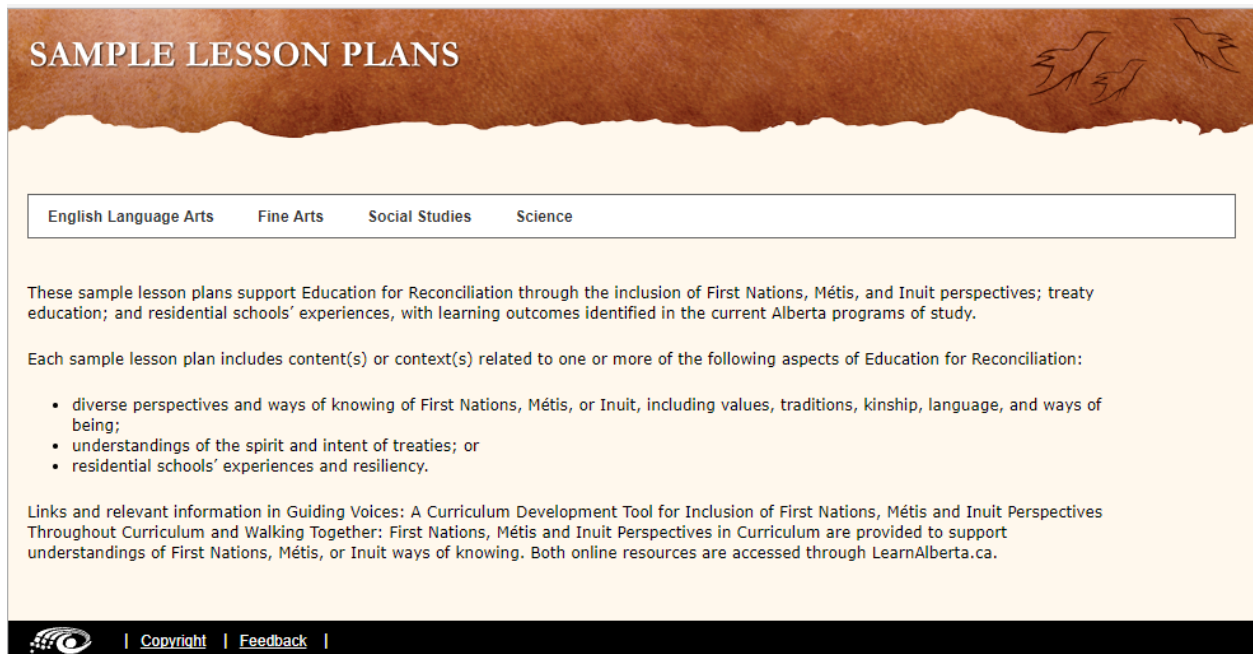


Alberta Education's First Nations, Metis, and Inuit Sample Lesson Plans Language Arts, Fine Arts, Social Studies, Science

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

Grade 5



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, the text "SAMPLE LESSON PLANS" is written in white. Underneath, 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 and contains the following text:

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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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.

At the bottom of the page, there is a black footer bar containing a logo on the left and the text "| Copyright | Feedback |" on the right.

ENGLISH LANGUAGE ARTS | GRADE 5 | 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 – Relationships, Ancestors, Time and Place

Program of Studies Outcomes

1.1 Discover and Explore

Express ideas and develop understanding

- read, write, represent and talk to explore personal understandings of new ideas and information

2.2 Respond to Texts

Experience various texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers

2.4 Create Original Text

Generate ideas

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
- compare own and others' responses to ideas and experiences related to oral, print and other media texts

Relate texts to culture

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities

Resourceⁱ

Auger, Dale. *Mwâkwa Talks to the Loon: A Cree Story for Children*. Heritage House Publishing, 2006.

ISBN 13: 978-1-894974-04-2 **ISBN 10:** 1-894974-04-2 (hardcover) **ISBN:** 978-1-894974-32-5 (softcover)

Summary: Kayâs, a young Cree man, is blessed with the ability to understand the languages of the animals he hunts. This talent makes Kayâs a very skilled and important hunter as he provides food, shelter, and clothing for his village. As news of Kayâs's hunting skills spread, Kayâs is overtaken by all the attention and loses his gift. From the help of Elders, Kayâs regains his gift and learns an important lesson through the process—individual gifts are given to the benefit of all and not for personal glory and welfare.

Purpose

Students will recognize and appreciate the importance of story as a source of teaching for First Nations, Métis, and Inuit. From this Cree story, *Mwâkwa Talks to the Loon*, students will learn the value of humility and the importance of respecting the talents and skills each person is given in order to maintain a balanced relationship within a community.

Introduction

Discuss with students the skills and talents they have. How do these skills help develop their self-worth? Have there been times, however, when the attention to these skills made students too boastful? What are some of the consequences of being too boastful?

Activity/Experience

Read aloud with students the story and pause when needing to clarify. Note the Cree words that have been added to the story. How does the inclusion of Cree words enhance the story? Note the beautiful illustrations and the critical role the drawings play in understanding the story.

Conclusion

Discuss the important lesson of the story. How does this lesson connect to students' lives? Have students complete a reflective piece of writing indicating what they learned from this story. Include in the reflection what students learned about the Cree value of a balanced relationship and a life of fulfillment that honours humility, respect, and collective responsibility.

Extension

Investigate the life of Dale Auger and his artwork. What other books did he write? As a playwright, author, speaker, and visual artist, explore his respect for traditional teachings and the essence of his work. How does this understanding support or deepen student understandings of *Mwâkwa Talks to the Loon*?

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of how Cree value individual talents as part of a balanced relationship that benefits the community.

Keywords: kinship; relationships

Themes: story; ancestors; Elders; Knowledge Keepers

Teacher Backgroundⁱⁱ

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

- Elders (www.learnalberta.ca/content/aswt/#/elders)
- (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)

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

- Welcoming Elders (pages 71-74); Awareness of Community Protocols (pages 75-77) (education.alberta.ca/media/3615876/our-words-our-ways.pdf)

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FINE ARTS (MUSIC/DRAMA) | GRADE 5 | LESSON PLAN

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Education for Reconciliation: Residential Schools

Program of Studies Outcomes

Music

Moving

- Use planned body movements to illustrate rhythmic and/or melodic patterns.
- Move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas).

Drama

Dramatic Movement

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

Resourceⁱ

Burton, Wilfred and Anne Patton. *Dancing in My Bones*. Gabriel Dumont Institute, 2009.

Illustrator: Sherry Farrell Racette **Translator:** Norman Fleury **ISBN:** 978 -0-920915-89-9 **Languages:** English and Michif.

Summary: This book is part of a trilogy that follows Nolin and his discovery of his Métis heritage. Includes a CD-Rom with English and Michif narrations and three dance songs ("Red River Jig," "Isbister Jig," and "Emma's Memorial Waltz"). The other books in this trilogy include *Call of the Fiddle* and *Fiddle Dancer*.

Purpose

This lesson provides students with opportunities to appreciate Métis culture, music, and traditions.

Introduction

Ask students to generate a list of dances they know (e.g., hip hop, dances within powwow, salsa). What knowledge do they have of the Métis Red River jig? You may want to show a video or a Prezi online presentation that provides background about the history and significance of fiddling and jiggling for Métis people. You could read or listen to the story *Dancing in My Bones* (CD of story and song). Discuss how Métis culture is reflected in music and dance.

Activity/Experience

Introduce students to the basic steps of the Red River jig. Show students a video (one is provided in Teacher Background). Identify the pattern of repetition and elements of the jig dance. Arrange students in a circle so they can all see each other. First without music, demonstrate the steps slowly. Get students to follow. Then, add in the music. Fiddle music for Métis jiggling is available on the Internet or on the CD with *Dancing in My Bones*.

Once students have mastered the basic steps, introduce more complex kicks. The rhythm can be kept by tapping spoons or toe tapping. Depending on interest, there are a number of different Métis dances or adaptations to the traditional dances that students can learn.

Conclusion

Discuss how Métis dancing is reflective of the blend of the European and First Nations influences. Discuss what students learned about Métis culture, dance, music, and traditions. Why does Canada benefit from Métis dance and music?

Extension

Research names of famous Métis dancers and fiddlers, both local and beyond. Identify adaptations from traditional Métis dance and music that can be found in the mainstream culture.

Contact your local Métis organization and request a dance instructor to come to your class to help teach various Métis dances. Choreograph a Métis dance composition for a school function.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how dance reflects cultures and tradition.

Keywords: Métis; fiddle; jigging; dance

Themes: identity; kinship; culture

Teacher Backgroundⁱⁱ

Supplementary Resources

- Steps in Time II: Métis Dance & Instruction (gdins.org/product/steps-in-time-ii-metis-dance-instruction/)
- Métis Dances for Instruction (canadianaboriginalresources.wikispaces.com/file/view/Metis+Dances+for+Instruction+collected+by+Marilyn+Richardson+Oct.+2%2C+2011.pdf)
- Basic Steps (www.youtube.com/watch?v=L47Qk1_U6TI&feature=related)

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

- Symbolism and Traditions – Exploring Connections – Videos: Caslan Dancers (www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/exploring_connections/videos/caslan_dancers)
(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 5 | 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: Perspectives

Program of Studies Outcomes

5-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of personal and shared responsibility for actions taken
- respect for living things and environments, and commitment for their care

Topic D: Weather Watch

Students learn about weather phenomena and the methods used for weather study. They learn to measure temperatures, wind speed and direction, the amounts of rain and snow, and the amount of cloud cover. In studying causes and patterns of air movements, students learn about the effects of uneven heating and cooling and discover the same patterns of air movement in indoor environments as are found outdoors. They also learn about human actions that can affect weather and climate and study the design and testing of clothing used as protection against weather.

5-9 Investigate relationships between weather phenomena and human activity.

- Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.
- Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.

Resources¹

Farrell, Amy. "Hot, Hot, Hot" (pp. 24-49) in *Protecting the Planet*. Don Mills, Ontario: Pearson. 2012.

Summary: This article examines the effects of global warming on Canada's Arctic. Adjustments that individuals can make in daily life to reduce greenhouse gas emissions are explored.

Natcher, David, Mary Ellen Thomas and Neil Christopher. *Unikkaaqatigiit: Arctic Weather and Climate Through the Eyes of Nunavut's Children*. Iqaluit, Nunavut: Inhabit Media Inc., 2013.

Summary: This anthology of poems, stories, and pictures features the weather and climate of the Arctic. It is written in both English and Inuktitut.

Purpose

This lesson provides an opportunity for students to understand the effects that human activity has on the creation of greenhouse gases. Students explore how greenhouse gases affect climate change and the impact climate change has on the ways of life on the people in the Arctic, the land, the plants, and the animals. Students identify actions that can reduce greenhouse gas emissions.

Introduction

Read through some stories from *Unikkaaqatigiit: Arctic Weather and Climate Through the Eyes of Nunavut's Children*. Discuss the following with students: the weather in Nunavut communities; the daily life and ways of being of the people; perseverance of animals and plants; and varying weather patterns. Examine the story and illustrations (p. 57) from Dawn Katsak, a student from Pond Inlet. From Katsak's illustration and story, what do you notice about Mother Nature? Why might the animals be confused?

Using a brainstorming web, identify all the things students know about the topic of climate change and its impact on northern Canada. Why is this issue relevant to all Canadians?

Activity/Experience

In pairs, students complete responses to the following questions after reading "Hot, Hot, Hot":

- Where do greenhouse gases come from, and what is their link to climate change?
- What is the impact on greenhouse gases and climate change on life in the Arctic?
- What can be done to control greenhouse emissions?

Students will review each other's responses and provide feedback.

Conclusion

Discuss the meaning of the quote by Jeannette Armstrong, an Okanagan poet, in *Protecting the Planet* (p. 5) and why might this quote be at the beginning of the book:

*"We have the opportunity for everything to change from here on....
We're that bridge between what already is and what could be."*

Ask students what positive changes they can make to reduce the amount of greenhouse gases they generate. Discuss these changes and the actions or strategies that individuals can take to make changes.

As a class, create posters or slogans that could be posted around the community for Earth Day in April.

Extension

Students can research or do a web quest to discover:

- What organizations are actively involved in reducing global warming?
- What Indigenous organizations are actively involved in reducing global warming (e.g., Centre for Indigenous Environmental Resources)?
- What actions have reduced global warming?
- How can students get involved in the projects?

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the effects of greenhouse gases and climate change on the life of people in Canada's Arctic. What positive choices can individuals make to halt climate change?

Keywords: climate; greenhouse gases; climate change; Arctic; Inuit

Themes: climate; weather; climate change

Teacher Backgroundⁱⁱ

Centre for Indigenous Environmental Resources

- (www.ammsa.com/node/6945)
- (www.yourcier.org/)

United Nations Climate Change: An Overview (paper prepared by the Secretariat of the United Nations Permanent Forum on Indigenous Issues, November 2007)

(www.un.org/esa/socdev/unpfii/documents/Climate_change_overview.doc)

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

- Traditional Environmental Knowledge – Environmental Law: Because This Is Our Land
(www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/exploring_connections/videos/environmental_law_because_this_is_our_land)
- Well-being: All My Relations (excerpt from Aboriginal Perspectives)
(www.learnalberta.ca/content/aswt/documents/well_being/all_my_relations.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)

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

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SOCIAL STUDIES | GRADE 5 | LESSON PLAN

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Education for Reconciliation: Perspective – Ways of Being

Program of Studies Outcomes

5.2 Histories and Stories of Ways of Life in Canada

5.2.1 appreciate the complexity of identity in the Canadian context:

- acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history

5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit tell us about their beliefs regarding the relationship between people and the land?
- How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?

Skills and Processes

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

- evaluate ideas, information and positions from multiple perspectives
- generate original ideas and strategies in situations of individual and group activities

5.S.2 develop skills of historical thinking:

- use photographs and interviews to make meaning of historical information

5.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 to understand their perspectives
- create visual images for particular audiences and purposes

Resource¹

Dumont, Donna Lee. *Peter Fidler and the Métis*. Gabriel Dumont Institute, 2012

ISBN-10: 1926795083. **ISBN-13:** 978-1926795089

Summary: This story recounts the life and work of Peter Fidler, a descendant of the Red River Métis. Included in the story are vignettes of Métis history, culture, and identity.

Purpose

In this lesson, students will explore how stories about the Métis and their history can be learned from artifacts, such as objects or symbols, that depict some of the shared values of the Métis cultural identity.

Introduction

Introduce students to the concept of symbols—an object or visual that represents something else. Symbols are used to communicate stories and represent concepts. For many cultures, symbols and objects represent aspects of cultural identity and of shared values and beliefs.

Show students some examples of common symbols that are visible in our community (e.g., signs, flags, jewellery). Complete a scan of the classroom, school, and/or community for symbols and objects.

Activity/Experience

Provide a number of pictorial resources or physical examples of Métis artifacts. Some examples include the infinity sign, the Red River cart, the Métis sash, the buffalo, beadwork, the moss bag, and a fiddle and jigging.

Place the artifacts around the room, and have students complete a gallery walk in small groups. As they rotate with their group to each artifact in turn, ask students to explore the artifact and discuss what story they think this artifact tells about the cultural identity of the Métis. Students rotate around the room until each group has had the opportunity to explore each artifact.

Read aloud from the pages in *Peter Fidler and the Métis* that show pictures and explanations of prominent Métis artifacts.

Have students research the history and meaning of one of the artifacts from the first gallery walk. What aspect of the Métis culture does it represent? Working with partners, have students complete a poster of one artifact that includes a brief description explaining the symbolism and its meaning to the Métis. Put the posters around the room.

Contact a local Métis community organization and ask for a member to join your class to share more information about Métis artifacts and to celebrate Métis culture with the class.

Conclusion

Have students complete a second gallery walk, reading through each poster and discussing how students' understanding of Métis cultural identity was supported or changed based on any new information. As a whole group, discuss the artifacts and their meanings. What did students learn about the Métis culture and their past? How do artifacts contribute to stories of cultural identity?

Assessment for Student Learning

Provide opportunities for students to share an example of an artifact that symbolizes their story and cultural identity with their gallery walk group.

Keywords: Métis; sash; beadwork; Red River cart; infinity symbol; Peter Fidler

Themes: artifacts; symbols

Teacher Backgroundⁱⁱ

Alberta Teachers' Association (2016). *Education is our Buffalo: A Teachers' Resource for First Nations, Métis and Inuit Education in Alberta*. ISBN: 1897196-10-5.

Summary: This teacher resource provides information on the history, worldviews, culture, and current perspectives of First Nations, Métis, and Inuit in Alberta.

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

- Symbolism and Traditions – Exploring Connections – Documents
(www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/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)

- Language, Cultural Identity and Voice (www.learnalberta.ca/content/fnmigv/index.html)

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