


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 4

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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- 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 4 | 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: Treaties; Perspective – Kinship

Program of Studies Outcomes

1.1 Discover and Explore

Express ideas and develop understanding

- share personal responses to explore and develop understanding of oral, print and other media texts

1.2 Clarify and Extend

Combine ideas

- use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences

2.2 Respond to Texts

Construct meaning from texts

- connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences

5.1 Respect Others and Strengthen Community

Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

Use language to show respect

- identify and discuss differences in language use in a variety of school and community contexts

Resourceⁱ

Yawney, Deborah with Makai'sto-Leo Fox. *Sierra and Blue* series, Prairie Rain Publishing, 2011.

- *Sierra and Blue* (ISBN: 978-0-9867817-0-4)
- *Sierra and Blue Go to Visit their Cousins* (ISBN: 978-0-9867817-2-8)
- *Sierra and Blue Go to Town* (ISBN: 978-0-9867817-1-1)

Paintings: Annette Nieuwerk **Languages:** English and Blackfoot

Summary: *Sierra and Blue* is a story about two Blackfoot children who go to live with their grandparents on the Blood Reserve after their parents are killed in a car accident. In *Sierra and Blue Go to Town*, the children travel to Lethbridge with their grandparents for the day and take part in many fun and healthy activities like visiting the library and going to the local pool. In *Sierra and Blue Go to Visit their Cousins*, the children go to visit their relatives near Old Agency in a different area of the Blood Reserve, play with their cousins, and enjoy a meal with their family and friends. All stories incorporate English and Blackfoot words with the support of a pronunciation guide.

Purpose

In this lesson students build a greater understanding of Blackfoot culture and language and examine how students' lives are similar to those of Sierra and Blue.

Introduction

Students will identify the traditional territory of Blackfoot people in Southern Alberta and the different communities of the Blood Reserve. (Students should have access to maps of treaty areas. See the link provided in the Teacher Background section.)

Provide copies of an Alberta treaty area map to students. Students will read the glossary of Blackfoot words from the *Sierra and Blue* series, and learn their meanings and pronunciations, focusing on the land and kinship terms. Students should practise speaking to each other in order to build familiarity with the language used in the books. (Students can use the [Blackfoot Language app](#) to support their accurate pronunciation of the spoken Blackfoot language, particularly key kinship terms.) Students should be provided with a copy of the book glossary to reference during the reading.

Activity/Experience

Read *Sierra and Blue* to the class. Students will then read the stories *Sierra and Blue Go to Visit their Cousins* and/or *Sierra and Blue Go to Town* independently or in small groups. As students read, they need to be mindful of how aspects of their ways of being (i.e., family, activities, school, values, language, and traditions) are similar to those of Sierra and Blue.

Sharing/Talking Circle: Students will engage in a sharing circle to discuss how their ways of being are similar to those of Sierra and Blue.

Conclusion

You can record one or two of the students' responses from the sharing circle as an exemplar. Students will then continue to complete their own examples using pictures with a short explanation. Students who speak another language can include words that identify family and extended family in their drawings. In a think-pair-share activity, students will discuss, with a partner or small group, features of their pictures and how they are similar to each other. Students that included other languages can share and listen to the different pronunciations with their classmates.

Extension

Students can research traditional foods or plant use, using the book *Sierra and Blue Go to Town*. Traditional Knowledge Keepers could be invited to help students understand traditional plant use, learn how to prepare plants for food and medicine, understand the meaning of the Blackfoot names for plants, and other uses.

Alternately, you can take students on a field trip and collect some traditional food or grow edible plants in the classroom (e.g., berries, mint, sage) to prepare at school. Some examples may include mint tea or berry jams.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the Blackfoot culture, language, and kinship

Keywords: kinship; belonging; Blackfoot language; traditional foods; plant use

Themes: kinship; belonging

Teacher Backgroundⁱⁱ

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

- Map of Treaty Areas (www.learnalberta.ca/content/aswt/map.html)
- Indigenous Pedagogy – Exploring Connections – Talking Circles Protocol (www.learnalberta.ca/content/aswt/documents/indigenous_pedagogy/talking_circles_protocol.pdf) (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)

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

Online Venn Diagram

- (<http://www.bing.com/images/search?q=sample+venn+diagram+template&gpvt=sample+venn>)

Free Blackfoot Language App

- (<https://itunes.apple.com/ca/app/blackfoot/id1021082462?mt=8>)

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FINE ARTS (ART) | GRADE 4 | LESSON PLAN

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Education for Reconciliation: Perspective – Values

Program of Studies Outcomes: Art

REFLECTION

Component 3: Appreciation: Students will interpret artworks by examining their context and less visible characteristics.

- E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
- F. Art serves societal as well as personal needs.

EXPRESSION

Purpose 3: Students will decorate items personally created.

- A. Details, patterns or textures can be added to two-dimensional works.
- B. Details, patterns or textures can be added to the surface of three-dimensional works.

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.

Resources¹

Churchill, Jane. *I Can Make Art ... Like Ron Noganosh* National Film Board of Canada (© 2005).

Languages: English and French (https://www.nfb.ca/film/i_can_make_art_like_ron_noganosh/)

Summary: The 15-minute video demonstrates how sculptor Ron Noganosh transforms used items, such as hubcaps, into works of art.

Ron Noganosh. Aboriginal Curatorial Collective/Collectif des commissaires autochtones

Summary: This web page provides a biography about Ojibwe artist Ron Noganosh.

(www.acc-cca.com/acc-gallery/gallery-archive/ron-noganosh-online-exhibition-and-biography/)

Purpose

This lesson provides students with opportunities to appreciate and create an installation from recycled materials. From the analysis of the works of Ron Noganosh, an Ojibwe artist, students will gain a deeper understanding of how art can be used to communicate First Nations, Métis, and Inuit cultural and social issues.

Introduction

Have a discussion surrounding recycled art.

- What is recycled art?
- How does this type of art affect and reflect perspectives on the environment?

View the short video *I Can Make Art . . . Like Ron Noganosh*. Discuss Ron's object sculptures, how he transforms items, and what inspires his work. Ask students:

- How are installations different from traditional art?
- How does Ron Noganosh reflect First Nations' culture in his art?
- What are some of the social issues Noganosh addresses through his art?
- How have you been inspired by his art?

Activity/Experience

Students work together in small groups to plan what their recycled art projects will be like.

- What materials are needed?
- What social issue or topic will be addressed?
- How can the project incorporate culture?

Have students collect items from their community to create a piece of work that reflects a social issue or topic that is important to the group. Offer technical assistance according to the needs of each group.

Conclusion

Have students write about their art project. Include facts about:

- What was your inspiration?
- What is the project about?
- Why did the group choose the topic?
- Describe the process used to create the installation.

Extension

Create an exhibit. Students can invite family and community members for a classroom or school viewing of the installation. This could be combined with a special event in the school.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how artwork can reflect a culture and social issues.

Keywords: Ojibway; art forms

Themes: identity; kinship; culture

Teacher Backgroundⁱⁱ

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

- Traditional Environmental Knowledge – Respecting Wisdom – Mary Wells
(www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/mary_wells_elizabeth_métis_settlement)
(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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SCIENCE | GRADE 4 | LESSON PLAN

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Education for Reconciliation: Perspective – Traditions

Program of Studies Outcomes

Topic A: Waste and Our World

Students learn about wastes produced through natural processes and human technology. In studying natural systems, students learn that all plants, animals and other living things are made up of materials that are recycled through the environment again and again. In studying human consumption and wastes, students identify wastes produced within their community and learn the methods used for disposal. They learn that some waste materials are biodegradable, that some are reusable, and that others are toxic. They learn that personal action in reducing, reusing and recycling materials can help decrease the waste we accumulate.

4–5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.

- Identify and classify wastes that result from human activity.
- Distinguish between wastes that are readily biodegradable and those that are not.
- Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper.
- Identify ways in which materials can be reused or recycled, including examples of things that the student has done.
- Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.
- Develop and implement a plan to reduce waste, and monitor what happens over a period of time.

Cross-curricular Linkages

Mathematics

Statistics and Probability (Data Analysis)

Collect, display and analyze data to solve problems.

- Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.

Fine Arts: Art

Component 10 (iii): Media and Techniques: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

D. Sculpture

- Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché.

Resourceⁱ

Farrell, Amy. "Waste Not, Respect Always" (pp. 44-47) in *Protecting the Planet*. Don Mills, Ontario: Pearson Canada Inc., 2012. ISBN: 978-1770583399

Summary: Traditionally, ancestors of First Nation, Métis, and Inuit used resources wisely, not wasting any part of the plant or animals. Many of these traditions are still honoured today.

Purpose

This lesson provides students with an understanding of how First Nations, Métis, and Inuit live in harmony with the natural world and are respectful of Earth's resources. As stewards of the environment, there should be a mindfulness of how to minimize waste.

Introduction

Have students make a list of the things they put in the garbage yesterday. Think about mealtimes or events at school and at home. Working with partners, have students compare their lists. What happens to our waste? Where does it go? What are some problems associated with the amount of waste we produce?

Activity/Experience

Read the story "Waste Not, Respect Always" in *Protecting the Planet*. Discuss how the Eastern Woodlands and Haida reduce waste in their lives. As a class, make a list of the different ways identified in the reading. Why was it important for the Eastern Woodlands and Haida to be resourceful? What can we learn from these stories about waste?

From the class list, ask students how they could reduce waste in their home, school, and community. Have students make a chart and record the number of ways they were able to minimize the amount of waste in their lives over the course of day and/or a week. Chart the individual reductions of waste and represent all students' responses in a class data pictograph or bar graph. Using the class total, make calculations. What would add up to in a month? A year? What would happen if the entire school reduced its waste?

Conclusion

Discuss the importance of reducing waste. As a class, develop a plan to reduce waste in the school and in the community using the class findings. Publish the plan in the school newsletter, or have students present it at a school assembly.

Extension

Discuss ways students can go into the community and implement their plan. Have students implement some of the strategies identified and share back to the class how it made a difference and how it made them feel.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of being respectful of Earth's resources and how they can be mindful of wastefulness.

Keywords: waste; recycle

Themes: traditional knowledge; waste

Teacher Backgroundⁱⁱ

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)
- Traditional Environmental Knowledge – Respecting Wisdom
(www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/exploring_connections/documents)
(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, Ancestors, Time and Place (www.learnalberta.ca/content/fnmigv/index.html)

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SOCIAL STUDIES | GRADE 4 | LESSON PLAN

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Education for Reconciliation: Treaties

Program of Studies Outcomes

4.2 The Stories, Histories and Peoples of Alberta

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?

Skills and Processes

4.S.1 develop skills of critical thinking and creative thinking:

- evaluate, critically, ideas, information and positions from multiple perspectives
- re-evaluate opinions to broaden understanding of a topic or an issue

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

- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others in order to understand their perspectives

Resourceⁱ

Lynxieg, Betty. *Treaty Tales Trilogy*. Manitoba First Nations Education Resource Centre.

The Friendship (2015). ISBN: 978-1-927849-09-5

The Handshake and the Pipe (2014). ISBN: 978-1-927849-05-7

We Are All Treaty People (2015). ISBN: 978-1-927849-14-9

Summary: This trilogy examines treaties, the story behind treaties, and the importance of respecting and honouring agreements.

Purpose

In this lesson, students will recognize and appreciate the importance of story as a source of teaching for First Nations, Métis, and Inuit. Using *Treaty Tales Trilogy*, students will learn the story of treaties both from a historical and a contemporary context. Students will examine the friendship agreement between all Canadians and the First Nations and Métis, why treaties were signed, and how treaties are addressed today.

Introduction

Students will examine what it means to be a friend. What elements are key to friendship? How do you greet your friends? Have students brainstorm aspects of friendship (e.g., someone who respects you, lifts you up, is interested in you, wants the best for you). Brainstorm how a treaty is considered a form of friendship. What happens when a friendship is broken? How can you repair a friendship?

Activity/Experience

Read *The Friendship* and discuss why treaties were signed, what this agreement meant, and what it means to make a lasting promise.

Next, read *The Handshake and the Pipe* and review the meaning behind the symbol of the handshake and pipe. When do students see people shaking hands? Passing the pipe? How many students have gone to a powwow? (For more background information, see Elder Wilton Goodstriker's video in the *Walking Together* link provided in Teacher Background.)

Last, read *We Are All Treaty People* and discuss how we are all treaty people. What does this mean for all Canadians?

Have students explore Treaty Day in their community. Often, treaty recognition days include a number of contests along with some shared initiatives. Look at the upcoming Treaty Day in your community and the events that are being planned. Could students participate in one of these events?

Conclusion

Have students return to the idea of friendship and what can be done to repair a friendship. Have students turn to a partner and discuss what can be done to re-establish the friendship trust established in the treaties. Is there something you can do in your community to be involved? Have partners share some thoughts with the class.

Assessment for Student Learning

Invite students to turn to their partner and practise a handshake while they share a thank you, a promise, or a commitment to that friendship. Invite students to add a simple commitment to their community (e.g., classroom, school, family, neighborhood, cultural group) to actively demonstrate trust and friendship.

Keywords: story; community; First Nations, Métis, and Inuit; treaty; friendship; handshake; pipe ceremony; powwow

Themes: traditions; story; oral tradition; community knowledge; relationships; treaty; friendship; trust

Teacher Backgroundⁱⁱ

Aboriginal Powwow

- (www.youtube.com/watch?v=SwzSAzYbu2k)

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

- Symbolism and Traditions – Respecting Wisdom – Wilton Goodstriker (www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/respecting_wisdom/wilton_goodstriker)
- Aboriginal and Treaty Rights – Exploring Connections – Documents (www.learnalberta.ca/content/aswt/#/aboriginal_and_treaty_rights/exploring_connections/documents) (www.learnalberta.ca/content/aswt/)

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

Indigenous and Northern Affairs Canada

- Acts, Agreements, Treaties and Land Claims (www.aadnc-aandc.gc.ca/eng/1100100028568/1100100028572)

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