


# 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 3

### 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:

- 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 3 | 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 – Values, Kinship

### Program of Studies Outcomes

#### 5.1 Respect Others and Strengthen Community

*Appreciate diversity*

- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts

*Relate texts to culture*

- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities

*Use language to show respect*

- demonstrate respect for the ideas, abilities and language use of others

### Reference<sup>i</sup>

Dorion, Leah. *The Giving Tree*. Gabriel Dumont Institute, 2009.

**ISBN:** 978-0-920915-90-5 **Languages:** English and Michif

**Summary:** *The Giving Tree* is a story that symbolizes the values of honesty, respect and social responsibility of “give and take” from a Métis perspective. These Métis values are part of the Red River Cart Wheel Teachings provided as endnotes at the back of the book.

### Purpose

This lesson provides students with an understanding and appreciation of the reciprocal relationships the Métis have with the environment, the community, and each other.

### Introduction

Discuss the concept of reciprocity by asking students to think about times when they have needed something and had to ask another person for it. Have students describe what they did afterwards to acknowledge this gift.

- Did students give something else back, possibly another item, or reciprocated with a thank you? Did students pay it forward in some way such as sharing something else with another person?
- Have students think about how sharing connects us to each other and to the larger group. Ask students about the importance of relationships and reciprocity and discuss the idea of “give and take.”

Introduce the book *The Giving Tree*, and display the illustrations on the front and back cover of the book. Then invite predictions of what students think will happen in the story and what evidence they have for such predictions.

Ask students to listen for connections as the story is read to them.

## Activity/Experience

While reading *The Giving Tree*, pause as needed to clarify students' understanding and connections.

## Conclusion

Discuss the concept of "give and take" again with students and explain how this concept links to these values held by the Métis. Ask students to describe some of the connections and relationships they heard in the story. What did they notice about giving and receiving? Why there was not an expectation of acknowledgement or payment for some of these acts? Have students discuss the selflessness and honesty of the people in the story. Have students identify ways that they could emulate the values described in the story.

Students will brainstorm ways they could create the values of the giving tree for the class, school, and/or community.

## Extension

Share the Red River Cart Wheel Teachings with the students. Have students identify and share examples of instances in their life as these values are described in the story. Ask when they have been a part of a "give and take" relationship. Students may wish to create a wheel of values from their own life.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the values held by the Métis of social responsibility towards each other, their community, and the environment.

**Keywords:** relationships; respect; honesty; kindness; sharing

**Themes:** relationships; interconnectedness; reciprocity

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

Reciprocity is a foundational practice within First Nations, Métis, and Inuit cultures that acknowledges the importance of giving and receiving to achieve balance.

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

- Oral Tradition – Exploring Connections – Documents: The Métis Oral Tradition  
([www.learnalberta.ca/content/aswt/documents/oral\\_tradition/metis\\_oral\\_tradition.pdf](http://www.learnalberta.ca/content/aswt/documents/oral_tradition/metis_oral_tradition.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)

- 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)

- Interconnectedness of all living things (page 16-17)  
([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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<sup>ii</sup> All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

# FINE ARTS (ART) | GRADE 3 | 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: 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.
- C. Material from any subject discipline can be illustrated 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.

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

Taylor, C.J. *Little Water and the Gift of the Animals*. Tundra Books. 1992.

**ISBN:** 887764002 **Language:** English

**Summary:** A young Seneca hunter, Little Water, finds the secrets of the animals in order to cure a terrible sickness of his tribe.

#### Purpose

This lesson provides students with an understanding that all things are connected. Students will retell this story through a sequence of illustrations in the form of a comic strip.

#### Introduction

Discuss how we show respect for one another. What do we do if someone is sick? How do animals also help to restore humans' health? Review the concept of stories and how stories are used not only as teachings for First Nations, Métis, and Inuit, but for all people.

#### Activity/Experience

Students read the story *Little Water and the Gift of the Animals*.

Students get together with a partner and use a think-pair-share strategy to discuss the meaning of the story. Have students retell the story to each other.

#### Conclusion

Students create a six-panel comic of the story using [Student Interactive Comic Creator](#) or [6 Panels–Comic Book Paper](#).

Students answer the following questions in their story:

- What did Little Water do in the story to help the village?
- What is the importance of relationship to the animals and Little Water?
- Why is the relationship to the land important?

Students print a colour version of their story and share their work with other students.

### Extension

Students can publish their six-panel story online. Make sure to have parent or guardian permission first before posting students' work online. Or, as a class, combine all the six-panel stories into a graphical collection that students can take home.

### Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of story and how illustrations enhance their meaning of the story.

**Keywords:** kinship; belonging; impacts; community

**Themes:** kinship; interconnections; relationship; responsibility

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

#### Student Interactive Comic Creator

- ([www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html))

#### Online Comic Strip Template (6 Panels)

- ([comicbookpaper.com/six-panels/](http://comicbookpaper.com/six-panels/))

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

- Connection to Land – Respecting Wisdom – Francis Dumais  
([www.learnalberta.ca/content/aswt/#/connection\\_to\\_land/respecting\\_wisdom/francis\\_dumais](http://www.learnalberta.ca/content/aswt/#/connection_to_land/respecting_wisdom/francis_dumais))  
([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)

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

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# SCIENCE | GRADE 3 | 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 – Traditions

### Program of Studies Outcomes

#### Topic B: Building with a Variety of Materials

Students use a variety of tools and simple techniques to build things for specific purposes.

#### 3-7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.

- Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.
- Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.

#### Topic C: Testing Materials and Designs

Students study the materials and designs used in construction tasks. . . . Throughout the topic, students learn that many things are considered when materials and designs are selected and that different tasks may require different materials and designs.

#### 3-8 Evaluate the suitability of different materials and designs for their use in a building task.

- Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.
- Compare and evaluate the strength and stability of different models or objects constructed.
- Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.
- Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.

### Cross-curricular Linkages

#### Mathematics

#### Shape and Space (3-D Objects and 2-D Shapes)

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

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

Cutting, Robert. *House and Home*. Rubicon Publishing Inc., 2012.

**ISBN:** 978-1-77058-332-0. **Language:** English

**Summary:** This non-fiction text is part of a series from Turtle Island Voices. Combined with excellent visuals, this informational book describes various First Nations, Métis, and Inuit traditional homes once found across Canada, including igloos, wigwams, longhouses, tipis, pit houses, and log houses.

## Purpose

This lesson provides students with an understanding of the concepts and principles related to the diverse methods of construction of First Nations, Métis, and Inuit structures or homes (e.g., their intended purpose and the various tools, techniques, and materials used).

## Introduction

Discuss with students what contemporary basic structures are used for homes and schools (e.g., concrete structures, wooden, or steel frames). Continue the discussion about the many different traditional First Nations, Métis, and Inuit home structures, such as an igloo (iglu in Inuit), wigwam, longhouse, tipi, pit house, and log house.

Students can investigate what natural materials and tools are available in an environment (e.g., arctic, plains, forests) to construct homes. Consider how the choice of dwelling reflected the way of life of First Nations, Métis, and Inuit (e.g., seasonal patterns and migrations).

## Activity/Experience

Students research and create a structure based upon one of the traditional homes in which First Nations, Métis, and Inuit lived. In groups or as individuals, students select a traditional structure and build a scale model of their choice.

Students prepare a short written report that features (or highlights) how their structure was made and describes the materials and designs that were used to make it strong and stable. Students should be respectful of the technology that was used to build the structure, and the report should identify how the structure reflects the environments in which people lived in and what resources were available. Other interesting features about their structure should also be included.

## Conclusion

Students present their structures and their findings to the class.

## Extension

Students conduct further research into the designs of traditional homes and how they are reflected in today's structures. Students explore ways that new designs could be created based on the different First Nations, Métis, and Inuit structures and natural materials in the environment. Students can build structures using 3-D objects.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of various First Nations, Métis, and Inuit structures and the importance to their way of life.

**Keywords:** structure; igloo; iglu; wigwam; longhouse; tipi; pit house; log house; dwelling

**Themes:** home; ancestors; place

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

First Nations and Inuit structures were designed utilizing the natural materials and tools available in the environment and met their ways of life (e.g., seasonal patterns and migrations). Techniques used to build these homes were often a reflection of their particular culture and teachings connected to their way of life. Suggested materials students can use include wood skewers, tissue paper, paper (tipi), pencils/wooden rods, small twigs/tree suckers, Plasticine/modelling clay, stir sticks, elastics and/or string, white glue or a hot glue gun, sticky tack, and cardboard.

## Supporting Information for Construction

- How to build an igloo (<https://www.youtube.com/watch?v=R-x5QOSqP3E>)
- Basic Wigwam Construction ([www.nativetech.org/wigwam/construction.html](http://www.nativetech.org/wigwam/construction.html))
- How to Build a Longhouse for a Third Grade School Project ([www.ehow.com/how\\_6535833\\_build-third-grade-school-project.html](http://www.ehow.com/how_6535833_build-third-grade-school-project.html))
- Wonderville: Build a Tipi! ([www.learnalberta.ca/content/wonbt/html/index.html](http://www.learnalberta.ca/content/wonbt/html/index.html))
- How to Build a Pithouse (photos) ([www.flickr.com/photos/prehistoricmuseum/sets/72157644987472907/](https://www.flickr.com/photos/prehistoricmuseum/sets/72157644987472907/))
- Building a log house ([www.palmatin.com/building-a-log-house-get-started/](http://www.palmatin.com/building-a-log-house-get-started/))



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

- Culture and Language – Exploring Connections – Videos – Tipi Teachings  
([www.learnalberta.ca/content/aswt/#/culture\\_and\\_language/exploring\\_connections/videos/tipi\\_teachings](http://www.learnalberta.ca/content/aswt/#/culture_and_language/exploring_connections/videos/tipi_teachings))  
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**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](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 3 | 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 Social Studies.

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## Education for Reconciliation: Perspective – Traditions

### Program of Studies Outcomes

#### 3.1 Communities in the World

##### 3.1.1 appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own

#### Skills and Processes

##### 3.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from different points of view

##### 3.S.7 apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- follow a plan to complete an inquiry
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information

##### 3.S.8 demonstrate skills of oral, written and visual literacy

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

Kavasch, E. Barrie. *Blackfoot Children and Elders Talk Together*. Rosen Publishing Group, 1999.

**Summary:** This book summarizes the culture and traditions of the Blackfoot in Alberta. Elders describe the customs of the past and the hope for their future youth.

### Purpose

In this lesson, students will gain an understanding of Blackfoot values, customs, and views. Students will then appreciate the similarities and differences of the Blackfoot culture to that of another community in Alberta.

### Introduction

Students will pair up with a partner. In a think-pair-share activity, students will discuss what they know about the Blackfoot Nation in Alberta (e.g., Where in Alberta do they live? What language do they speak?). Have students share their knowledge as a group. Again working with partners, students discuss attributes that make up a culture. What main topics would be important to know if students were investigating Blackfoot culture? Make a list of student responses.

## Activity/Experience

Preview the front cover and the table of contents of the book *Blackfoot Children and Elders Talk Together*. What aspects of Blackfoot culture will be explained in this text?

With the use of a large graphic organizer, record the main idea and supporting details. After each chapter, the teacher and students together will synthesize the key supporting ideas, including beliefs, traditions, and customs, and then complete the graphic organizer together.

## Conclusion

Have students discuss with their partners what they learned about Blackfoot culture. What did they find most interesting? What surprised them? What would they like to learn more about? Where could they go to find more information? How might different cultures be similar? Different?

## Extension

Have students discuss what culture(s) make up their community. Using similar headings from the Blackfoot investigation, have student research into their local culture (e.g., celebrations, family, food, dress, and activities). Students will research, read, gather, and record their findings, using a graphic organizer. Bring students together to share what they discovered. What are some key findings? Are there similarities between Blackfoot communities and the students' community? You may record these findings in a Venn diagram.

## Assessment for Student Learning

Consider multiple ways in which students can demonstrate their understandings of the beliefs, customs, and traditions of the Blackfoot Nation.

**Keywords:** Elders; Blackfoot; community

**Themes:** culture; worldviews

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

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

- Traditional Knowledge – Respecting Wisdom – Wilton Goodstriker  
([www.learnalberta.ca/content/aswt/#/traditional\\_environmental\\_knowledge/respecting\\_wisdom/wilton\\_goodstrike\\_r\\_blood\\_reserve](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/wilton_goodstrike_r_blood_reserve))  
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### 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))

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