

Assignment 1: Social Studies Learning Centre

Student Number: 3576135

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5621: Social Studies in Elementary Education

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Grade level: 4

Learning centre topic and theme: Granny's Giant Bannock

Learning centre objectives: NB Social Studies Curriculum 4.4.2 Human Landscape
Introduction of bannock and several Cree words to the group. Students will develop their own ending to the story Granny's Giant Bannock.
English Language Arts Curriculum Outcome 1.

Materials required:

- Book – Granny's Giant Bannock by Brenda Isabel Wastasecoot
- Pencils and erasers
- Pencil Crayons
- Writing worksheet
- Bannock
- Napkins
- Pronunciation guide

Procedure:

- Ask the group if they have ever eaten bannock. Explain to the group that wheat flour bannock is thought to have been introduced to Indigenous groups by Scottish settlers, however a plant based bread similar to bannock was already quite common in Canada (Colombo, Historica 2013)
- Show the book to group and explain that the story is about a university student who lives in Brandon Manitoba, and his Grandmother who comes to visit him from Thompson Manitoba. Ask the group if they know where Manitoba is. Explain that Manitoba is a province in the centre of Canada and that Brandon is a city in South Western Manitoba and that Thompson is a small city in Northern Manitoba. Explain that Larf only speaks English and a few Cree words and that his Grandmother only speaks Cree and a few English words and that this is the story of their visit together.
- Introduce the Cree words from the story – explain the meaning of the words (glossary at back of book). Model the pronunciation,
- Read the first 6 pages of the story (finish on page 17) The lead in question for the work sheet is "Can you guess how big the bannock got?" from the story.
- Hand out worksheets and ask the group to draw their picture of how big they think the bannock became and to write what happened next.
- Group to work on drawing and writing until session is over.
- Following session have groups share their stories with their small groups; walk around class assessing story and writing of students.
- Read conclusion of the story Granny's Giant Bannock

Suggestions for extension activities:

- Continued introduction of Cree language <https://www.hboierc.com/learn-cree.html>
- Lesson can connected to lessons on explorers (NB Curriculum 4.1),
- Students could make bannock – bannock may be prepared either in the oven or outside on a fire.
- Can be used for a survival/outdoors pursuits lesson

Differentiation:

- For learners with food allergies, intolerances, or religious requirements non-wheat flours can be use and/or lard can be substituted for an alternate fat/oil
- Writing project could be completed on a computer or told to educator orally
Learners also have a drawing option available

Appendix

Appendix A: Pronunciation

Appendix B: Lesson Plan

Appendix C: Worksheet

Appendix A: Pronunciation

Bannock – ihkey	Bannock ick-hay-ewe	Make bannock
Anoosht	Ahh-noosh	Today
Kookoom	Co-cum or Kuh-Kuhm	Grandmother
Machik	Machique	Cree pronunciation of the word “magic”
Mumatawisewin	Mumata-wee-se-win	Magic
Noosisim	Nuh-see-sim	Grandson
Tansi	Tan-seh	How are you?
Wachay	Watch-ay	Greetings

*Note: Glossary definitions and word taken from “Granny’s Giant Bannock” by Brenda Isabel Wastasecoot (2008)
Pronunciation key from personal text communication with G. Grover 13 January 2018*

References

Colombo, J. R. (2013, October 29). Bannock. In *Historica*, the Canadian Encyclopedia
Retrieved January 21, 2018, from
<http://www.thecanadianencyclopedia.ca/en/article/bannock/>

Wastasecoot, B. I., & McKay, K. (2008). *Grannys giant bannock*. Winnipeg:
Pemmican Publications.

Unit: Human Landscape

Lesson: Granny's Giant Bannock

Title of Unit	Human Landscape	Grade Level	Grade 4
Curriculum Area	Social Studies	Time Frame	60-90 minutes

Content Standards

NB Social Studies Curriculum 4.4.2 Human Landscape
 English Language Arts curriculum 1 Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
 Art Curriculum 2.2.3 using a variety of materials, visually communicate stories, ideas, and experiences

Lesson 1: Granny's Giant Bannock

Overarching Understanding	Overarching Questions	Materials
The introduction of bannock, Cree language, and brief overview of Manitoba	How can I write the ending of a story? How do I use art for story prompts? Can I learn to make Bannock?	Book – Granny's Giant Bannock by Brenda Isabel Wastasecoot Pencils and erasers Pencil Crayons Writing worksheet Bannock Napkins Pronunciation guide
Key Words		
Bannock, Manitoba, Cree Language, Creative Writing		
Skills		
Creative writing, drawing, story telling, sharing,		

Lesson:

- Ask the group if they have ever eaten bannock. Explain to the group that wheat flour bannock is thought to have been introduced to Indigenous groups by Scottish settlers, however a plant based bread similar to bannock was already quite common (using plant rhizomes¹)
- Show the book to group and explain that the story about a university student who lives in Brandon Manitoba, and his Grandmother who comes to visit him from Thompson Manitoba. Ask the group if they know where Manitoba is. Explain that Manitoba is a province in the centre of Canada and that Brandon is a city in southern Manitoba and that Thompson Manitoba is a small city in Northern Manitoba. Explain that Larf only speaks English and a few Cree words and that his Grandmother speaks Cree and a few English word and that this is the story of their visit together.
- Introduce the Cree words from the story – explain the meaning of the words (glossary at back of book). Model the pronunciation,
- Read the first 6 pages of the story (finish on page 17) The lead in question for the work sheet is "Can you guess how big the bannock got?" from the story.
- Hand out worksheets and ask group to draw their picture of how big they think the bannock was and to write what happened next.
- Group to work on drawing and writing until session is over.

¹ Bannock Historica Canada <http://www.thecanadianencyclopedia.ca/en/article/bannock/> accessed 15 January 2018

Knowledge:	I can:
Students will have tried bannock and have been introduced to Cree words. Students will have predicted the ending of a story and written their conclusion	I can write the conclusion to a story I can write creatively I can recognize 2-3 Cree words I can draw my thoughts and ideas
Modifications	Learners with food allergies, intolerances non-wheat flours can be used, lard can be substituted for an alternate fat/oil Writing project could be completed on a computer or told to educator orally Learners also have a drawing option available
Conclusion	Students will share their stories with their small groups; Once student have had a chance to share, students will return to the reading area. Students can share their ideas about how the story will end with the larger group – read the conclusion to the book
Extension	Continued introduction of Cree language https://www.hboierc.com/learn-cree.html esson can be tied into to lessons on explorers (NB Curriculum 4.1), Students could make bannock following a recipe– bannock maybe prepared either in the oven or a demonstration of the cooking on a fire. Can be used for a survival/outdoors pursuits lesson

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)



Granny's Giant Bannock

What comes next?

- Draw a picture of what you think will happen next
- Write out your story, 4-6 sentences
- Use lots of descriptive words
- Use proper punctuation and spacing