

Teachings of the Medicine Wheel



Basic Level Teachings

Unit 2

Teacher's Manual

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Overview

Unit Description

The Medicine Wheel is a circular symbol representing the wholeness of traditional Native life. It is a perfectly balanced shape with neither top nor bottom, length nor width. It represents constant movement and change. It also represents and symbolizes unity, peace, harmony and courage. It is a testimony of the human being's ability to survive and to maintain balance. The ultimate goal is to strike a harmonious balance in life. The circular form of the Medicine Wheel shows the relationship of all things in a unity, a perfect form, and suggests the cyclical nature of all relationships and interactions. Everything in the universe is part of a single whole.

Lesson Timelines

Lesson #	Title	Time
Lesson 1	Introduction to the Medicine Wheel	140 minutes
Lesson 2	Gifts of the East	140 minutes
Lesson 3	Gifts of the South	140 minutes
Lesson 4	Gifts of the West	140 minutes
Lesson 5	Gifts of the North	140 minutes
Lesson 6	Culminating Activity	200 minutes

Unit Expectations

On the surface of the Earth, all is given from the Four Sacred Directions of the Medicine Wheel which are: East, South, West and North. Each direction contributes a vital part to the wholeness of the Earth. Each brings physical powers, as well as spiritual powers, as do all things.

The focus of this unit is to make the student familiar with the Medicine Wheel and the Four Directions perspective. This unit introduces the student to the Medicine Wheel and how it functions as a teaching tool.

The students will:

- explore domains of the Medicine Wheel -- the four directions, four aspects of human nature, four sacred plants, and the four elements, through recommended readings
- explore opportunities for using the Medicine Wheel model in other aspects of their lives
- transfer this model into other subjects such as mathematics, science and health
- demonstrate their perception and knowledge acquired throughout the unit.

Teaching/Learning Strategies

Reading

As students progress through the program, they are asked to read increasingly complex texts. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have developed a repertoire of strategies upon which to draw and know how to use them in different contexts. Developing students need explicit teaching of these strategies to become better readers.

Developing readers need:

- Knowledge of different types of text and the best strategies for reading each of them
- Multiple and meaningful opportunities to practice reading in subject-specific contexts
- Opportunities to practice reading with appropriate resources
- Opportunities to talk about their reading and thinking
- Background knowledge in subject areas
- Expanded sight vocabulary and word-solving practice for subject-specific texts.
- Strategies for previewing text, confirming their understanding, determining the most important ideas and the relationship among them, remembering what they read, and making connections and inferences
- Strategies and practice in independent reading in any context

Reading is an active process of recognizing & interpreting print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, so that when they miss the meaning of what they just read, they can select a reading strategy (such as rereading or asking questions) that will help them regain the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through genuine reading tasks.

Effective readers use strategies to understand what they read before, during and after reading. Students can be taught to be strategic and effective readers. Developing readers benefit from a variety of instructional approaches that demonstrate reading skills while the subject content is taught. Direct teaching, thinking aloud, modeling, discussion and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

The following reading strategies are employed in this unit: self directed, teacher-directed, discussion, collaborative learning, individual conferencing, partner reading, peer tutoring, prediction, pre-reading strategies, relating reading to student's experiences, Internet research, guided imagery, small group discussion, and guest speakers

Teaching/Learning Strategies

Writing

Students learn to write by writing. They need regular opportunities to write in all subjects. A consistent approach to the writing process and explicit instruction on the writing process by the subject teacher helps students become better writers. Models of good writing in the subject area and feedback that is constructive (formative) are critical to students' growth as writers.

Developing writers need:

- Regular, meaningful opportunities to practice writing subject-specific contexts
- Teachers who model the writing process and demonstrate its usefulness
- Opportunities to talk about their writing
- Prior knowledge about language, subject content and the world
- Knowledge of different writing forms and their characteristics
- Expanded sight vocabularies for subject-specific writing
- Strategies to become an independent writer in any context

The following writing, teaching and learning strategies are employed in this unit: response journal, summary writing, Venn diagrams, structured worksheets, word walls, glossary and visualization (graphic organizers).

Assessment and Evaluation

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Getting Ready to Read Overview

Before:

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. For example:

- ask students to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic.
- provide students with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject
- pose questions to students before they read, to help them determine a purpose for reading.
- invite students to ask questions about the story or subject
- model (think aloud) how to predict the content based on the text features, specialized vocabulary, illustrations, introductory information, or personal experiences
- identify and pre-teach unfamiliar vocabulary and concepts that appear in the text.

During:

The students have three options to complete readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning) For example:

- have the students describe and model the different reading strategies they might use, such as predicting, questioning, activating prior knowledge, inferencing, self-monitoring, adjusting, rereading and decoding.
- model (using a “think-aloud”) strategies for pausing and thinking about the text. For example demonstrate how to pause, think and create thinkmarks (quick comments, questions, personal connections or interesting phrases) as they read. Students are encouraged to write their thinkmarks down as they read the text.
- invite students to visualize the concepts as they read.
- provide students with focus questions to help them make inferences and “read between the lines.” --
 - What details are included?
 - Why did the author tell us that?

After:

After reading, help students to consolidate and extend their understanding of the content.

- ask them to retell or paraphrase what they have read and to note similarities and difference in the retelling

- model (using “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events; then organize the information to show how the characters, setting and plot develop throughout the story
- have students suggest possible diagrams or graphic organizers to illustrate connections among the topic, main idea, supporting details and prior knowledge
- review the process that students used for reading text, including strategies for before, during and after reading.

Prior Knowledge Activation Chart

Strategy	Examples of Questioning [Avoid ‘Yes’ / ‘No’]	What Students Do
Ask students to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic.	<p>Tell me what you know about the (topic/teaching).</p> <p>Describe any connection or experiences with the (topic/teaching).</p> <p>What questions do you have about this topic before we begin reading the legend?</p>	<p>Share prior knowledge or experiences of legend or teachings with instructor or peers.</p> <p>Share thoughts and/or questions they may have with instructor or peers regarding topic.</p>
Provide student with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject	Share your personal experience with teachings or teachings in a general sense. It does not necessarily need to be related to the Medicine Wheel teachings.	<p>Listen to instructor.</p> <p>Participate in discussion.</p>
Pose questions to student before they read, to help them determine a purpose for reading.	Why is this legend important to the Anishnawbe people?	Student will be asked to reflect on this question once they finish reading the legend.
Identify and pre-teach unfamiliar vocabulary and concepts that appear in the text.	<p>Review word list for legend.</p> <p>Review pronunciation of words.</p> <p>Discuss definitions of words.</p>	<p>Student is to practice and read words out loud.</p> <p>Student is to participate in the discussion to define the words.</p>

Reading Comprehension Strategy Chart

Reading Strategy	What Teachers Do	What Students Do
Predicting: to say what is going to happen in the future, often on the basis of present indications or past experience.	Review and model reading strategy. <i>“I think this will happen next in the story/legend.”</i>	Question and/or practice strategy
Questioning: question events occurring in the storyline or text	Review and model reading strategy. <i>“I wonder why this happened in the story/legend.”</i>	Question and/or practice strategy
Activating Prior Knowledge: use personal experiences to clarify text/legend/story	Review and model reading strategy. <i>“I remember when this happened to me.”</i>	Question and/or practice strategy
Infer: the process of drawing a conclusion by applying clues (of logic, statistics) to observations or hypotheses the next logical step in an intuited pattern. The conclusion drawn is also called an inference.	Review and model reading strategy. <i>“I think it will end this way because..”</i>	Question and/or practice strategy
Self-Monitoring: students monitor themselves for understanding and comprehension of text/story/legend.	Review and model reading strategy. <i>“I understand what is happening in the story/legend.”</i>	Question and/or practice strategy
Adjusting: reading rate is adjusted based on ease or difficulty of words or concept	Review and model reading strategy. <i>“I need to slow down because the words are getting harder for me to read.”</i>	Question and/or practice strategy
Rereading: reread text until the reader understands and the text is easier to read	Review and model reading strategy. <i>“I need to read this again because I don’t understand this part of the story/legend.”</i>	Question and/or practice strategy
Decoding: read words using semantics (meaning of the word), phonics (letter sound relationship), syntax (looking at how words and phrases are formed) or visual (recognizing sight words)	Review and model reading strategy. <i>“I know what this word is or means because ...”</i>	Question and/or practice strategy

LESSON 1

INTRODUCTION TO THE MEDICINE WHEEL

Time: 140 minutes

Lesson Expectations:

The student will:

- be introduced to the principle of the Medicine Wheel and the Four Directions and learn about one version of the teachings
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Traditional Teaching of the Medicine Wheel (down load from website)
<http://www.indianheadfirstnations.com/wheel.htm>
- Student Manual
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, colouring pencils
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Medicine Wheel – Circle of Life

http://www.spiritualnetwork.net/native/medicine_wheel.htm

The Medicine Wheel

http://osee.jamescreech.com/conferences/2009/Medicine_Wheel_Directions.pdf

Suggested Word List for Lesson 1:

divide	counterbalance	revolve	represent	illumination
sensitivity	physical	nutrition	intellectual	analyze
critique	equally			

Teaching/Learning Strategies:

Reading: The Medicine Wheel and The Four Directions

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary. Students are then to copy the words and definitions into a notebook.

Label notebook Word Book or Glossary, whatever the students are most comfortable with.

Students may write lesson number, title of lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Students are to review Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the student may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are now ready to read the text for this lesson: The Medicine Wheel and the Four Directions. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text which they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help student to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete the worksheet for the lesson, on their own or with assistance from their practitioner, partner or small group.

Students are to read instructions for worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry

Time: 20 minutes

Students are to complete journal entry questions for the lesson on their own or with a practitioner, partner or small group.

Students are to complete the journal entry section for this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist student with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: The Medicine Wheel and Four Cardinal Directions **Time: 20 minutes**

Students are to identify and label the four cardinal directions on the Medicine Wheel.

Students are to read instruction for the task.

Students are to label each arrow on the Medicine Wheel: East, South, West and North.

Students can colour the Medicine Wheel using the four colours according to the legend.

Students are to complete this task, on their own, with their practitioner, partner or small group.

ACTIVITY 8: Oral Communications **Time: 10 minutes**

If comfortable, students can share their journal entry or work with practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation **Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read the other teachings on the Medicine Wheel and explore other versions of the Medicine Wheel.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can write a story/legend or brief description in their journal based on their knowledge or comprehension of the teaching.
- Students can research video clips of the teaching on the internet.
- Students can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.

- Students can create sentences using the words from their word list. Students can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, student is to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Student is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if they read the word correctly they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the student's individual needs for learning.
- Modify writing activities based on student's abilities.
- Students can work independently, with a partner or with the practitioner.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to student with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 1 Activity Chart Checklist
- Answers for Lesson 1 Worksheet are on page 16.
- Next step is to move on to Lesson 2 of the unit.

Lesson 1 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a. read the text independently b. guided reading (small group of students read text together) c. shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Student is to complete worksheet, on their own or with assistance.	20	
8	Student is to complete a journal entry for the lesson.	20	
9	Student is to complete the task for lesson, on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson.	10	

Worksheet for Lesson 1
Introduction to the Medicine Wheel

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why is the Medicine Wheel round?

The Medicine Wheel is round because it represents how everything is connected and everything changes in cycles.

2. Name the four directions in a Medicine Wheel.

The four directions in a Medicine Wheel are East, South, West and North.

3. What happens if one section or direction is bigger than the others in the Medicine Wheel?

The wheel is unbalanced and there will be no harmony.

LESSON 2

GIFTS OF THE EAST

Time: 140 minutes

The East is the direction from which the new day comes into the world. It is the direction of renewal. It is the place of innocence, guilelessness, spontaneity, joy and the capacity to believe in the unseen. When we travel to the East we will be tested with lessons that will teach us many things. There we will learn of warmth of spirit, purity, trust, hope, and the uncritical acceptance of others. We will learn to love as a child loves, a love that does not question others and does not know itself. Here courage is born and truthfulness begins.

Lesson Expectations:

The student will:

- be introduced to the gifts of the East
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts of the East pp. 42 - 47
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries

- Chart paper
- Blank paper
- Markers, pencils crayons
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Medicine Wheel Wisdom

<http://www.shamanichealing.info/id51.html>

Traditional Teachings and the Medicine Wheel

<http://www.nald.ca/clr/chikiken/page51.htm>

Anishinaabemowin Medicine Wheel

<http://www.anishinaabemdaa.com/medicinewheel.htm>

Suggested Word List for Lesson 2:

guilelessness	journey	sacrifice	examine	absorb
submerge	craftsmanship	competitive	insensitive	vulnerable
humble	patience			

Teaching/Learning Strategies:

Reading: The Gifts of the East

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in student workbook)

ACTIVITY 1: Word List Review

Students are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with a practitioner or peers, using a dictionary as necessary.

Students are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever they are most comfortable with.

Students may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the student may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are now ready to read the text for this lesson: The Gifts of the East. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading help students to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Students are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner or small group.

Students are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

Worksheet:

Time: 20 minutes

Students are to complete the worksheet for this lesson, on their own or with assistance from a practitioner, partner or small group.

ACTIVITY 5: Worksheet

Students are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:**Time: 20 minutes**

Students are to complete the journal entry section for this lesson on their own or with practitioner, partner or small group support.

Students are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the East**Time: 20 minutes**

Students are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the East.

Students are to read the instructions.

Students can colour the Medicine Wheel using the colour that represents the East, yellow.

Students may search through magazines and newspapers for words, phrases or pictures that represent gifts from the East. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The students can also research on their own for more gifts using the internet or resources in the classroom.

Students are to complete the task for this lesson on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications**Time: 10 minutes**

If comfortable, the students can share their journal entry or activity with their practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Student (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read another legend on the Gifts of the East.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can write a story/legend based on their knowledge or comprehension of the teaching.
- Students can research video clips of the teachings on the internet.
- Students can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Students can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Students can play spelling games with word wall words. Student is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Students can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the student's individual needs for learning.
- Modify writing activities based on student's abilities.
- Students can work independently, with a partner or with the practitioner.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to student with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.

- How would you improve this lesson?
- What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 2 Activity Chart Checklist.
- Answer to Worksheet for Lesson 2 on page 24.
- Next step is to complete Lesson 3 of the unit.

Lesson 2 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	Students read the Gifts of the East. The student has three options to complete the reading: a) read the text independently b) guided reading (you read the text while the student follows along) c) shared reading (students read text in small group or with a partner) Instruct the students to circle words they cannot decode (read) or understand.	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Students may review and discuss the reading with their practitioner or peers, including words circled in text.	15	
7	Student is to complete the worksheet, on their own or with assistance.	20	
8	Student is to complete the journal entry section of this lesson.	20	
9	Student is to complete the lesson task on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for this lesson.	10	

Worksheet for Lesson 2 Gifts of the East

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why would yellow be used to represent the Eastern doorway?

Yellow is used because it represent the dawn of a new day, the beginning.

2. Which age level is represented by the East?

The Eastern doorway represents birth and childhood.

3. Name 3 gifts given from the Eastern doorway.

Any three gifts listed on the Gifts Chart.

LESSON 3

THE GIFTS OF THE SOUTH

Time: 140 minutes

The South is the direction of the sun at its highest point. It is the place of summer, of fullness, of youth, of physical strength and vigor. It is also the time that people work to prepare for the fall and winter months. Hence, symbolically, it is a time of preparing for future, of getting ready for days ahead. The South is also the place of the heart, of generosity, of sensitivity to the feelings of others, of loyalty, of noble passion and love.

Lesson Expectations:

The students will:

- be introduced to the Gifts from the South
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts from the South pp 48 - 52
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper

- Markers, colouring pencils
- Scissors and Glue
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Medicine Wheel Wisdom

<http://www.shamanichealing.info/id51.html>

Traditional Teachings and the Medicine Wheel

<http://www.nald.ca/clr/chikiken/page51.htm>

Anishinaabemowin Medicine Wheel

<http://www.anishinaabemdaa.com/medicinewheel.htm>

Suggested Word List for Lesson 3:

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

Teaching/Learning Strategies:

Reading: The Gifts of the South

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in student workbook)

ACTIVITY 1: Word List Review

Students are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with their practitioner or peers, using a dictionary when necessary.

Students may write the words and definitions into a notebook. Labeling the notebook Word Book or Glossary or whatever the student is most comfortable with.

Students may write Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the student may have regarding the strategies.

During:**Time: 20 minutes**

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Gifts of the South. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text which they cannot read or understand.

After:**Time: 20 minutes**

After reading, help students to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Students are to review and discuss any words they have circled in the text (story/legend) with the practitioner, partner or small group.

Students are to define words and write the words and definitions in their Word Book/Glossary notebook, using a Dictionary if necessary.

Ask students are to retell or paraphrase to practitioner, partner or small group what they have read and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing**Total Time: 80 minutes****ACTIVITY 5: Worksheet****Time: 20 minutes**

Students are to complete the worksheet for this lesson on their own or with assistance from practitioner, partner or small group.

Students are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry**Time: 20 minutes**

Students are to complete the journal entry segment of this lesson on their own or with practitioner, partner or small group support.

Students are to complete journal entry section of this lesson. A practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist student with this writing process.

The practitioner is to model techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts from the South**Time: 20 minutes**

Students are to fill in the Medicine with words, phrases or pictures that represent gifts from the South.

Students are to read instruction for the task.

Students can colour the Medicine Wheel using the colour that represents the South, red.

Students may search through magazines and newspapers for words, phrases or pictures that represent gifts from South. List of gifts can be found in the legends, in the summary section of the book and gift chart. The student can also research on their own for more gifts using the internet or resources in the classroom.

Students are to complete the task on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications**Time: 10 minutes**

If comfortable, students can share their journal entry or activity with the practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	

	Rubric for Reading	
	Rubric for Writing	

- Student scan research video clips of the teachings on the internet.
- Students can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Students can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Students can play spelling games with word wall words. Students are to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Students can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the student’s individual needs for learning.
- Modify writing activities based on student’s abilities.
- Students can work independently, with a partner or with the practitioner.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to student with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal to record their views or comments on the successes and shortcomings of the lesson and suggestions for improvements that can be made to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 3 Activity Chart Checklist
- Answer to Worksheet for Lesson 3 on page 32.
- Next step is to complete Lesson 4 of the unit.

Lesson 3 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	<p>Students read the Gifts of the South. The student has three options to complete the reading:</p> <ul style="list-style-type: none"> a. read the text independently b. guided reading (you read the text while the student follows along) c. shared reading (students read text in small group or with a partner) <p>Instruct the students to circle words they cannot decode (read) or understand.</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Students may review and discuss the reading with their practitioner or peers including words circled in text.	15	
7	Student is to complete the worksheet, on their own or with assistance.	20	
8	Student is to complete the journal entry section of this lesson.	20	
9	Student is to complete the lesson task, on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for this lesson.	10	

Worksheet for Lesson 3 The Gifts of the South

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why would red be used to represent the Southern doorway?

Red represents the sun at its highest point.

2. Which plant is represented by the Southern doorway?

The cedar plant is represented by the Southern doorway.

3. Name 3 gifts given from the Southern doorway.

Any three gifts listed on the Gift Chart.

LESSON 4

GIFTS OF THE WEST

Time: 140 minutes

The West is the direction from which darkness comes. It is the direction of the unknown, of going within, of dreams, of prayer and of meditation. The West is the place of testing, where the will is stretched to its outer limits so that the gift of perseverance may be won. For the nearer ones draws toward a goal the more difficult the journey becomes. The capacity to stick to a challenge even though it is very hard and even painful is an important lesson to be learned in the West. Indeed, it is the third great lesson in the Medicine Wheel teachings.

Lesson Expectations:

The students will:

- be introduced to the Gifts of the West
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts from the West pp 53 -61
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries

- Chart paper
- Blank paper
- Markers, pencil crayons
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Medicine Wheel Wisdom

<http://www.shamanichealing.info/id51.html>

Traditional Teachings and the Medicine Wheel

<http://www.nald.ca/clr/chikiken/page51.htm>

Anishinaabemowin Medicine Wheel

<http://www.anishinaabemdaa.com/medicinewheel.htm>

Suggested Word List for Lesson 4:

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon

Teaching/Learning Strategies:

Reading: The Gifts of the West

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to the chart in student workbook)

ACTIVITY 1: Word List Review

Students are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with a practitioner or peers, using a dictionary as necessary.

Students are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the student may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are now ready to read the text for this lesson: The Gifts of the West. The student has three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text which they cannot read or understand.

After:

Time: 20 minutes

After reading help students to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Students are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner or small group.

Students are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

Worksheet:

Time: 20 minutes

Students are to complete the worksheet for this lesson on their own or with assistance from a practitioner, partner or small group.

ACTIVITY 5: Worksheet

Students are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry section for this lesson on own or with practitioner, partner or small group support.

Students are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the West

Time: 20 minutes

Students are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the West.

Students are to read the instructions prior to beginning to work.

Students can colour the Medicine Wheel using the colour that represents the West, black.

Students may search through magazines and newspapers for words, phrases or pictures that represent gifts from the West. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The students can also research on their own for more gifts using the internet or resources in the classroom.

Students are to complete the task for this lesson, on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, the students can share their journal entry or activity with their practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Student (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read another legend on the Gifts of the West.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can write a story/legend based on their knowledge or comprehension of the teaching.
- Students can research video clips of the teachings on the internet.
- Students can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Students can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Students can play spelling games with word wall words. Students are to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Students can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the student's individual needs for learning.
- Modify writing activities based on student's abilities.
- Students can work independently, with a partner or with the practitioner.

- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to student with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 4 Activity Chart Checklist.
- Answer to Worksheet for Lesson 2 on page 41.
- Next step is to complete Lesson 5 of the unit.

Lesson 4 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Suggested Word List	10	
3	Review the Reading Comprehension Strategies Chart	5	
4	<p>Students read the text for this lesson. The student has three options to complete the reading:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (you read the text while the student follows along) c) shared reading (students read text in small group or with a partner) <p>Instruct the students to circle words they cannot decode (read) or understand.</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Students may review and discuss the reading with their practitioner or peers including words circled in text.	15	
7	Student is to complete the worksheet, on their own or with assistance.	20	
8	Student is to complete the journal entry section of this lesson.	20	
9	Student is to complete the lesson task on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for this lesson.	10	

Worksheet for Lesson 4 Gifts of the West

Answer the following questions full sentences, using capitals and proper punctuation.

1. Why would black be used to represent the Western doorway?

Black represents the sun being gone and the night sky filling the Earth.

2. Which season is represented by the Western doorway and why?

Fall is the season that is represented by the Western doorway because summer is over and everything is preparing for winter.

3. Name 3 gifts given to from the Western doorway.

Any three gifts from the Gifts Chart.

LESSON 5

GIFTS OF THE NORTH

Time: 140 minutes

The North is the place of winter, of white snows that remind us the white hair of our Elders. It is the dawning place of true wisdom. Here dwell the teachers of intellectual gifts symbolized by the great mountain and the sacred lake. Some gifts that await the traveler in the North of the medicine wheel include to think, to synthesize, to speculate, to predict, to solve problems, to analyze, to understand and to organize to just name a few.

Lesson Expectations:

The students will:

- be introduced to the Gifts of the North
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge in their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Sacred Tree by J. Bopp – The Gifts of the North pp 62 - 68
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper

- Markers, pencil crayons
- Glue
- Scissors
- Computer with access to internet
- Dictionary

Recommended Alternative Readings:

The Medicine Wheel Wisdom

<http://www.shamanichealing.info/id51.html>

Traditional Teachings and the Medicine Wheel

<http://www.nald.ca/clr/chikiken/page51.htm>

Anishinaabemowin Medicine Wheel

<http://www.anishinaabemdaa.com/medicinewheel.htm>

Suggested Word List for Lesson 5:

sacred	synthesize	speculate	endurance	overwhelmed
capacity	complicated	keen	zenith	volition
perseverance	certitude			

Teaching/Learning Strategies:

Reading: The Gifts of the North

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (Refer to chart is in student workbook)

ACTIVITY 1: Word List Review

Students are to read the words on the suggested word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with a practitioner or peers, using a dictionary as necessary.

Students are then to write the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the Lesson number, title of Lesson and date in notebook.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on their own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the student may have regarding the strategies.

During:**Time: 20 minutes**

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review the Reading Comprehension Strategy Chart on their own or with assistance from a practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are now ready to read the text for this lesson: The Gifts of the North. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text which they cannot read or understand.

After:**Time: 20 minutes**

After reading help students to consolidate and extend their understanding of the content.

ACTIVITY 4: After Reading Discussion

Students are to review and discuss any words they have circled in the text (story/legend) with their practitioner, partner or small group.

Students are to define words and write the words and definitions in their Word Book/Glossary notebook.

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and note any similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing**Total Time: 80 minutes****ACTIVITY 5: Worksheet****Time: 20 minutes**

Students are to complete the worksheet for this lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the worksheet instructions. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry**Time: 20 minutes**

Students are to complete the journal entry section for this lesson on own or with practitioner, partner or small group support.

Students are to complete the journal entry section for this lesson. A Practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. If the student is able, s/he may complete this section on their own. The practitioner or peers may assist with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Gifts of the North**Time: 20 minutes**

Students are to fill in the Medicine Wheel with words, phrases or pictures that represent gifts from the North.

Students are to read the instructions.

Students can colour the Medicine Wheel using the colour that represents the North, white.

Students may search through magazines and newspapers for words, phrases or pictures that represent gifts from the North. A list of gifts can be found in the legends, the summary section of the book and the gift chart. The students can also research on their own for more gifts using the internet or resources in the classroom.

Students are to complete the task for this lesson on their own or with practitioner, partner or small group support.

ACTIVITY 8: Oral Communications**Time: 10 minutes**

If comfortable, the students can share their journal entry or activity with their practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Student (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	

	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read another legend on the Gifts of the North.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can write a story/legend based on their knowledge or comprehension of the teaching.
- Student scan research video clips of the teachings on the internet.
- Students can create a word wall using the words from the suggested word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Students can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration. (see explanation in lesson 1)
- Students can play spelling games with word wall words. Student is to practice words and can test their spelling ability by either written or verbal testing with their practitioner or a peer.
- Students can also play Words in a Jar game. (see explanation in lesson 1)

Accommodations:

- Use another version of the Medicine Wheel if that is more appropriate to the group.
- Modify the expectations to meet the student’s individual needs for learning.
- Modify writing activities based on student’s abilities.
- Students can work independently, with a partner or with the practitioner.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sessions, not all at once.
- Practitioner can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 5 Activity Chart Checklist.
- Answer to Worksheet for Lesson 5 on page 48.

- Next step is to complete Lesson 6 of the unit.

Lesson 5 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Worksheet for Lesson 5 Gifts of the North

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why would white be used to represent the Northern doorway?

White is used to represent the Northern doorway because it represents winter and how things are still and quite.

2. Which human nature is represented by the Northern doorway?

The intellectual aspect is represented by the Northern doorway.

3. Name 3 gifts given to from the Northern doorway.

Any three gifts listed on the Gifts Chart.

LESSON 6

CULMINATING ACTIVITY

Time: 200 minutes

This focus of this lesson is to incorporate all the teachings of The Medicine Wheel into one activity. The student will review the legends, stories and lessons from the unit and create a brochure. They can use words, phrases, ideas, drawings or pictures to assist them with development of their brochure. Students may present their brochure to their peers or practitioner.

Lesson Expectations:

The students will:

- identify aspects of the Medicine Wheel related to Aboriginal culture
- demonstrate an understanding of cultural practices of Aboriginal people
- design a literary work of art related to the Medicine Wheel teachings

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Magazines, newspapers, scrap paper
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper

- Markers, pencil crayons
- Glue
- Scissors
- Computer with access to the internet

Electronic Resources:

http://www.shannonthunderbird.com/medicine_wheel_teachings.htm

<http://www.indianheadfirstnations.com/wheel.htm>

<http://images.google.ca/images?oe=utf-8&rls=org.mozilla:en-US:official&client=firefox-a&q=>

Videos:

<http://www.youtube.com/watch?v=fIGrFHy463g>

Task: Creating a Brochure

Time: 180 minutes

ACTIVITY 1: Researching

Time: 60 minutes

- Students are to research procedures on brochure making using the internet or other classroom resources. This may be completed on their own, with a partner, practitioner or small group.
- Students are can research Medicine Wheel teachings on the internet to generate ideas on format, terminology, phrases and pictures for their brochure.
- Students are to review the words and phrases they have used in their Medicine Wheel teachings for each direction, East, South, West and South.

ACTIVITY 2: Formatting and Designing

Time: 90 minutes

- Students select the format, design, words, phrases, and pictures for their brochure.
- Students can use software programs such as Microsoft Publisher to assist them with designing and formatting their brochure.
- Students may also create brochure with cut and pasting techniques.
- The practitioner, partner or small group may assist with activity.

ACTIVITY 3: Final Product

Time: 30 minutes

- Students are to glue together or print the final product.
- Students are to colour brochure for extra effect.

ACTIVITY 4: Oral Communications**Time: 10 minutes**

If comfortable, the students can share their journal entry or brochure with a practitioner, partner or small group.

ACTIVITY 5: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and/or reading/writing rubrics.

Student (in their workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Accommodations:

- Modify the expectations to meet the student’s individual needs for learning.
- Modify writing activities based on student’s abilities
- Students can work independently, with a partner or with the practitioner.
- Practitioner can provide 1:1 assistance with written portions of this activity.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 6 Activity Chart Checklist
- This unit is finished.

Lesson 6 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	On-line research into Brochure making	20	
2	On-line research into alternate or additional Medicine Wheel teachings	20	
3	Review completed Medicine Wheel activity worksheets	20	
4	Design and create brochure	90	
5	Finish and publish brochure	30	
6	Present brochure to practitioner or peers	10	
7	Complete Assessment and Evaluation	10	

Medicine Wheel Teachings and the Four Directions

(an excerpt from an unpublished manuscript by Paulette Toulouse, 2009)

The Medicine Wheel teachings are among the oldest of First Nations people. A Medicine Wheel is a circle divided into parts (usually four), which relate with and counterbalance one another to form a whole. It is called a wheel because it revolves endlessly. The Medicine Wheel Teachings are based on the four directions, the Eastern doorway which represents the Spiritual aspect of a human, the Southern doorway which represents the Emotional aspect of a human, the Western doorway which represents the Physical and the Northern doorway which represents the Mental aspect of a human. The Eastern doorway is the direction of birth and rebirth, meaning new things to learn and/or a new level of understanding. It is the direction from which light comes into the world and therefore the direction of illumination. The Southern doorway is the direction of the sun at its highest point. It is the direction in which we prepare for the long cold days ahead. The south is the place of the heart and sensitivity to feelings and emotions. The Western doorway represents the physical qualities of a human which include taking care of our bodies. The west is the place for body awareness, nutrition and physical activity. The teachings in this direction emphasize physical wellness. The northern doorway represents wisdom. It is a place where the intellectual is stimulated and challenged. Teachings from this direction include analyzing, critiquing, reflecting, organizing and problem solving concepts. This only describes one aspect of the Medicine Wheel Teachings. The Medicine Wheel is always represented in a circular shape as all things are connected, there is no beginning or no ending in any concept and every component is divided equally in four sections. Balance is the key and every element must be represented equally.

Chart of Gifts

Direction	East	South	West	North
Four Aspects of Human Nature	Spiritual	Physical	Emotional	Intellectual
Four Stages of Life	Childhood	Adolescent / Youth	Adult	Elder
Four Sacred Plants/Medicines	Tobacco	Cedar	Sage	Sweetgrass
Four Elements	Air	Fire	Earth	Water
Four Races of Man	Asian (yellow)	Aboriginal / Indigenous (red)	Black / African (black)	European (white)
Four Seasons	Spring	Summer	Fall	Winter
Four Food Groups	Fruits and Vegetables	Meat and Fish	Wheat and Breads	Milk and Milk Products
Gifts from within	Innocence Spontaneity Joy Purity Trust Hope Courage Truthfulness	Generosity Sensitivity Loyalty Nobility Love Determination Passionate Compassion Kindness	Dreams Perseverance Respect Humility Self-Awareness Reflection Commitment	Wisdom Thinking Analyzing Understanding Predicting Organizing Categorizing Discriminating Criticizing Problem-solving Imagining

Word List

Teachings of the Medicine Wheel

Introduction - Lesson 1:

divide	counterbalance	revolve	represent	illumination
sensitivity	physical	nutrition	intellectual	analyze
critique	equally			

Gifts of the East - Lesson 2:

guilelessness	journey	sacrifice	examine	absorb
submerge	craftsmanship	competitive	insensitive	vulnerable
humble	patience			

Gifts of the South - Lesson 3:

vigor	unconditional	detach	pierce	determination
control	passionate	emotion	repulsion	drought

Gifts of the West – Lesson 4:

meditation	perseverance	harmony	clamor	ridicule
criticism	sacrifice	vulnerable	civilization	abandon

Gifts of the North – Lesson 5:

sacred	synthesize	speculate	endurance	overwhelmed
capacity	complicated	keen	zenith	volition
perseverance	certitude			

References

Print Resources:

Bopp, J. (1984). *The Sacred Tree*. Twin Lakes, WI: Lotus Press.

Electronic Resources:

Earth Song Healing Circles (1993). The Medicine Wheel Wisdom Retrieved May 2010.

<http://www.shamanichealing.info/id51.html>

Indian Head First Nations (2002). Traditional Teachings of the Medicine Wheel. Retrieved May 2010.

<http://www.indianheadfirstnations.com/wheel.htm>

Loomis, M. (1991). Traditional Teachings and the Medicine Wheel. *Dancing The Wheel of Psychological Types*. Retrieved May 2010. <http://www.nald.ca/clr/chikiken/page51.htm>

The Medicine Wheel – Circle of Life. Retrieved May 2010.

http://www.spiritualnetwork.net/native/medicine_wheel.htm

Ontario Society for Environmental Education (2009). The Medicine Wheel. Retrieved May 2010.

http://osee.jamescreech.com/conferences/2009/Medicine_Wheel_Directions.pdf

Pheasant, K. Aanishinaabemdaa (2010). Anishinaabemowin Medicine Wheel. Retrieved May 2010.

<http://www.anishinaabemdaa.com/medicinewheel.htm>

Recommended Alternative Reading Resource List

Teachings of the Medicine Wheel

	Teaching	Recommended Alternative Reading
1	Introduction to the Medicine Wheel	<p>Traditional Teachings of the Medicine Wheel http://www.indianheadfirstnations.com/wheel.htm</p> <p>The Medicine Wheel – Circle of Life http://www.spiritualnetwork.net/native/medicine_wheel.htm</p> <p>The Medicine Wheel http://osee.jamescreech.com/conferences/2009/Medicine_Wheel_Directions.pdf</p>
2	Gifts of the East	<p>The Medicine Wheel Wisdom http://www.shamanichealing.info/id51.html</p> <p>Traditional Teachings and the Medicine Wheel http://www.nald.ca/clr/chikiken/page51.htm</p> <p>Anishinaabemowin Medicine Wheel http://www.anishinaabemdaa.com/medicinewheel.htm</p>
3	Gifts of the South	<p>The Medicine Wheel Wisdom http://www.shamanichealing.info/id51.html</p> <p>Traditional Teachings and the Medicine Wheel http://www.nald.ca/clr/chikiken/page51.htm</p> <p>Anishinaabemowin Medicine Wheel http://www.anishinaabemdaa.com/medicinewheel.htm</p>
4	Gifts of the West	<p>The Medicine Wheel Wisdom http://www.shamanichealing.info/id51.html</p> <p>Traditional Teachings and the Medicine Wheel http://www.nald.ca/clr/chikiken/page51.htm</p> <p>Anishinaabemowin Medicine Wheel http://www.anishinaabemdaa.com/medicinewheel.htm</p>

Recommended Alternative Reading Resource List

Continued

	Teaching	Recommended Alternative Reading
5	Gifts of the North	<p>The Medicine Wheel Wisdom http://www.shamanichealing.info/id51.html</p> <p>Traditional Teachings and the Medicine Wheel http://www.nald.ca/clar/chikiken/page51.htm</p> <p>Anishinaabemowin Medicine Wheel http://www.anishinaabemdaa.com/medicinewheel.htm</p>
6	Culminating Activity	<p>The Medicine Wheel Wisdom http://www.shamanichealing.info/id51.html</p> <p>Traditional Teachings and the Medicine Wheel http://www.nald.ca/clar/chikiken/page51.htm</p> <p>Anishinaabemowin Medicine Wheel http://www.anishinaabemdaa.com/medicinewheel.htm</p>