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| **Circles: First Nations Connections** |
| **Suggested Activity Duration: 1 hour** |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcomes:*** Statistics & Probability
	+ GLO: Collect, display and analyze data to solve problems (Statistics & Probability – Data Analysis)
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| **Specific Learning Outcomes:*** Statistics & Probability
	+ SLO: SP3. Construct, label and interpret circle graphs to solve problems.
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| **MATERIALS AND SETUP** |
| * Geometry sets
* Rulers
* Pencil crayons
 | * Have the YouTube video ready for the projector: <https://www.youtube.com/watch?v=xIlArvIluHc>
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| **PROCEDURE** |
| 1. **Circles and First Nations**
* Talk about circles in the First Nations culture:
	+ In First Nation spirituality the circle is everywhere – the [medicine wheel](https://www.ictinc.ca/blog/what-is-an-aboriginal-medicine-wheel), meetings and gatherings are held in circles,[dances](https://www.ictinc.ca/first-nation-pow-wow-a-primer)go in circles, drums are round, as are sweat lodges and tipis. The circle is the symbol of the cycle of all forms of life. (<https://www.ictinc.ca/blog/7-first-nation-facts-you-should-know>)
* Watch a hoop dancer video: <https://www.youtube.com/watch?v=xIlArvIluHc>
1. **Direct Instruction (5-10 min.)**
* Tell the students that we are going to start learning about circles
	+ What do they know about circles already?
* Review radius and diameter and give definitions
* Demonstrate how to draw circles with a given radius and diameter and then have the students do it at their desks
	+ I will go around and observe
1. **Activity (35-40 min.)**
* Tell the students that First Nations often use drums to make designs to tell stories
* Tell the students that I want them to make a circle on a piece of paper with a radius of 4 inches (10 cm) and then make a design in it using circles (I want them to use their compasses and to be neat)
	+ They can use shapes other than circles, but I want them to have at least four circles
	+ I want them to label the radius and diameter of their circles
* Ask the students if they will participate in the survey before they get started
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| 1. **Share**
* Ask the students who would like to share their work
* Make sure the class is quiet and respectful while we share
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| **REFLECTION** |
| The grade 7 class was very distracted today. Many of the students struggled with drawing circles. I tried to help those that struggled. The students seemed hesitant to be engaged in the design drawing activity at first, but after I told them that I expected significant work, they got started. Some of the students worked hard and got it. Others didn’t do as expected. At the end of class, I told them that if they weren’t done their designs, I wanted them to come in during tutorial. |