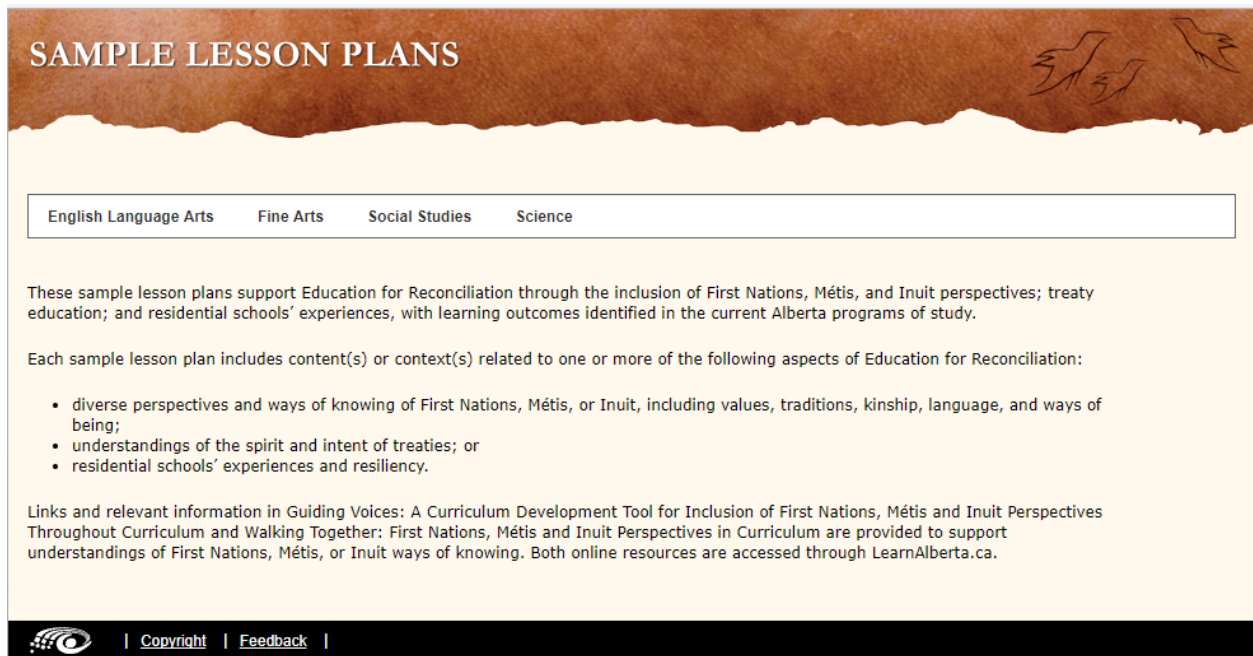


# Alberta Education's First Nations, Metis, and Inuit Sample Lesson Plans Language Arts, Fine Arts, Social Studies, Science

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

## Grade 2



The screenshot shows a webpage with a brown, textured header that looks like torn paper. On the right side of the header, there are three stylized bird or wing drawings. Below the header, there is a navigation bar with four tabs: "English Language Arts", "Fine Arts", "Social Studies", and "Science". The main content area has a light beige background. It contains a paragraph about the purpose of the lesson plans, a list of aspects of Education for Reconciliation, and a paragraph about links to other resources. At the bottom, there is a black footer bar with a logo on the left and the text "Copyright | Feedback" in the center.

**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.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

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- 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 2 | 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.

Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:

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## Education for Reconciliation: Perspective – Kinship, Ways of Being

### Program of Studies Outcomes

#### 1.1 Discover and Explore

*Express ideas and develop understanding*

- express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts

#### 2.2 Respond to Texts

*Experience various texts*

- respond to mood established in a variety of oral, print and other media texts

*Construct meaning from texts*

- connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- express thoughts or feelings related to the events and characters in oral, print and other media texts

### Resource<sup>i</sup>

Kalluk, Celina. *Sweetest Kulu*. Inhabit Media Inc., 2014.

**ISBN:** 978-1-927095-77-5 **Language:** English

**Summary:** This story is about an Inuit mother tenderly talking to her child, Kulu, describing the ways in which the land and the animals bestowed their unique gifts on Kulu at the time of his birth.

### Purpose

This lesson provides an opportunity for students to learn about the ancestral connection between Inuit and the animals with whom they share the land. The story is told through the lens of a mother speaking to her newborn child to nurture a sense of belonging and connection to Inuit culture.

### Introduction

Lead a discussion about how it feels to be connected to animals and how to respect them and the gifts they provide.

Share an example of their experience with animals. Ask students:

- What were you feeling when you first met an animal?
- Were you excited, nervous, or worried?
- What did you do to get ready for the new experience?
- What gifts do animals give us?
- What can we learn from animals?
- Why is it important to respect animals?

Ask students to share the names of endearment their parents or guardians use for them. Why do they use it? What is the meaning?

Introduce the book *Sweetest Kulu* by showing the front cover and reading the title and the author's and illustrator's names.

Share that this book is about a child named Kulu, which is an Inuktitut term of endearment often bestowed upon babies and young children. As students think of how their parents or guardians make them feel special, ask them to think about how Kulu's mother makes her child feel special by telling about his connection with animals.

### Activity/Experience

Read *Sweetest Kulu* out loud. You could pause throughout the story to talk about each gift the animals have given Kulu and the importance of each gift.

### Conclusion

Discuss how the mother demonstrates her love for Kulu. What does this tell you about what Inuit believe to be important?

### Extension

Students will make a memory bag of the things that make them feel special and connected to family and community, including animals native to their environment.

Students will select one or two items from their memory bag to share with the class, explaining to their classmates why they chose those items. Memory bags could then be displayed around the room.

### Assessment for Student Learning

Consider multiple ways that students can demonstrate their understanding of sense of belonging and connection to their culture.

**Keywords:** belonging; connection; values; animals

**Themes:** relationships; family; memories; teachings

### Teacher Background<sup>ii</sup>

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

- Oral Tradition – Beginning Together – (continue/next) – How the People Hunted the Moose ([www.learnalberta.ca/content/aswt/#/oral\\_tradition/beginning\\_together](http://www.learnalberta.ca/content/aswt/#/oral_tradition/beginning_together)) ([www.learnalberta.ca/content/aswt/](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)

- Relationships ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))  
[Wâhkôhtowin: We are all related](#) (video): This online animation tells the story of the reciprocity between animals and humans in relationship with each other.

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<sup>ii</sup> All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

# FINE ARTS (DRAMA) | GRADE 2 | 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 Fine Arts.

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## Education for Reconciliation: Perspective – Kinship

### Program of Studies Outcomes: Drama

#### Structured Dramatic Play

##### Social

- understand self
- understand others

##### Integrative

- learn to respond to stimuli; e.g., music, pictures, objects, literature

#### Dramatic Movement

- discover how to use the body as a vehicle for expressing and interpreting feeling and ideas

#### Story Theatre

##### General Speaking Skills

- develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories

### Resource<sup>1</sup>

Qitsualik-Tinsley, Rachel and Sean Qitsualik-Tinsley. *Lesson for the Wolf*. Inhabit Media Inc., 2015.

**ISBN:** 978-1-77227-005-1 **Language:** English

**Summary:** In this beautifully illustrated Inuit tale, the wolf learns an important lesson—self-acceptance. Not content with just being a wolf, he envies and wishes he could be like other animals. Through the love of his fellow wolf pack, the wolf learns the beauty of being himself.

### Purpose

This lesson provides students with the opportunity to explore and embody the feelings and actions of various northern animals. Through dramatic play, students will deepen their understanding of Inuit values.

### Introduction

Introduce the Inuit book *Lesson for the Wolf*, and explain to students that they are going to act out the words in the book through movement. Students will be encouraged to express themselves verbally and, through actions and facial expressions, to communicate the feelings and actions of the animals in the story. Read the story and talk about the important lesson the wolf learned. Why is it important to be true to yourself?

### Activity/Experience

Ask students to role-play various animals in the story: caribou, wolverine, owl, brother and sister wolves, and mother wolf. Read the story again. In an open space, have students act out the events after each paragraph.

## Conclusion

As a whole group, have students connect back to the meaning of the story. Some prompts may include:

- When have students wanted to be like someone else? Why? How did this make them feel?
- Although the wolf learns an important lesson, how did the pack help him?
- Why is it important to be accepting and empathetic toward others? How did acceptance help the wolf?
- How did role-playing help students understand the story better?
- What did students learn about Inuit values?

## Extension

Read the book *The Walrus Who Escaped*, written by Rachel Qitsualik-Tinsley, and have students engage in a similar process. By taking on the characteristics of each animal, students understand and capture the emotions of Raven's crackly anger and Walrus' icy fury.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how dramatic play helped them understand the characters, actions, and meaning of this Inuit story.

**Keywords:** unique; special; Inuit

**Themes:** interconnectedness; relationships; land; animals; gifts

## Teacher Background<sup>ii</sup>

Qitsualik-Tinsley, Rachel and Sean Qitsualik-Tinsley. *The Walrus Who Escaped*. Inhabit Media Inc., 2014.

**ISBN:** 978-1-92709-568-3 **Language:** English

**Summary:** This is a humorous tale of two Arctic animals, Walrus and Raven, who use their talents to battle and outwit each other.

### Supplementary Resources

- Inuit Cultural Online Resource ([icor.ottawainuitchildrens.com/](http://icor.ottawainuitchildrens.com/))
- Inuit Tapiriit Kanatami (<https://www.itk.ca/>)

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

- Connection to Land – Exploring Connections – Documents  
([www.learnalberta.ca/content/aswt/#/connection\\_to\\_land/exploring\\_connections/documents](http://www.learnalberta.ca/content/aswt/#/connection_to_land/exploring_connections/documents))  
([www.learnalberta.ca/content/aswt](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)

- Relationships (<http://www.learnalberta.ca/content/fnmigv/index.html>)

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# SCIENCE | GRADE 2 | 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 Science.

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## Education for Reconciliation: Perspective – Values

### Program of Studies Outcomes

**2-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.**

- a willingness to work with others and to consider their ideas
- a sense of responsibility for actions taken
- respect for living things and environments, and commitment for their care

### Topic E: Small Crawling and Flying Animals

Students learn about the structure and life habits of animals by studying small animals that live in their own community. By investigating outdoor spaces in and around the school and their homes, students discover a wide range of animals that find shelter and food within the local area. In studying these animals, they learn about where animals live, what they eat, what they are eaten by and features of the animals that suit them to their particular environment.

**2-10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.**

- Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.
- Identify ways in which animals are considered helpful or harmful to humans and to the environment.

### Resource<sup>i</sup>

Lethbridge, Victor. *Little Chief and Mighty Gopher: The Pemmican Frenzy*. Storyteller media and Tanaka Productions, 2010.

**ISBN:** 978-0-9866738-0-01 **Language:** English (includes CD)

**Summary:** This humorous tale depicts the Lakota culture and their perspective on the importance of harmony and balance in nature.

*Little Chief and Mighty Gopher: The Pemmican Frenzy*.

**Summary:** This is a supporting video (2010), [www.youtube.com/watch?v=apIQGtZ-RFE](http://www.youtube.com/watch?v=apIQGtZ-RFE), YouTube<sup>CA</sup>.

### Purpose

This lesson provides students with an understanding of the relationships and the role of small crawling and flying animals within a food chain. Students explore where humans and larger animals fit within a larger web. Students also discover the importance of relationships and how all things are interconnected or related and how they influence each other. Students will appreciate that when balance is lost anywhere along the food chain and web, the impact is felt in all natural relationships.

## Introduction

Introduce students to the concept of a food chain by showing the supporting video of *Little Chief and Mighty Gopher*. Students can identify the animals in the video and their relationships to each other (i.e., pemmican, gopher, hawk, coyotes, and buffalo). Read or listen to the book *Little Chief and Mighty Gopher*. Pause and discuss as each new predator is introduced, and discuss what happens, making sure to describe the relationships between the new animal to the others in the food chain. Read the information in the back of the book about the Lakota values, and have students reflect on how the story portrays the importance of the Lakota value of “balance.”

## Activity/Experience

In this activity, students will experience a web of food chains actively and collaboratively. Give each student a card with a picture of an animal from the story. Have students think about how their animal would relate to the other animals in a food chain. Students can also identify if this card depicts a meat eater, plant eater, decomposer, or more than one.

Have a student take a ball of string and ask him/her to stand next to a student with an animal that connects to the one on their card in a food chain. The first student will pass the ball of string on to the next student standing beside while continuing to hold onto the end of the string. The second student will repeat this process while holding the string, and so on, until all students are connected by the string. The last student will then pass the ball of string back to the first person to close the web.

While everyone is connected, ask one student to move a few feet away from the web while still holding onto the string. Discuss the following with students:

- What happens when one piece of the web is moved?
- What would happen if one piece of the web was removed?

Discuss other additions to the web for small crawling and flying things, including some cards for invertebrates. Brainstorm different invertebrates that might also be added (e.g., worms, flies, or bees).

## Conclusion

Within a talking circle, give each student an opportunity to share their thinking about the experience. Discuss with students:

- Is there anything on the web more important than the other?
- Why is it important to care for all things?
- Why is each thing on the web important to all animals and plants?
- Are the smallest animals less important than big animals?
- How is balance achieved through the food chains?
- What happens when that balance is broken?
- How can balance be restored?

## Extension

Students apply their understanding through the use of an online [food chain game](#). Plants and animals are added to each section of a food chain using a drag-and-drop process, starting with simple chains and moving on to more complex ones.

Engage students in a group mini-research project about an endangered invertebrate, such as bees. Guide students with information about the honeybee crisis. Discuss reasons why the insect is threatened and how the values (e.g., harmony, balance, and tranquility) may be out of order. In small group talking circles, ask students to discuss what they think might happen if there were no more bees. What aspects of the food chain are impacted? What are some possible actions?

Have students ask an Elder or Knowledge Keeper what might happen if there were no more honeybees or if the Elder or Knowledge Keeper knew of a time when an animal was at risk. Students can share what they have learned with the class.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of food chains and the relationships and roles that small flying and crawling animals play within the food chain and the impact when balance is lost anywhere within a web.



**Keywords:** food chain; balance; relationships; web; values

**Themes:** balance; relationships; values

### **Teacher Background**<sup>ii</sup>

#### **Food Chain Games**

- ([www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm))

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

- Traditional Environmental Knowledge – Respecting Wisdom  
([www.learnalberta.ca/content/aswt/#/traditional\\_environmental\\_knowledge/respecting\\_wisdom](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom))  
([www.learnalberta.ca/content/aswt/](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)**

- Relationships ([www.learnalberta.ca/content/fnmigv/index.html](http://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](http://education.alberta.ca/media/3615876/our-words-our-ways.pdf))

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# SOCIAL STUDIES | GRADE 2 | LESSON PLAN

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## Education for Reconciliation: Perspectives – Traditions, Values

### Program of Studies Outcomes

#### 2.1 Canada's Dynamic Communities

##### 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the major geographical regions, landforms and bodies of water in each community?
- How does the physical geography of each community shape its identity?
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?

##### 2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)?
- What are the traditions and celebrations in the communities that connect the people to the past and to each other?
- What are the linguistic roots and practices in the communities?
- What individuals and groups contributed to the development of the communities?
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)?
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity?

#### 2.2 A Community in the Past

##### 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:

- How is the presence of Aboriginal and/or Francophone origins reflected in the community today?

### Resource<sup>1</sup>

Pokiak, James and Mindy Willett. *Proud to be Inuvialuit*. Fifth House Ltd, 2010.

**ISBN:** 978-1-897252-59-8. **Languages:** English

**Summary:** As part of a series, this book highlights the experiences and worldviews of the Inuvialuit in Tuktoyaktuk. Specific information regarding the Inuit's connection to the land, traditional values, and ways of knowing are highlighted through stories, facts, and visually appealing photographs.

### Purpose

This lesson features the experiences of the Inuvialuit of Tuktoyaktuk, an Inuit community above the Arctic Circle on the shore of the Beaufort Sea in the Arctic Ocean. Students will examine how the land, the geography, and the climate shape experiences and worldviews.

## Introduction

Locate Tuktoyaktuk on the map of Canada. Show images of the community and landforms and ask students how the water, ice, snow, and landscape shapes the identity of the community.

## Activity/Experience

Using a KWL chart, ask students what else they know about the climate and the land, as well as the Inuit language and cultural activities in Tuktoyaktuk. Complete a quick book review and ask students to consider some questions that they would like answered as they examine the information in the book. Leave the final column “What I learned” for students to reflect upon after they explore the book.

Read aloud and stop after each section of the book for group discussion and synthesis. Add new understandings and wonderings to the KWL chart.

Have students consider:

- How have changes in time influenced the Inuit culture?
- How is life different/same from the past?
- What is the daily life of the Inuit children like?
- What traditions, celebrations, and stories are part of this Inuit community?
- How does the geography of the land contribute to the identity of the community?

## Conclusion

Review the KWL chart and the information provided. Summarize key ideas in a class/group conversation. Ask students what they learned about the Inuit and their connections to their families, their culture, and the land.

## Extension

Based on their reflection, students could develop a photo story of three to six pictures including a caption that describes aspects of “life” in the community.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how land contributes to the shaping of identity and culture.

**Keywords:** Inuit; Inuvialuit; Arctic; culture; community; physical geography; human geography; cultural diversity

**Themes:** experience and worldview, community; sense of place

## Teacher Background<sup>ii</sup>

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

- Connection to Land – Exploring Connections – Documents: The Value of Land ([www.learnalberta.ca/content/aswt/documents/connection\\_to\\_land/value\\_of\\_land.pdf](http://www.learnalberta.ca/content/aswt/documents/connection_to_land/value_of_land.pdf)) ([www.learnalberta.ca/content/aswt](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)

- Experiences and Worldviews ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))

### KWL Chart Online

- K-W-L Creator (<http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html>)

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