

<p>Title of Lesson: The Wild Rice Harvest –</p> <p>Concept: Sustainability and Stewardship</p>	<p>Grade: 3</p> <p>Subject(s): Science and Technology, Language, Health and Physical Education</p>
<p>Curriculum Expectations:</p> <p>OE- Science and Technology</p> <p>1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;</p> <p>SE</p> <p>1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration, and suggest ways in which humans can protect plants</p> <p>OE – Language</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.1 write short texts using a variety of forms</p> <p>OE – Health and Physical Education</p> <p>B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment</p>	<p>Learning Goals</p> <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Wild rice has provided sustenance to the Anishinaabe people for thousands of years. • The word Anishinaabe means “Ojibway person”. • Wild rice grows in water. • Students will understand that pollution will kill the wild rice plants. • The Ojibway word for wild rice is mnoomin which means “good seed”. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Students will learn the process or steps of harvesting wild rice.
<p>Enduring Understanding(s)/Big Idea(s):</p> <ul style="list-style-type: none"> • Plants are the primary source of food for humans. • Humans need to protect plants and their habitats. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the Ojibway word for wild rice? - mnoomin • Where does wild rice grow? • When do you harvest wild rice? • What might damage and kill the wild rice? Water pollution, excessive waves and large variations in the water level. • What might cause the water pollution, the large waves and the variation in water levels? • How do we prevent all this from happening? <p><i>These questions will be written on a chart</i></p>

<p>Resources: "Wild Rice" https://northfieldschools.org/files/wild-rice-educator-newsletter.pdf Ontario curriculum documents</p>	<p>Materials:</p> <ul style="list-style-type: none"> • spoons • cooked and uncooked wild rice • fresh from the farm newsletter • YouTube videos • paper • pencils • erasers • basket • SmartBoard • chart paper • markers
<p>Relevance: Wild rice is a major food source for the Anishinaabe and many of the rice beds are in cottage country where there are many boats and water crafts that damage the wild rice.</p>	<p>Connections:</p>
<p>Media: Wild Rice Harvest - Kawartha Lakes 2017 https://www.youtube.com/watch?v=2N2vRkln1Xk The Land Between: Wild Rice https://www.youtube.com/watch?v=5qaAFbBJ1M Harvesting wild rice at Gaaming Nature Center https://www.youtube.com/watch?v=ON8oWh7EfJw</p>	<p>Hands-on:</p> <ul style="list-style-type: none"> • Students will taste some prepared wild rice • Students will play charettes • Students will write a paragraph
<p>Differentiated Instruction, Modifications and Accommodations (Lesson Delivery): Learning environment- classroom</p> <p><i>What accommodations and modifications (for students with IEP's) will you make to support students with special needs or English Language Learners, etc. Accommodations / Modifications:</i></p> <p>x Increase time, space, amount x Scribe <input type="checkbox"/> Use manipulatives x Decrease time, space, amount <input type="checkbox"/> Oral explanation <input type="checkbox"/> Include visuals, models, cueing, organizers <input type="checkbox"/> Change seating, groupings <input type="checkbox"/> Peer tutor/Partner <input type="checkbox"/> Extend <input type="checkbox"/> Other:</p> <p>Students can also draw the process if writing is a challenge. Students can also make graphic storylines Create a flowchart</p>	<p>Differentiated Instruction, Modifications and Accommodations (Assessment):</p> <ul style="list-style-type: none"> • Pair students with stronger students. • Scribe for students who require it. • Use of Speech to Text Technology • Allow students to draw and label their observations

<p>Assessment: <u>Assessment for Learning</u> <u>Assessment as Learning</u> <u>Assessment of Learning</u></p> <ul style="list-style-type: none"> Students will make info quiz cards- Teacher will assess the cards for information put on the card and the peer's response to the questions on the cards. Categorize the card: Nutrition of Wild Rice How is it's grown and harvested History and geographical locations of Wild Rice 	<p>Detailed description of Assessment Process and Strategies:</p> <p>Cut the articles in segments or paragraphs and then have students put items in order or in categories.</p> <ul style="list-style-type: none"> KWL chart about Minoomin What we know What we want to know What we learned This will be filled over a few days
<p>Student Groupings: <input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Pairs <input checked="" type="checkbox"/> Small Groups <input type="checkbox"/> Whole Class</p>	
<p>Minds-On</p>	
<p>While students are sitting in a circle the teacher passes a bowl of uncooked wild rice. As this bowl is being passed around the teacher asks the students if they know what is in the bowl. The students are encouraged to use their senses; look, touch, smell and taste.</p> <p>With the bowl on a table and have the students visit the bowl in groups and having a chance to write/draw their observation (say in the morning or hour before the circle discussion)</p> <ul style="list-style-type: none"> - Discuss other kinds of rice for comparison - students who eat other kinds of rice may be able to connect for comparison - Create a chart or list of other foods like rice that students eat or to motivate a class other foods they eat in general and then ask what some would eat if summer was short (3-4 months). If an area was usually dry? If an area was usually wet/ moist)? <p>Next, the teacher provides each student with a spoon and offers the students a taste of cooked wild rice prepared with syrup and blueberries.</p> <p>The teacher asks the students if they ever tasted this food and what they thought of this food. Depending on the knowledge of the students, the teacher tells them that they just had some food that is Indigenous to this area and it is called wild rice and tells the students that they will be learning more about wild rice.</p> <p>Teacher will show students three different YouTube videos of wild rice. Wild Rice Harvest - Kawartha Lakes 2017 - https://www.youtube.com/watch?v=2N2vRkln1Xk The Land Between: Wild Rice - https://www.youtube.com/watch?v=5qaAFbBJ1M Harvesting wild rice at Gaaming Nature Center - https://www.youtube.com/watch?v=ON8oWh7EfJw</p>	

Approximately 30 minutes

Have students work in groups watch in on a computer/ chromebook and they can draw, write the procedures of processing the rice

Another group could make facts about wild rice on cards or paper and stick the cards on classroom walls or use it in a game.

Another could be the relationship/ spirituality between wild rice and the community/ peoples who harvest (obtain with a good heart)

Teacher asks students to brainstorm some ideas on chart paper what might damage or kill the wild rice in our area/lakes? ***Water pollution, excessive waves and large variations in the water level.***

What might cause the water pollution, the large waves and the variation in water levels?

How do we prevent all this from happening?

This may offer an opportunity to discuss or highlight First Nations challenges of getting fresh water and ongoing problems with obtaining water without a boil advisory.

Perhaps a discussion about Industries polluting up-stream and the pollutants affecting communities downstream. Or challenges with developing water filtration infrastructure?

<https://www.thestar.com/news/canada/2018/08/03/what-if-ottawa-spends-2b-on-water-for-first-nations-and-it-still-isnt-safe-for-everyone-to-drink.html>

<https://www.thestar.com/vancouver/2018/08/09/a-bc-reserve-has-been-17-years-without-safe-drinking-water-many-dont-even-have-tap-water.html>

Perhaps a discussion - why do we call it wild rice? Could there be a bias in calling it Wild???

Why don't we call some items as Wild grapes, wild apples, wild pumpkins? We do have wild berries? What qualifies something to be called wild?

Is there another name would you call it if you could invent a new name?

<https://www.youtube.com/watch?v=kyW8keqbjJl>

Video suggestion Wild Edibles - show a small part of the video or in 3 or 4 clips

Action!

Approximately 20 minutes

1. Separate students into 5 groups. Assign each group a step in the harvesting and finishing process.
2. Have them create a diagram or illustration of the assigned step and present to their classmates.
3. Students will play a game called "Wild Rice Charades."

Put words associated with wild rice harvesting on separate pieces of paper and have a student (or pair of students) pick one out of a basket and act out the word or phrase.

The other students must guess the words, and the action goes on until the words are guessed.

Suggested words: • Paddling a canoe • Knocking • Spreading rice to dry • Picking over the rice to remove leaves and insects • Lighting the fire • Parching • Hulling/Dancing/Treading • Winnowing

Consolidation

Approximately 30 minutes

Students will choose one of the following choice to show their learning:

1. Student will read the Harvesting paragraph on the Fresh from the Farm Newsletter about Wild Rice and write a paragraph on the instructions on how to harvest wild rice.
2. Students can read the "Just the Facts" paragraph from the Fresh from the Farm Newsletter and write a paragraph about three things that you learned.
3. Students can write a paragraph on how we as humans can prevent the damage to the wild rice in the lake
4. students make google slides or PowerPoint presentation about the materials - and use images of Wild Rice from images in Google Search to illustrate their slides
5. Students do a Prezi presentation about the facts and concepts.
6. Could students write a play or mini drama about an aspect of wild rice?
7. Poetry about Wild Rice?

Lesson plan adapted from <https://northfieldschools.org/files/wild-rice-educator-newsletter.pdf>