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| Instructions for Using Remote Learning Projects |
| These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.  **Note:**   * 1. The teacher either sends a link to the appropriate project or sends the document itself.   2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).   3. The teacher reassures parents/caregivers that communication will be maintained between home and school.   4. Parents/caregivers may access additional resources at:      + My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))      + My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html)) |

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| PROJECT OVERVIEW | |
| Grade: | 5 |
| Main Subject: | Social Studies |
| Big Idea: | Impacts of Indigenous agriculture in the past, present, and future in Canada |
| Title: | THREE SISTERS |
| Cluster: | First Peoples |
| Duration: | 2–6 weeks (depending on how many choice options students complete) |
| Materials: | PowerPoint, BLMs, access to technology and Internet to participate in activities and conduct research. Students will need paper, pens, pencils, markers, pencil crayons, etc. and various supplies and/or technology resources for their final project depending on which option they choose. Students may need gardening supplies, like seeds, dirt, etc., if they choose to do one of the gardening activities. |
| Short Description: | This study of Indigenous Food and Agriculture will support students’ understanding of the importance of Indigenous peoples as the first farmers of Canada and Manitoba, and how Indigenous agricultural knowledge helped support the development of Canada. Students will deepen their appreciation and learning through a variety of choice activities. This project is a combination of synchronous and asynchronous activities. |

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| Learning Outcomes |
| Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/index.html 5-KI-005, 5-KI-006, 5-KL-017, 5-KE-050, 5-VH-008, 5-KH-026, 5-KE-051, 5-VH-009, 5-VH-011, 5-VE-015,  5-KH-036, 5-VL-007, 5-VI-004, 5-VI-005, 5-VH-010  English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design  Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html 5-1-13, 5-1-15, 5-2-14, 5-4-02  Mathematics: www.edu.gov.mb.ca/k12/cur/math/index.html 5.N.3, 5.N.4, 5.N.5  Arts Education: www.edu.gov.mb.ca/k12/cur/arts/index.html A-C1, A-C2, A-C3 |

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| *Assessment* | | | | | | | | | | | | | |
| *LANGUAGE ARTS* | | | | | MATHEMATICS | | | SCIENCE | | | SOCIAL STUDIES | | |
| *COMP.*  *Listening &* *Viewing* | COMP.  Reading | COMM. Speaking & Represent. | COMM. Writing | Critical Thinking | Knowledge  and  Understanding | Mental Math &  Estimation | Problem Solving | Knowledge  and Understanding | Scientific Inquiry Process | Design Process &  Problem Solving | Knowledge  and Understanding | Research  and Communication | Critical Thinking and  Citizenship |
| *X* | X | X | X | X | X | X | X | X |  |  | X | X | X |

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| Original concept created by: | J. Fast and K. Berezka |

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| Learning Experiences and Assessment |
| **Question: How has Indigenous Agriculture impacted life in Canada?** |
| Teacher’s instructions:  This project meets the GLOs of Identity, Culture and Community, The Land: Places and People, Historical Connections, Global Interdependence, Power and Authority, and Economics and Resources.  Follow the PowerPoint and slide notes for extra information, suggestions or alternate ideas, BLMs, and rubric. Teachers can also adapt and rearrange the activities as makes sense for your context.  Step-by-step instructions for students:  Follow the teacher instructions, PowerPoint presentation, and blackline masters. |

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| APPENDIX (Printable Support Materials Including Assessment) |
| Grade 5: Three Sisters.pptx  Grade 5: Blackline Masters  Grade 5: Three Sisters Rubric |

**Three Sisters KWL BLM #1**

**Three Sisters Read Aloud Picture Retell BLM #2**

Listen closely as the teacher reads the story. Imagine the story as a movie in your head then draw or paint pictures of what is happening on the paper below or a separate piece of paper.

|  |
| --- |
| **First…** |
| **Next…** |
| **Then…** |
| **Last…** |

**Food Origins Sort and Predict BLM #3a**

Read through the list of foods and think about where it may have originated—in North and South America, or in Europe/Asia/Africa/Australia. Sort and write the food item under the appropriate heading.

|  |  |
| --- | --- |
| **Food Items** | **Originated in North/South** **America** |
| Apples  Avocado  Bananas  Beans  Blueberries  Carrots  Cherries  Chili Pepper  Chocolate (Cocoa beans)  Coconuts  Coffee  Corn  Cranberries  Cucumbers  Grapes  Kiwi  Lemons  Lettuce  Melons  Onions  Papaya  Peaches  Peanuts (Groundnuts)  Pears  Peppers  Pineapple  Potato  Pumpkin  Quinoa  Spinach  Strawberries  Sugar cane (sugar)  Sunflowers  Sweet Potato  Tomato  Vanilla  Watermelons  Yam |  |
| **Originated in Europe/Asia/Africa/Australia/Australia** |
|  |
| **\*\*Variations Originated in More than One Part of the World\*\*** |
|  |

Source: [Origins of food crops connect countries worldwide | Proceedings of the Royal Society B: Biological Sciences (royalsocietypublishing.org)](https://royalsocietypublishing.org/doi/full/10.1098/rspb.2016.0792)   
[18 Food Crops Developed in the Americas |Britannica](https://www.britannica.com/list/18-food-crops-developed-in-the-americas)  
[Top 10 Foods the Americas Gave the World (thespruceeats.com)](https://www.thespruceeats.com/foods-america-gave-the-world-102174)

**Food Origins Sort and Predict Answer Key BLM #3b**

Read through the list of foods and think about where it may have originated – in North and South America, or in Europe/Asia/Africa/Australia. Sort and write the food item under the appropriate heading.

|  |  |
| --- | --- |
| **Food Items** | **Originated in North/South America** |
|  | Avocado  Beans  Blueberries  Chili Pepper  Chocolate (Cocoa beans)  Corn  Cranberries  Papaya  Peanuts (Groundnuts)  Peppers  Pineapple  Potato  Pumpkin  Quinoa  Strawberries  Sunflowers  Sweet Potato  Tomato  Vanilla |
| **Originated in Europe/Asia/Africa/Australia** |
| Apples  Bananas  Carrots  Cherries  Coconuts  Coffee  Cucumbers  Kiwi  Lemons  Lettuce  Melons  Onions  Peaches  Pears  Spinach  Sugar cane (sugar)  Watermelons |
| **\*\*Variations Originated in More than One Part of the World\*\*** |
| Grapes  Yam |

Source: [Origins of food crops connect countries worldwide | Proceedings of the Royal Society B: Biological Sciences (royalsocietypublishing.org)](https://royalsocietypublishing.org/doi/full/10.1098/rspb.2016.0792)  
[18 Food Crops Developed in the Americas |Britannica](https://www.britannica.com/list/18-food-crops-developed-in-the-americas)  
[Top 10 Foods the Americas Gave the World (thespruceeats.com)](https://www.thespruceeats.com/foods-america-gave-the-world-102174)

**Three Sisters Video BLM #4**

Watch “The Three Sisters” video from New World Ideas in sections, and complete the following:

|  |  |  |
| --- | --- | --- |
| **Time** | **Topic** | **Thought provoking questions** |
| ***0:00-0:42*** | ***Intro*** | What do you think this video will be about? |
| ***0:43-5:32*** | ***History of Indigenous Farming*** | What are three things that you learned about the history of Indigenous farming? |
| ***5:33-6:24*** | ***The Three Sisters and Companion Planting*** | Describe how corn, beans, and squash grow better when planted together. |
| ***10:15-16:17*** | ***The Gift of Innovative Foods*** | Indigenous peoples of North and South America gave the rest of the world many foods. Which foods from the video do you like and why? |
| ***16:18-23:27*** | ***Food Sovereignty and Gardens*** | Describe the benefits of Food Sovereignty and Gardening? |
| ***22:24-23:27*** | ***Restaurants*** | The Feast restaurant has a bannock pizza with squash on it. What would you put on your bannock pizza? |
| ***23:28-24:36*** | ***Closing*** | What did you think was the most important part of the video? |

**Manitoba’s First Farmers—Lockport Dig BLM #5a**

Watch the section of The Three Sisters video from 6:25-10:15 minutes. Answer the following questions.

1. Where did corn come from?

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1. What are the archeologists doing?

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1. What artifacts did they find?

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1. What can the artifacts tell us about the lives and habits of First Nation peoples?

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1. Imagine you are an archeologist discovering the ancient First Nation farm. What do you see, hear, think, and feel?

|  |  |
| --- | --- |
| I see… | I hear… |
| I think… | I feel… |

Adapted from the New World Ideas Three Sisters book [Our Books—New World Ideas](https://www.newworldideas.org/the-three-sisters)

**Manitoba’s First Farmers–Lockport Dig Answer Key BLM #5b**

Watch the section of **The Three Sisters video** from 6:25-10:15 minutes. Answer the following questions adapted from the New World Ideas Three Sisters book <https://www.newworldideas.org/the-three-sisters>.

1. Where did corn come from?

* From the Mayans of Central America

*Seeds and knowledge spread throughout North America on massive trade networks, from the great Mayan civilizations of Central America, to the pyramid builders of Cahokia, to the great 6 nations confederacy of the east coast, and later all the way to Manitoba.*

1. What are the archeologists doing?

* They are digging and looking for artifacts and they are studying the artifacts (what they are, what they were used for, how old they are, etc.)

*They are digging at the Lockport excavation site, beside the Red River, in Lockport, Manitoba. In the lab, they were able to get a radiocarbon date of 1346 A.D. on one of the cooking pots.*

1. What artifacts did they find?

* Agriculture tools *(bone scapula hoes)*
* Storage pits *(bell-shaped storage pits for storing food)*
* Clay cooking pots – with pot scum *(residue leftover from cooking)*

1. What can the artifacts tell us about the lives and habits of First Nation peoples?

* First Nation peoples **practiced agriculture**, even as far north as Manitoba.
* First Nations peoples that lived where Lockport, Manitoba, is today, **grew corn**. In fact, they grew so much corn that they had a **surplus**, which would be used for **future use** and **trade**.

*The archeologists found evidence of corn, as far north as the Sipiwesk Lake area, just downstream of the Nelson River (north of Lake Winnipeg). This shows there was a* ***trade network****, with corn grown from the* ***south*** *being moved up the water ways along river systems to* ***northern*** *Manitoba.*

**Indigenous Perspectives of Food Plants BLM #6**

After watching the video, [The Great Laws of Nature: Indigenous Organic Agriculture Documentary—YouTube](https://www.youtube.com/watch?app=desktop&v=vn1ym5r7pqg&feature=share), think about these Indigenous Perspectives of Food Plant Beings:

* + Plant beings are a gift.
  + “Nature is the greatest teacher if you take time and listen...”
  + “Nature lives in harmony with itself…Each looks out for the other, each protects the other…they live in harmony, side by side…that is organic...”
  + There are 4 kinds of plant beings: flowers, grasses, trees, and vegetables. Each has a spirit of life, growth, healing, and beauty.
  + Everything has life and everything has spirit. Everything has a purpose in its natural state.
  + All life is connected.
  + Be good to your plants and they will give you a return, they will give you their love.
  + Care for the earth.
  + The spirit of the plant wants to be praised so appreciate it and it will give you more sustenance.
  + The plant is equal to me.
  + We make an agreement with the plant: we bring up the plant, we will nourish the plant, help it grow well and it will give us life.

**Find a living plant, outside or inside, and spend 5 minutes observing it using your senses of sight, touch, hearing, and smell. What did you notice; what did you wonder during your observation?**

|  |  |
| --- | --- |
| **A sketch of the plant I observed:** | **What I noticed about the plant using my senses:** |
|  |  |

**The Wampanoag Way BLM #7**

In this video, sisters Storam and Tashama show us what life was like for the Wampanoag over 400 years ago. Read the following as a review of the video:

**Food**:

* They eat hot corn **porridge** for breakfast, which they sweeten with berries.
* They pick sumac **berries** and then brew the berries into a hot tea.
* They grind some **corn** and then they cook **quail** over a fire and add it to the corn **stew**.

**Activities**:

* They get **drinking water** from a spring that runs through their home site.
* They **play a game** called double ball.
* They **grow** corn and help keep the birds away from the corn.
* They **travel** down river, in what’s called a mishoon, to visit friends.
* They **make beads** out of clay, which they will turn into necklaces.
* They **play with dolls** before bedtime.

**1. Compare your life with the way the Wampanoag lived long ago.**

|  |  |
| --- | --- |
| **Similar** | **Different** |
|  |  |

**Did you know**, people who lived long ago are considered ancestors and that people alive today are the descendants of those ancestors? Although we live very differently now, learning about ancestors and how they lived helps connect us to our culture.

The two sisters, Storam and Tashama, get to show people what life was like long ago. There are museums and cultural centres that have people dress and act like how people used to live.

**2. Why is it good to learn about the past?**

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**Seeds BLM #8a**

**Did you know**, all plants, including food plants, produce seeds which you can collect after harvesting and re-grow? For example, if you take a cob of corn and let it dry, after a few weeks you can remove the kernels and plant them in soil.

*To learn more, check out some YouTube videos on how to save seeds!*  
How to Dry Corn & Seed Saving Tips: <https://www.youtube.com/watch?v=ViKcH02VaLM>

In the **Indigenous Seed Keepers video**, they ask the question, **what is a seed?**

Below are some of the answers they give:

|  |  |
| --- | --- |
| * Seeds are our past, present and future * Seeds are our ancestors * Seeds are our children * Seeds are knowledge * Seeds are what sustain me and my family * Seeds are culture and heritage * Seeds are history and health * Seeds are in our DNA * Seeds are our relatives * Seeds are life | **Which one is your favourite and why?**  **How would you answer the question, what is a seed?** |

**Seed Collection Activity**

1. **Collect and gather some seeds.** This can be done overtime.

Common foods that have seeds in them: apples, tomatoes, bell peppers, oranges, strawberries, cucumbers, lemons, watermelon, avocado, cantaloupe, sunflower seeds, etc.

Common seeds you can find in nature: pinecones, acorns, cattails, burs, grass seeds, flower seeds and dandelions. Be sure not to hurt the plants!

1. **Once you have collected and gathered some seeds you can:**

* sort and compare the seeds
* make a seed display
* predict how many seeds there are in a jar
* measure the length or width of the seeds
* look at the seeds with a magnifying glass
* describe the shapes, colours, and textures of the seeds

**Gardening BLM #8b**

Choose one or more of the following activities to learn about gardening.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Help** | **Materials** |
| Design a garden plan   * What are you going to plant? * Research information on each plant (growing tips) | *Can do on your own, may require adult help* | Paper, pencil crayons, markers |
| Make a garden diorama | *Can do on your own, may require adult help* | Dirt, twigs, toothpicks, stones, paper, pencil crayons, markers, clay, objects you can find at home or outside |
| Watch some YouTube videos on gardening  AND/OR  Play an online gardening game | *Can do on your own* | Internet  Gardening for kids YouTube videos:  <https://www.youtube.com/results?search_query=gardening+for+kids>  Three Sisters (Corn, Beans, and Squash) YouTube video <https://www.youtube.com/watch?v=FwaNH6khB0k>  Online gardening game:  [www.tvokids.com/preschool/games/get-growing](http://www.tvokids.com/preschool/games/get-growing) |
| Grow a single plant in a pot  (indoors or outdoors) | *Adult help required* | Seed, soil, container, water, sunlight, possibly fertilizer |
| Help grow a school or community garden  [www.littlegreenthumbs.org](http://www.littlegreenthumbs.org) | *Adult/Community help required* | Seeds, soil, water, sunlight, gardening equipment, possibly fertilizer and a planter box, community donations |

**Optional: Garden Math BLM #8c**

*Solve the following multiplication problems. Show all your work.*

1. Your neighbours have planted a small “three sisters” garden. You are curious about how many plants they have in their garden. Use the most efficient strategy to find out how many plants they have growing. Be sure to write the multiplication expression that represents the garden.

 

 

 

 

1. Your aunt and uncle have decided to grow a huge garden. They have decided to have 12 rows of corn, 3 rows of beans, 3 rows of peas, 4 rows of carrots, 1 row of lettuce, and 1 row of onions. They think it would be good to have 15 plants in each row. How many plants in total will your aunt and uncle need to buy for their garden? Hint: Use the area model to help you solve the problem.
2. You go on a tour of an organic market garden in your community. The head gardener tells you there are 75 rows of vegetables in the garden, and 112 plants in each row. Because the garden is organic, they weed each plant by hand. How many plants must the workers weed around in total? Hint: Use the area model to help you solve the problem.

**Optional: Garden Math Answer Key BLM #8d**

*Solve the following multiplication problems. Show all your work.*

1. Your neighbours have planted a small “three sisters” garden. You are curious about how many plants they have in their garden. Use the most efficient strategy to find out how many plants they have growing. Be sure to write the multiplication expression that represents the garden. Hint: Grouping plants may help.

 

 

 

 

**One possible solution, depending on the student’s skill level: (4x10) + (4x5) = 40+20=60   
so 4x15=60 there are 60 plants are growing in the neighbours’ “three sisters” garden.**

1. Your aunt and uncle have decided to grow a huge garden. They have decided to have 12 rows of corn, 3 rows of beans, 3 rows of peas, 4 rows of carrots, 1 row of lettuce, and 1 row of onions. They think it would be good to have 15 plants in each row. How many plants in total will your aunt and uncle need to buy for their garden? Hint: Use the area model to help you solve the problem.

**12+3+3+4+1+1=24, so 24 rows with 15 plants in each. Possible solution:**

**5**

**10**

**15**

**200**

**100**

**40**

**+20**

**360**

**24 x 15 = 360**

**My aunt and uncle will need   
to buy 360 plants in total.**

**20x10=200**

**20x5=100**

**20**

**4x10=40**

**24**

**4x5=20**

**4**

1. You go on a tour of an organic market garden in your community. The head gardener tells you there are 75 rows of vegetables in the garden, and 112 plants in each row. Because the garden is organic, they weed each plant by hand. How many plants must the workers weed around in total? Hint: Use the area model to help you solve the problem.

**7000**

**700**

**140**

**500**

**50**

**+10**

**8400**

Possible solution:

**70x100=7000**

**10 2**

**100**

**75 x 112=8400**

**The workers must weed around 8400 plants in total.**

**70x2=140**

**70x10=700**

**112**

**5x100=500**

**70**

**5x10=50**

**75**

**5x2=10**

**5**

**Indigenous Cuisine BLM #9**

*Congratulations! You are now the proud owner of an Indigenous-themed restaurant. Think of a name for your restaurant and create a menu that includes at least three sections that customers can choose from, with at least two food item choices in each with prices. Choose dishes with ingredients that mainly originate from North and South America (see Food Origins Sort and Predict). Here is a menu sample but make up your own if you can. Let your creativity run wild!*

|  |  |
| --- | --- |
| Restaurant Name  Appetizers  Soup and Salads | Restaurant Name  Entrées with side dishes  Dessert/Drink |

*Now choose at least one dish from your menu and create a recipe card for that dish. You can use the template below or create your own style.*

**Recipe:**

Ingredients:



Step 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Raising Awareness Final Project BLM #10**

Think about all that you have learned during the activities in the Three Sisters project. Choose a way to show what you have learned so that others may know more about Indigenous Agriculture of the past, present, and future.

|  |  |
| --- | --- |
| **Three Sisters Final Project Process Checklist** | |
| **Brainstorm** what you have learned during the Three Sisters project. | Stop |
| **Choose** a way to showcase what you have learned.  *For example, music video, art piece, poster, pamphlet, banner, poem, diorama, PowerPoint, or another way that you prefer to show your learning.* | Stop |
| **Create an explanation** of your project (audio, video, or written piece) and how it relates to your learning.  *For example, if you do an art piece such as a painting, explain the colours you choose, why you drew what you drew, symbolism, etc. Or, if you make a music video, explain the lyrics and what your main message is, etc.* | Stop |
| **Share** your project and explanation with your teacher and/or classmates. | Stop |

Criteria and guideline details:



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 5: Three Sisters Project Rubric** | | | | | |
| **Report Card Subject Category** | Very good to excellent  **(4)** | Good  **(3)** | Basic  **(2)** | Limited  **(1)** | Not demonstrated  **(ND)** |
| **Social Studies—Knowledge and Understanding** | Student skillfully and objectively synthesizes, organizes, and represents the important and significant vocabulary and information about Indigenous food and agriculture past, present and future, making connections across historical, cultural, and geographical contexts. | Student accurately synthesizes, organizes, and represents important vocabulary and information about Indigenous food and agriculture past, present and future, making a few connections across historical, cultural, and geographical contexts. | Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize, and represent appropriate information about Indigenous food and agriculture past, present and future and/or make connections across historical, cultural, and geographical contexts. | Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize and represent appropriate information about Indigenous food and agriculture past, present and future and/or make connections across historical, cultural, and geographical contexts. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Social Studies—Research and Communication** | Student generates clear thought-provoking questions, collects relevant and important information from various sources, accurately and comprehensively records, organizes and innovatively communicates information and ideas about Indigenous food and agriculture past, present and future. | Student generates relevant questions, collects relevant information, accurately records, organizes and communicates information and ideas about Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about Indigenous food and agriculture past, present and future. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Social Studies—Critical Thinking and Citizenship** | Student thoughtfully responds to, generates and expresses critical analysis and opinions about social issues, fairness, and human rights related to Indigenous food and agriculture past, present and future. | Student generates some opinions, recognizes and responds to critical analysis and opinions about social issues, fairness, and human rights related to Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Indigenous food and agriculture past, present and future. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Language Arts—COMP. Reading** | Student uses strategies and cues before, during, and after reading to develop understanding of Indigenous food and agriculture past, present and future. | Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of Indigenous food and agriculture past, present and future. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Language Arts—COMP. Listening and Viewing** | Student uses strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous food and agriculture past, present and future. | Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous food and agriculture past, present and future | Does not yet demonstrate the required understanding and application of concepts and skills. |

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| **Language Arts—COMM. Writing** | Student uses strategies and cues to generate, communicate, revise, and **organize** thinking, **ideas, and information** about Indigenous food and agriculture past, present and future with very few **convention** errors. | Student uses strategies and cues with occasional prompting to generate, communicate, revise, and **organize** thinking, **ideas, and information** about Indigenous food and agriculture past, present and future with some **convention** errors. | Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and **organize** thinking, **ideas, and information** about Indigenous food and agriculture past, present and future and correct **convention** errors. | Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and **organize** thinking, **ideas, and information** about Indigenous food and agriculture past, present and future and correct **convention** errors. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Language Arts—COMM. Speaking and Representing** | Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about Indigenous food and agriculture past, present and future. | Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous food and agriculture past, present and future. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Language Arts—Critical Thinking** | Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about Indigenous food and agriculture past, present and future. | Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about Indigenous food and agriculture past, present and future. | Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about Indigenous food and agriculture past, present and future. | Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about Indigenous food and agriculture past, present and future | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Arts Education—VISUAL ARTS** | Student designs and creates original drawings/paintings that include important and relevant historical, cultural, and/or geographical details about Indigenous food and agriculture past, present, and future. | Student designs and creates drawings/paintings that include important and relevant historical, cultural, and/or geographical details about Indigenous food and agriculture past, present, and future. | Student requires occasional teacher or peer support to design and create drawings/paintings that include important and relevant historical, cultural, and/or geographical details about Indigenous food and agriculture past, present, and future. | Student requires considerable, ongoing teacher support to design and create drawings/paintings that include important and relevant historical, cultural, and/or geographical details about Indigenous food and agriculture past, present and future | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Mathematics— Knowledge and Understanding** | Student accurately and clearly represents solutions to garden math multiplication problems. | Student represents with some prompting solutions to garden math multiplication problems. | Student requires occasional teacher or peer support to represent solutions to garden math multiplication problems. | Student requires considerable, ongoing teacher support to represent solutions to garden math multiplication problems. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Mathematics— Mental Math and Estimation** | Student efficiently and flexibly chooses and uses mental math and estimation strategies to solve garden math multiplication problems. | Student chooses and uses mental math and estimation strategies with some prompting to solve garden math multiplication problems. | Student requires occasional teacher or peer support to choose and use mental math and estimation strategies to solve garden math multiplication problems. | Student requires considerable, ongoing teacher support to choose and use mental math and estimation strategies to solve garden math multiplication problems. | Does not yet demonstrate the required understanding and application of concepts and skills. |
| **Mathematics— Problem Solving** | Student initiates and/or refines and explains strategies used to solve garden math multiplication problems. | Student chooses and explains, with some prompting, strategies used to solve garden math multiplication problems. | Student requires occasional teacher or peer support to choose and explain strategies to solve garden math multiplication problems. | Student requires considerable, ongoing teacher support to choose and explain strategies to solve garden math multiplication problems. | Does not yet demonstrate the required understanding and application of concepts and skills. |