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| **Plains Peoples’ Economy Part IV – Social Studies 10** | |
| **Learning outcome(s)** SWBAT show their wares with others in other classes; SWBAT explain what it was that they made and how they made it | |
| **Purpose** This lesson will make the sociological or historical information about First Nations more experiential and relevant which serves to make Indigenous knowledge more meaningful for the learners, but also serves to incorporate IK methodologies of creating something useful into the curriculum of First Nations; furthermore, the convening of a group of students to share their creations serves to foster a sense of school community during which the focus of the lesson is Aboriginal clothing | |
| **Logistical Commencement** T leads the class into the classroom of the other teacher with whom he is collaborating so that Ss can share the articles of clothing that they made (5 min) | |
| **Resources and Materials** articles of clothing that had been made | |
| **Group Share** Ss work in groups of five and they share the articles of clothing that they had made; Ss must explain how these articles of clothing are made (15 min) | **Class Share** Ss in groups vote on the best article of clothing and one member of the group must share is to the whole class who has NOT made it (30 min) |
| **Clothing Trade** Ss are given the opportunity to wear each other’s articles of clothes and are even allowed to trade if they want (15 min) | |
| **Closing** As a class we rehash the projects that Ss are expected to do; also T will ask Ss what they had learned that day (5 min) | |
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| **Check for understanding** T will ask students what the sequence of procedures to make tanned leather clothing articles is | |