

Subject Area: English
Unit Title: Imaginative Stories of First Nations Peoples
Grade Level: 7
Lesson Number: 1 of 10

Duration: 60 minutes
Date: 2024-02-20
Teacher: Ms. Jane Smith
Room: 101

Curriculum Standards Alignment

Content Standards:

- English: Reading and Viewing
- English: Writing
- Humanities and Social Sciences: History

Skills Standards:

- Critical Thinking
- Problem-Solving
- Communication

Cross-Curricular Links:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia

Essential Questions & Big Ideas

Essential Questions:

- What are the significance and importance of imaginative stories in First Nations cultures?
- How do imaginative stories reflect the history, cultural values, and beliefs of First Nations peoples?

Enduring Understandings:

- Imaginative stories are a vital part of First Nations cultures, passing down history, cultural values, and beliefs from one generation to the next.
- Imaginative stories provide a unique perspective on the world, promoting cross-cultural understanding, empathy, and appreciation.

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Student Context Analysis

Class Profile:

- Total Students: 25
- ELL Students: 5
- IEP/504 Plans: 3
- Gifted: 2

Learning Styles Distribution:

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%

Pre-Lesson Preparation

Room Setup:

- Arrange desks in a circle to facilitate discussion
- Display a map of Australia to highlight the diversity of First Nations cultures

Technology Needs:

- Computer with internet access for research
- Audio equipment for playing traditional music

Materials Preparation:

- Copies of imaginative stories from First Nations perspectives
- Whiteboard and markers

Safety Considerations:

- Ensure a safe and respectful learning environment
- Be aware of potential cultural sensitivities

Detailed Lesson Flow

Pre-Class Setup (15 mins before)

- Set up the room and technology
- Prepare materials and handouts

Bell Work / Entry Task (5-7 mins)

- Have students write down what they know about First Nations cultures
- Ask students to share their prior knowledge and experiences

Opening/Hook (10 mins)

- Introduce the concept of imaginative stories and their importance in First Nations cultures
- Use visual aids and simple language to support diverse learning needs

Engagement Strategies:

- Use storytelling techniques to capture students' attention
- Ask open-ended questions to encourage critical thinking

Direct Instruction (20-25 mins)

- Read an imaginative story from a First Nations perspective
- Stop at key points to ask questions and clarify vocabulary

Checking for Understanding:

- Use formative assessment strategies to monitor students' progress
- Provide feedback and adjust instruction as needed

Guided Practice (25-30 mins)

- Lead a class discussion to explore the story's themes, characters, and events
- Encourage students to share their thoughts, ideas, and questions

Scaffolding Strategies:

- Provide visual aids and graphic organizers to support students' understanding
- Offer one-on-one support for students who need extra help

Independent Practice (20-25 mins)

- Have students complete a creative activity, such as a drawing or writing task
- Encourage students to use their imagination and creativity

Closure (10 mins)

- Reflect on what has been learned
- Provide opportunities for students to ask questions and seek clarification

Differentiation & Support Strategies

For Struggling Learners:

- Provide extra support and scaffolding
- Offer one-on-one instruction and feedback

For Advanced Learners:

- Provide extension activities and challenges
- Encourage independent research and project-based learning

ELL Support Strategies:

- Use visual aids and graphic organizers to support language development
- Provide opportunities for students to practice language skills in a supportive environment

Social-Emotional Learning Integration:

- Encourage empathy and understanding through storytelling
- Teach self-awareness and self-regulation skills through reflection and self-assessment

Assessment & Feedback Plan

Formative Assessment Strategies:

- Observation and feedback
- Quizzes and class discussions

Success Criteria:

- Students will be able to understand and appreciate the significance of imaginative stories in First Nations cultures
- Students will be able to analyze and interpret imaginative stories from a First Nations perspective

Feedback Methods:

- Verbal feedback and encouragement
- Written feedback and comments

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Homework & Extension Activities

Homework Assignment:

Have students research and create a presentation about a First Nations culture or imaginative story.

Extension Activities:

- Have students create a visual representation of an imaginative story, such as a drawing or diagram
- Encourage students to write their own imaginative story from a First Nations perspective

Parent/Guardian Connection:

Encourage parents and guardians to ask their child about what they learned in class and to discuss the significance of imaginative stories in First Nations cultures.

Teacher Reflection Space

Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

What are Imaginative Stories?

Imaginative stories are a vital part of First Nations cultures, passing down history, cultural values, and beliefs from one generation to the next.

These stories are often told through oral traditions, using storytelling techniques such as song, dance, and visual arts.

Importance of Imaginative Stories

Imaginative stories provide a unique perspective on the world, promoting cross-cultural understanding, empathy, and appreciation.

They also play a crucial role in preserving cultural heritage and promoting social-emotional learning.

Examples of Imaginative Stories

- The Rainbow Serpent
- The Dreamtime
- The Seven Sisters

Cultural Immersion

Provide students with opportunities to immerse themselves in First Nations cultures, such as through traditional music, dance, or art.

This can help students develop a deeper understanding and appreciation of the cultural context of imaginative stories.

Visual Aids

Use visual aids such as pictures, videos, or diagrams to support students' understanding of imaginative stories and their cultural context.

This can help students who are visual learners and provide a engaging and interactive way to learn.

Explicit Vocabulary Instruction

Provide explicit instruction on key vocabulary and concepts related to imaginative stories, using visual aids and simple definitions to support EAL/D students.

This can help students develop a strong foundation in the language and cultural context of the stories.

Formative Assessment Strategies

Use ongoing assessment strategies such as observation, quizzes, and class discussions to monitor students' progress and provide feedback.

This can help identify areas where students need extra support and adjust instruction accordingly.

Summative Assessment

Use a range of assessment methods such as reading comprehension tests, writing tasks, and oral presentations to evaluate students' comprehension and fluency skills.

This can provide a comprehensive picture of students' learning and understanding.

Self-Assessment

Provide opportunities for students to reflect on their own learning and set goals for future lessons.

This can help students develop a growth mindset and take ownership of their learning.

Summary

In conclusion, teaching imaginative stories from First Nations peoples to 7-year-old students requires a thoughtful and nuanced approach that takes into account the diverse needs and backgrounds of the students.

By acknowledging the cultural significance and importance of these stories, the teacher can create a rich and engaging learning environment that promotes comprehension, fluency, and cross-cultural understanding.

Recommendations

Teachers should provide opportunities for students to immerse themselves in First Nations cultures and use visual aids to support students' understanding of imaginative stories.

Teachers should also provide explicit instruction on key vocabulary and concepts related to imaginative stories and use formative and summative assessment strategies to evaluate students' learning.

Future Directions

Future research should investigate the impact of teaching imaginative stories from First Nations peoples on students' comprehension, fluency, and cross-cultural understanding.

Teachers should continue to develop and refine their teaching strategies to meet the diverse needs and backgrounds of their students.

