prior learning, ELL students will have no problem participating. Teacher will support all students as needed. For a student with sensory issues, it would be prudent to pre-arrange materials that are suitable for them. Then, when ideation and production commence, supporting the student to choose which materials they would like to use independently so that they can participate fully.

Extensions for future lessons:

- Inquiry into other uses of weaving
- Take clamming baskets to the beach and try them out there
- The next time we are in the forest, identify items used to create traditional clamming baskets and collect items to weave into clamming baskets.
- Use weaving for learning more about repeating patterns in Math

Ways of Expressing Learning /Assessments:

- Teacher will document learning and photograph students engaged in the process of creating and teasing clamming baskets
- Student will perform self-assessment using the language of the competencies: “I can: ask questions, try out my ideas, tell others about my work”. “I can make a clamming basket using my and others’ ideas” & “I can make mistakes. Mistakes give me the chance to try something new”
- Gallery walk for students to display work and ask the essential questions of each other.

Resources / Materials:

- Pictures and books about weaving on display
- Paper and pencils for ideation/planning
- Provocations for weaving (string, bark, pipe cleaners, yarn, grass, fabric, twigs, seaweed)
- Simple square looms and frames
- Small buckets with sand and clamshells

Resource People:

- Musqueam Elder
- SSA to support designated student