

Project-Based Learning:

The Power of Narrative Park Signage



Grade 5/6 Assignment:

Imagine Alberta Parks has asked our class to create (design) some narrative signs to go along the nature trails at Wyndham Provincial Park. We have been recording many observations, stories and Blackfoot vocabulary and phrases in our nature journals during the ik ka nutsi park program on Wednesday afternoons. We all have a narrative to share. Your assignment is to create/design one of the signs for the park and share this narrative with the world :)

The sign will need to include:

- The story (1-2 paragraphs) with (2-5 Blackfoot words or phrases). Select a story or a narrative that you feel is important to tell at Wyndham Provincial Park. Make sure to select a story that can incorporate a few Blackfoot words or phrases.
- Research on the topic (1-2 paragraphs) with reliable sources and properly cited sources. For example, if you would like to include the story of the willows near the Bow River, you will need to complete a research component about the willows.

Ideas for sources:

<http://www.blackfootcrossing.ca/>
<https://www.glenbow.org/blackfoot/>

Ethnobotany guides (printed copies in classroom)

Mrs. Doore and Mr. Breaker can also assist with answering your questions or providing information.

- 1-2 coloured sketches/drawings
- 1-2 photographs (with permission to use if they are not your pictures)
- QR code- your sign will include an oral recording of the information presented on your sign.
- Creativity! This sign should grab your attention and be informative!

The Power of Narrative- Park Signage

Criteria	Limited	Satisfactory	Proficient	Excellent
The story or narrative:	The story is unclear or incomplete and does not recall information gathered from the nature journal	Parts of the story are unclear or incomplete. Only some of the story accurately recalls information gathered from the nature journal.	The story contains description, detail and accurately recalls information gathered from the nature journal.	The story contains vivid description, detail and accurately recalls information gathered from the nature journal.
Research:	Unclear or incomplete research. Sources are not cited.	Parts of the research is unclear or incomplete. Some, but not all sources are cited.	Research is complete, supports the story and sources are correctly cited.	Research is very thorough (variety of sources), supports the story and sources are correctly cited.
Drawing/photo graphs: <ul style="list-style-type: none"> • Visual piece to the signage 	Unclear, incomplete or missing drawings and photos	Drawings and photos may be unclear or inaccurate in parts. Includes some but maybe not all of the required parts	Accurate drawings and photos. Includes all of the required parts.	Accurate, detailed, clear drawings and photos. Includes all of the required parts.

QR Code	Unclear or incomplete recording	Parts of recording are unclear or incomplete	Recording is complete and clear	Recording is clear, complete and the reader uses expression to engage listener
Overall Layout of sign	The sign layout is unclear, incomplete or missing certain requirements	Some parts of the layout are unclear, incomplete or missing certain requirements	The sign layout is clear and complete and is appealing to the eye.	The sign layout is clear, detailed, complete and catches the eye of the viewer.

Project-Based Learning: Blackfoot Review Board Game



Grade 5/6 assignment:

We have been learning so many amazing Blackfoot words and phrases this year. It is now time to test our knowledge. Your task is to create one space or square of a large interactive board game. The intention of this game board is to review key Blackfoot vocabulary or phrases and to teach others. Your nature journal will be a very valuable resource to use for this activity. Select a visit or two from your nature journal and read through the vocabulary words and phrases. You can also refer to your monthly bookmarks. Now create an engaging activity (matching, memory, sort, charades) that can be completed by a student in our classroom when they land on that space. You will need to write out clear directions and rules. Explain the task or activity. Design the square and gather all the materials that will be needed.

Each game board piece must include:

- Clear directions and rules
- An activity or question that reviews key Blackfoot vocabulary covered this school year
- Accurate information
- Engaging activity (are the students interested and having fun playing it)
- Incorporate QR code- oral recording of your directions and/or Blackfoot words, and/or answers
- Be creative! This game space should grab your attention (visually appealing) and be informative!

Blackfoot Language Game Board Square

Criteria	Limited	Satisfactory	Proficient	Excellent
Directions and rules:	Unclear or incomplete directions and/or rules	Some parts of rules and/or directions unclear or incomplete	Rules and directions are clear and complete	Clearly laid out and described directions and rules
Creativity and engagement:	Little thought was put into making the game interesting or fun	Student tried to make the game interesting and fun but some things made it hard to understand or enjoy	Thought was put into the game to make it fun and interesting	A lot of thought and detail was put into the game to make it fun and interesting
Accuracy of content:	Most of the key Blackfoot words, phrases or information is inaccurate	Some of the key Blackfoot words, phrases or information is inaccurate	Almost all of the Blackfoot words, phrases, or additional information reviewed is accurate	The Blackfoot words, phrases, or additional information reviewed is accurate
QR Code:	Unclear or incomplete recording	Parts of recording are unclear or incomplete	Recording is complete and clear	Recording is clear, complete and the reader uses expression to engage listener

