


Alberta Education's First Nations, Metis, and Inuit Sample Lesson Plans Language Arts, Fine Arts, Social Studies, Science

<http://www.learnalberta.ca/content/fnmilp/index.html>

Grade 1

SAMPLE LESSON PLANS




English Language Arts Fine Arts Social Studies Science

These sample lesson plans support Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta programs of study.

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- diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
- understandings of the spirit and intent of treaties; or
- residential schools' experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca.

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ENGLISH LANGUAGE ARTS | GRADE 1 | LESSON PLAN

This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools' experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in English Language Arts.

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Education for Reconciliation: Perspective – Traditions, Values

Program of Studies Outcomes

1.2 Clarify and Extend

Consider the ideas of others

- listen and respond appropriately to experiences and feelings shared by others

2.2 Respond to Texts

Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

5.1 Respect Others and Strengthen Community

Appreciate diversity

- share personal experiences and family traditions related to oral, print and other media texts

Cross-curricular Linkages

Social Studies

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- appreciate how the languages, traditions, celebrations, and stories of their families, groups and communities contribute to their sense of identity and belonging

Resourceⁱ

Alexie, Sherman. *Thunder Boy Jr.* Little, Brown and Company, 2016.

Illustrator: Yuyi Morales **ISBN:** 9780316013727 **Language:** English

Summary: Thunder Boy Jr. wants a name that will celebrate who he is. Upon reflection, father and son together come up with the perfect name to portray his identity and personal attributes.

Purpose

This lesson provides students with opportunities to appreciate how names are chosen and the significance of names to the individual, their families, and the community. The story *Thunder Boy Jr.* makes connections to the tradition of gifting names to individuals from Elders and Knowledge Keepers. Students will create a self-portrait of themselves that helps them identify their gifts in relation to who they are as well develop an appreciation for how their names might connect to their gifts.

Introduction

Lead a discussion about the special meanings of names. Share an example of the meaning behind the teacher's first name. For example, the origins of the name 'Clarice' means bright, clear, and famous. Discuss with students the significance of naming children. Discussion points might include:

- Who gave you your name? Do you know anyone who has the same name as you?
- What do you think your name means? Share examples of naming ceremonies in various families.
- Are all names given the same way?

Introduce the book *Thunder Boy Jr.* by Sherman Alexie by showing the front cover and reading the title and the author's and illustrator's names. Explain that it is about a little boy named Thunder Boy Jr. who would like to change his name.

- What is unique about the name Thunder Boy Jr.?
- Why do you think Thunder Boy Jr. wants to change his name?
- Discuss with students if any of them ever wanted to change their name. Why?
- Discuss how names can change over time and what might influence a change.

Activity/Experience

- The story makes connections to the gifting of names from Elders to individuals. Have students think about the new names Thunder Boy Jr. wanted instead of his own name.
- You may wish to pause before Dad announces the name and have students predict possible names.
- At the end of the story, ask students why Lightning is a good name.

Conclusion

Connect the story and the traditions of name gifting among First Nations communities. Discussion points include:

- Are we all named the same way?
- What were the names Thunder Boy Jr. wanted? Why?
- What is the significance of naming in some communities?
- If you were gifted a new name, what would you like it to be? Why?

Extension

Have students think about some interesting things they have done that could be celebrated. Students will create a self-portrait of themselves. Include three or four interesting experiences they have had (i.e., written or drawn in bubbles). Have students place their name or new name in the centre of the self-portrait. In addition, have students research the meaning of their name and possible ceremonies or cultural connections. Share and discuss if the meaning reflects who they are.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of how personal experience and family traditions shape identity.

Keywords: name; celebrate; ceremony

Themes: identity; belonging; connecting; family; feelings

Teacher Backgroundⁱⁱ

The tradition of a naming ceremony has a significant place among First Nations communities. The name is a gift from the Creator that will guide and support the individual. An Elder guides the individual to properly prepare for and follow protocol before the naming ceremony.

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Indigenous Pedagogy – Respecting Wisdom – Bob Cardinal
(www.learnalberta.ca/content/aswt/#/indigenous_pedagogy/respecting_wisdom/bob_cardinal)
(www.learnalberta.ca/content/aswt/)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- (www.learnalberta.ca/content/fnmigv/index.html)

Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)

- (education.alberta.ca/media/3615876/our-words-our-ways.pdf)

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FINE ARTS (ART) | GRADE 1 | LESSON PLAN

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Education for Reconciliation: Perspective – Kinship

Program of Studies Outcomes: Art

Expression

Purpose 2: Students will illustrate or tell a story.

- A. A narrative can be retold or interpreted visually.
- B. An original story can be created visually.

Purpose 4: Students will express a feeling or a message.

- A. Feelings and moods can be interpreted visually.
- B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

Purpose 5: Students will create an original composition, object or space based on supplied motivation.

- A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

Resources¹

McLeod, Elaine. *Lessons from Mother Earth*. Groundwood Books. 2010.

Illustrator: Colleen Wood **ISBN:** 978-0-88899-832-3 **Language:** English

Summary: Tess learns from her grandmother that all of nature can be a garden. By taking care of the plants, you understand how and when they grow and give fruit. If the garden is cared for properly, it will always nourish you.

Jumbo, Sheyenne and Mindy Willett. *Come and Learn with Me*. Fitzhenry & Whiteside, 2010.

Photographer: Tessa Macintosh **ISBN:** 978-1-897252-57-4 **Language:** English

Summary: Sheyenne Jumbo, a young Dene girl, shares her life in the community of Samba K'e (Trout Lake), Northwest Territories. This story highlights events during harvest time in a northern community, blending traditional culture with a Western style of living.

Purpose

This lesson provides students with an opportunity to appreciate the reciprocal relationship First Nations have with plants. Many First Nations, Métis, and Inuit believe plants have a spirit and, when respected, will continue to provide to those in need. Students review examples of traditional Samba K'e (Dene) floral patterns and construct, paint, and design a paper basket that can be used to collect some favourite items in their community.

Introduction

Introduce the book *Lessons from Mother Earth* by showing the front cover, as well as the names of the author and the illustrator.

- Tell the students that this book is about a girl, Tess, who learns some important lessons from her grandmother.
- Ask students if any of them have ever had a garden and what responsibilities are involved in taking care of it.
- Predict how Tess's garden might be a different kind of garden.
- How might all of nature be a garden?

Stop and discuss some lessons Tess learns about plants while on her walk with her grandmother. At the end of the story, ask students why taking care of Mother Earth is important. Why is a relationship with plants important?

Activity/Experience

Students make their own paper berry baskets, like Grandma's birchbark basket, that they could use to collect items from their garden. (Refer to pp. 18-25 in *Come and Learn with Me* for a basket pattern and information on use.)

Before students assemble and paint their baskets, review the traditional stylized floral designs the people of the Dehcho create using dyed porcupine quills. Review the tufting process that was used when making these unique designs. Local materials were used in the process (e.g., birch bark, animal hair or quills, local berries for dyes).

Conclusion

Have students review each of the baskets created and share with the group:

- What inspired the design they used for their basket?
- What did they learn about the Dene floral designs?

Extension

Consider taking the students on a walk around the school yard or a local natural area to collect items for the baskets.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of the reciprocal relationship First Nations have with plants.

Keywords: Mother Earth; plants; birchbark basket

Themes: connecting; reciprocity; relationships

Teacher Backgroundⁱⁱ

Hainnu, Rebecca and Anna Ziegler. *A Walk on the Tundra*. Inhabit Media Inc., 2011.

Illustrator: Qin Leng **ISBN:** 978-1-926569-43-7 **Language:** English

Summary: This story is about a little girl who collects tundra plants with her grandmother. She learns about how each plant is special, not only for food and medicine, but also to predict weather and guide the Inuit as they travel on the land.

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Connection to Land – Respecting Wisdom – Francis Dumais
(http://www.learnalberta.ca/content/aswt/#/connection_to_land/respecting_wisdom/francis_dumais)
(<http://www.learnalberta.ca/content/aswt/>)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Ancestors, Time and Place (www.learnalberta.ca/content/fnmigv/index.html)

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SCIENCE | GRADE 1 | LESSON PLAN

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Education for Reconciliation: Perspective – Values

Program of Studies Outcomes

1-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

- a sense of responsibility for actions taken
- respect for living things and environments, and commitment for their care

Topic E: Needs of Animals and Plants

Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As the topic progresses, attention is focused on how living things survive, what they need and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things.

1–11 Describe some common living things, and identify needs of those living things.

- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
- Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.
- Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.

Resourceⁱ

Kruger, Leanne Flett. *Taking Care of Mother Earth*. Theytus Books, 2012 (re-printed).

Illustrator: Marie-Micheline Hamelin. **ISBN:** 978-1-894778-55-8. **Language:** English

Summary: In this story, Charlie learns an important lesson from his Cree/Métis grandmother about ways to take care of Mother Earth.

Purpose

This lesson provides an opportunity for students to recognize the connection of living and non-living things and the reciprocal relationship between all things in the world. Students identify the needs of plants and animals and the impact human activity can have on plants and animals. By making responsible decisions and caring for the resources provided on Earth, students begin to identify how and why we care for living things.

Introduction

Discuss the term Mother Earth with students. Ask students if they have heard the term before. Why might people refer to the earth in this way? Why is the term Mother Earth used? Why is Mother Earth important? Record student responses.

Activity/Experience

Read through *Taking Care of Mother Earth*. Have students enjoy the text and images in a first reading. Have students listen a second time with prompts to pick up specific science understandings. Use a class chart to record what students identify as you read.

Provided below is an example of what can be developed with students. **Note:** The column “Could Be Living or Non-living” provides an opportunity for multiple perspectives on what things are considered to be living and non-living. New words could be introduced, such as compost, recycling bin, and pesticides.

<i>Living Things</i>	<i>Non-living Things</i>	<i>Could Be Living or Non-living</i>	<i>Needs of Plants</i>	<i>Needs of Animals</i>	<i>Taking Care</i>
Grandma, Charlie	Jars, plastic bags	Garden	Water	Water	Turn off water
Animals, peaches	Bowl, pop can	Water	Soil		

Discuss how all things influence each other and the relationship between all living things.

- Why do we need to care for living things?
- How does Tess’s grandmother reflect Cree and Métis values of protecting Mother Earth?

Conclusion

Review the revised list of ideas. Have students consider their own experiences of caring for living things—on their school ground, at home, and in the community—and ask students to identify ways they can apply some of the ideas to look after living things in their local school and community.

Take a walk around the school grounds. Through drawings, record all living things that exist in their school grounds or community. As a class, discuss how students might be able to care for these living things.

Extension

Students can participate in a class, school, or community project and create a book as a class that reflects the ways that they took care of living things. This can be achieved using a language experience approach (see Teacher Background).

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of identifying why and how they can take care of living things, including Mother Earth.

Keywords: relationships; Mother Earth

Themes: living things; Mother Earth; values; responsibility; relationships

Teacher Backgroundⁱⁱ

Supplementary Resource

McLeod, Elaine. *Lessons from Mother Earth*. Groundwood Books, 2010. ISBN: 978-0-88899-832-3

Summary: Tess learns from her grandmother that all of nature can be a garden. By taking care of the plants, you understand how and when they grow and give fruit. When caring for the garden properly, it will always nourish you.

Language Experience Approach

- (k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/)
- (en.wikipedia.org/wiki/Language_Experience_Approach)

Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)

- Connection to Land (www.learnalberta.ca/content/aswt/#/connection_to_land)
(www.learnalberta.ca/content/aswt/)

Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Relationships (www.learnalberta.ca/content/fnmigv/index.html)

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SOCIAL STUDIES | GRADE 1 | LESSON PLAN

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Education for Reconciliation: Perspective – Kinship

Program of Studies Outcomes

1.1 My World: Home, School, and Community

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- In what ways do we benefit from belonging to groups and communities?

1.2 Moving Forward with the Past: My Family, My History and My Community

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
- recognize how their ancestors contribute to their sense of identity within their family and communities

Skills and Processes

1.S.8 demonstrate skills of oral, written and visual literacy:

- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity

Resourceⁱ

Mack, Terri. *Mouse Celebrates the Winter Solstice*. Strong Nations, 2014.

Illustrator: Bill Helin **ISBN:** 978-1-77174-055-5 **Language:** English

Summary: Told in a rhythmic and lyrical voice, this enchanting story reflects on the importance of story and building a stronger community. Mouse speaks from “many years past” of the wisdom of joining together to celebrate, to stand tall, and be proud as Indigenous people.

Purpose

This lesson provides students with an appreciation of interconnectedness—the sacred ties of kinship with one another and the universe. Ancestral knowledge is shared during the time of winter solstice, a time for story and celebration.

Introduction

Discuss with students how the light changes in the winter. When is the shortest day and the longest night? What kinds of activities do families enjoy during long winter evenings? For many First Nations, Métis, and Inuit, winter is the season to gather with family and for Elders to share their stories and wisdom.

Activity/Experience

Discuss the interconnections between the animals in the story, the stars, the snow, the moon, and the trees. Describe how everything is connected in the universe and why this is something that is celebrated.

Have students listen to the rhythm and the rhyme of the story. Describe the mood. How would this time of celebration and tradition help families connect with their ancestors? Their communities? Why is this important? How does one strong voice—that of the mouse—inspire us to be strong and help us see that we are happier when we work together?

Conclusion

Students will explore some stories that are part of their family traditions. How do stories give us a sense of identity and belonging? Think of a school celebration. How does belonging to a community help us as individuals? As community members?

Extension

Students can read other First Nations, Métis, and Inuit stories. How are people influenced by stories of the past? Why is it important to continue sharing stories?

Assessment for Student Learning

Consider multiple ways that students can demonstrate their understandings of how they learn and grow as individuals when they feel connected to others and nature.

Keywords: story; celebration; cultural identity

Themes: identity; belonging; connecting; family; kinship

Teacher Backgroundⁱⁱ

The tradition of storytelling is a cornerstone among First Nations, Métis, and Inuit. It forms the basis of knowledge, values, history, cultural identity, and shared ways of knowing. These stories are told often. Some stories are told to transmit knowledge, some are sacred, and others are used to entertain.

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