



Season Detectives

Grade 1 Lesson Plan

Lesson #2: Season Detectives

Duration: 60 mins

Subject: Science, Art

Topic: First Peoples and Seasonal Rounds

Overview

Students connect their basic needs to those of First Peoples in the Tumbler Ridge UNESCO Global Geopark (TRUGG) and the Peace Region. They then explore the concept of a seasonal round and learn how First Peoples have met their basic needs through time.

Lesson Objectives

Students will be able to:

- Access prior knowledge regarding basic human needs
- Define 'seasonal round'
- Describe how First Peoples in the TRUGG and Peace Region, such as Kelly Lake, Sauleau, and West Moberly, have met their basic needs in the past through seasonal rounds
- Make connections to their own lives through the seasons of the year

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 1.

Materials

- Computer and digital projector
- *First Peoples of the TRUGG and the Seasonal Round Slideshow* and Teacher Notes
- *The Seasonal Round Student Handout*

- A selection of food and recreation focused magazines or flyers
- Glue sticks

Teacher Prep

- Print and photocopy a class set of *The Seasonal Round Student Handout*.
- Collect food and recreation focused flyers and/or magazines for use during the lesson.
- Review the *First Peoples of the TRUGG and the Seasonal Round Slideshow and Teacher Notes*.
- Review the *Tumbler Ridge UNESCO Global Geopark Teacher Backgrounder*.

Background Information

A seasonal round, also known as the annual round, refers to the pattern of movement from one resource-gathering area to another in a cycle that was followed each year by various peoples across the province. Spring, summer and fall saw people moving to a variety of resource areas while during the harsher winter they gathered in winter villages. The abundance of resources also determined how often people moved. In areas that had a greater abundance of variety, people could stay in one location for longer than in areas where resources were scarcer (BC Ministry of Education, 2003).

The seasonal round varies for different peoples across B.C. The Tumbler Ridge UNESCO Global Geopark (TRUGG) includes the traditional territory of several First Nations and other Indigenous communities. These peoples traditionally led highly mobile lives and moved through the seasons. Moose has been a key resource. Historically, the Dunne-za in the Peace Region also hunted or snared rabbits, beaver, bear, muskrats, and marmots for food and furs. Other large mammals, such as elk, caribou, and wood buffalo, were hunted when available. Birds like grouse, ducks, and geese added to the diet, as did fish. While meat made up a large part of their diet, a wide variety of berries such as chokecherries, huckleberries, and Saskatoon berries were harvested, as were some roots.

Students can relate the seasonal round to changes in weather, clothing, food, activities etc. in their own lives. While a student's own 'annual round' may not include seasonal migrations, students can still think critically about how and why people moved and settled in different locations to meet their basic needs depending on the season.

Please see the *Tumbler Ridge UNESCO Global Geopark Teacher Backgrounder* for more background and details on the Geopark.

Lesson Activities

Introduction/Hook:

1. Ask students to think about where their families go today for food and create a list of their ideas on the board. Add various ideas e.g. grocery stores, farming, hunting, gathering if not included.
2. Present Part I of the *First Peoples of the TRUGG and the Seasonal Round* Slideshow and explore the idea that First Peoples, including those in the TRUGG region such as Kelly Lake, Saulteau, and West Moberly, have historically focused on growing, hunting and gathering as a way to obtain their food. Today, First Peoples still grow, gather and hunt, as well as go to grocery stores, for their food.

Activity 1:

1. Introduce the concept of the seasonal round that many First Nations communities use to determine what they will hunt, grow, gather and eat at different points in the year. Announce that, as a class, we will be making our own seasonal round by thinking about the seasons, the activities we do and the food we eat during each one.
2. Present Part II of the *First Peoples of the TRUGG and the Seasonal Round* Slideshow including the large graphic of the Seasonal Round and discuss what it represents. Ask students to describe ideas or items that might be found in each quadrant of this seasonal round.
3. Distribute and review *The Seasonal Round* Student Handout and provide a grocery store flyer or food-focused magazine to each student. Ask students to create a seasonal round by writing, drawing and using magazine/flyer clippings (showing what each season looks like, what activities we tend to do and what food is generally grown and eaten during that time of year).

Closure:

1. Ask students to share their seasonal rounds with a partner. Discuss how the seasonal round has always helped people, including First Peoples, to meet our basic needs.

Assessment/Evaluation

- Observe students in the opening activity and assess their ability to identify basic needs and brainstorm ideas related to seasons, rounds and food.
- Review and assess *The Seasonal Round* Student Handouts.

Extensions

- If possible, invite an Elder or First Nations community member to the class to discuss seasonal round. Contact your District Aboriginal Education Coordinator who can assist you in contacting the local Aboriginal community.
- Students can research and draw a fruit or vegetable that grows close to where they live (e.g. apples, raspberries, Saskatoon berries, etc.) in a representative scene or landscape at that time of year.