

**Lesson: Rabbit dance**

**Subject: Arts Education Dance/Drama**

**Grade: 2**

**Time: 60 min**

<b>Learning Objective:</b> Students will learn the story behind the Rabbit Dance Students will learn the step to the Rabbit Dance	
<b>Outcomes:</b> Outcome: CH2.2  Describe key features of traditional arts expressions of Saskatchewan First Nations and Métis artists.	<b>Indicators:</b>  b. Investigate the distinct characteristics of First Nations and Métis dances and dance regalia including connections to history (e.g., historic banning of traditional dance and other cultural practices).
<b>Assessment:</b>  • I will observe the students as they learn the Rabbit dance	
<b>Adaptive Dimensions:</b> • I will play a video of the Rabbit Dance for students to visually see the steps. • I will demonstrate the Rabbit Dance before the whole class does it. • I will model what to do if students are do not understand.	
<b>Teaching Strategies</b> 1. Read Aloud 2. Experiential Learning	<b>Cross Curricular Connections</b> • English Language Arts • Social Studies
<b>Prerequisite Learnings:</b> • Students will have be learning about cultural in their community in Social class. • Student will have acted out situations in the Recess Queen. • Students will have practiced Tableau by looking at pictures of Community Helpers in their community.	
<b>Materials / Equipment / Safety:</b> ○ Smart board ○ Laptop ○ Rabbit Dance Book ( Online version)	
<b>Advanced Preparation:</b> ○ Load the videos and download the music the students will use in this lesson.	
<b>Resources:</b>	

**Rabbit Dance Video:** <https://www.youtube.com/watch?v=ZS5dbyKkEjg>

**Music:** <https://www.youtube.com/watch?v=bhc4Pi-BIq8>

[www.metismuseum.ca](http://www.metismuseum.ca)

<u>Lesson Procedure</u>	<b>DAY ONE</b>
<b>Set</b> <b>10:50- 11: 05</b>	<ul style="list-style-type: none"><li>• <b>Greet Grade 2 Students</b></li><li>• I will ask students to stand in front of the smart board.</li><li>• I will ask students if they have ever heard of the Rabbit Dance?</li><li>• I will explain that the rabbit dance is a dance that the Metis people. This is a culture who have celebrations with colour, energy and music.</li><li>• Today we are going to learn about a dance that the metis people created called The Rabbit Dance.</li><li>• I will explain that this dance is new to me, I just learnt about it and I wanted to share it with you.</li></ul>
<b>Development</b> <b>11:05- 11: 45</b>	<ul style="list-style-type: none"><li>• I will explain that toady we are going to learn how to do the Rabbit Dance and why it is called the Rabbit Dance.</li><li>• I will explain that it is important to learn about the people and cultures in your community because it allows for them to not only learn new things but to get to know the people in our community.</li><li>• I will play a video called “Step In Time” I will play the 2 minute and the last 2 minutes.</li><li>• After the video I will explain that I am going to show a demonstration of the Dance before we all get to do it.</li><li>• I will has 6 students to come up to the front of the room.<ul style="list-style-type: none"><li>• Rabbit Dance</li></ul></li><li>• <b>I will ask 3 boys to stand on one side and 3 girls on the other side.</b></li><li>• <b>I will Start by asking a girl and boy will cross their hands and go down the middle and back again.</b></li><li>• <b>Next they will cross arms and turn in a circle.</b></li><li>• <b>Then the girl goes around the boys group and the partner boy chaces here</b></li><li>• <b>They do a figure 8 around the boy and girl side</b></li><li>• <b>They cross arms again and go down the middle and stand in line</b></li><li>• <b>The next couple will go.</b></li><li>• <b>I will split the grade 2 into groups.</b></li><li>• <b>As a class we will go over the steps in two groups.</b></li><li>• <b>Next after the class does it a few times,</b></li></ul>

	<ul style="list-style-type: none"> <li>• <b>After I feel they have gotten the Dance steps I will play the music and we will perform the dance in two groups.</b></li> <li>• If the students are struggling we will play the video of the steps for them to do it.</li> <li>• After we have performed it, I will ask the students to come over and sit in front of the smartboard.</li> <li>• I will then read the story of how the Rabbit Dance was created.</li> <li>• During the reading I will stop and ask: <ul style="list-style-type: none"> <li>• <b>Read the first 17 pages without stopping. When you get to page 17, ask the students to listen carefully because the author is going to give directions to do the “Rabbit Dance” within the story. Read each page slowly. Ask the students to recall the important directions as you record them on chart paper.</b>  E.g.: Page: 19: two rows with rabbits on one side and dogs on the other.  Page 23: Dog swings rabbit and then dog chases rabbit by side-stepping in a figure eight formation. Tag the rabbit. Everyone in the line has a turn.  Page 25: Do the same thing. Rabbits chase the dogs by side-stepping in a figure eight. Tag the dog. Everyone has a turn.</li> </ul> </li> </ul>
<b>Closure 3 min</b>	<ul style="list-style-type: none"> <li>• I will ask the students if they have any questions about the Rabbit Dance</li> <li>• We will line up and go back to the grade 2 classroom.</li> </ul>
<b>Extensions:</b>	<ul style="list-style-type: none"> <li>• If there is time, I will split the students up into groups and they will create a poster (working together) of the story of the Rabbit Dance.</li> </ul>

**Teacher: Miss. Tayah Rutzki**

**Date: October 30<sup>th</sup>**

**Cooperating Teacher: \_\_\_\_\_**

**Subject: Arts Education**

<p><b>Goal(s):</b></p> <p style="text-align: center;"><b>Giving Directions</b></p>	<p><b>Strategies to Accomplish Goals:</b></p> <ul style="list-style-type: none"><li>• I will plan the groups ahead of time</li><li>• I will demonstrate the dance steps before we do it all together.</li><li>• I will explain that if students are confused to simply raise their hand to let me know.</li><li>• I will get their attention by calling "Salami"</li><li>• I will check for understanding by asking them to give me a thumbs up or thumbs down.</li></ul>
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1) Data Collection:

2) What are your overall thoughts on this lesson?