


# 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 6

### 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 6 | 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; Residential Schools

### Program of Studies Outcomes

#### 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 autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
- explain own point of view about oral, print and other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose

*Construct meaning from texts*

- observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community
- summarize oral, print or other media texts, indicating the connections among events, characters and settings
- identify or infer reasons for a character's actions or feelings
- make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts
- comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text

#### 5.1 Respect Others and Strengthen Community

*Relate texts to culture*

- identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas

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

Jordan-Fenton, Christy and Margaret Pokiak-Fenton. *Fatty Legs*. Annick Press Ltd, 2010.

**Artwork:** Liz Amini-Holmes

**ISBN:** 978-1-55451-247-8

**Language:** English

**Summary:** This memoir describes the experiences of Olemaun, a young Inuit girl, in a residential school located in Aklavik, Northwest Territories, in the 1940s. Her resiliency and how she maintains her spirit and identity are remarkable.

### Purpose

Students will discuss the role of resiliency as an aspect of our individual identity and collective identity. Students will consider the importance of how resiliency was essential to endure a harsh life in a residential school.

## Introduction

Students will explore the importance of self-esteem and identity in the development of resiliency. This concept will be experienced by engaging in a tag-on activity. Students will pin or tape a sheet of paper on their backs and walk around the room adding specific positive comments about each student in the classroom.

Students will read and reflect on how it feels to receive positive feedback and imagine how they would feel differently if they only received negative comments. Students need to consider how negative feedback can impact their ability to build resiliency.

## Activity/Experience

Have students read the book *Fatty Legs* and complete a reflective journal. As part of the journal entry, ask students to complete a double journal entry and locate five to ten quotes from the book that demonstrate ways in which Olemaun displays resiliency. Students explain the significance of each quote they have located.

## Conclusion

Once the book is completed, students will reflect on what they learned about Olemaun. How was Olemaun able to use her negative experiences to move forward and overcome difficult situations?

## Extension

Have students consider their reflections about Olemaun's resiliency in their reflective journal. Students will share their reflections with partners and in small groups.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of resiliency as an aspect of individual identity (both as it applies to themselves and also to Olemaun) and collective identity (Inuit or other collective groups) as a reflection of the student activity.

**Keywords:** belonging; kinships

**Themes:** residential schools; resiliency; identity

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

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

- Indigenous Pedagogy – Respecting Wisdom – Bob Cardinal  
([www.learnalberta.ca/content/aswt/#/indigenous\\_pedagogy/respecting\\_wisdom/bob\\_cardinal](http://www.learnalberta.ca/content/aswt/#/indigenous_pedagogy/respecting_wisdom/bob_cardinal))  
([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)

- ([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))

### Where Are the Children

- (<http://wherearethechildren.ca/exhibition/>)

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# FINE ARTS (MUSIC) | GRADE 6 | 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 – Traditions

### Program of Studies Outcomes: Music

Through the elementary music program, students will develop:

- awareness and appreciation of a variety of music, including music of the many cultures represented in Canada.

#### Expression

3. Music may express our feelings.
6. Music reflects our feelings about holidays, season, our country and cultural heritage.

#### Listening

14. Identify differences in tempo, timbre (tone colour) and dynamics.
21. Recognize music and some composers of other times, places and cultures.

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

Bouchard, David and Shelly Willier. *The Drum Calls Softly*. Red Deer Press, 2008.

**Illustrator:** Jim Poitras **ISBN:** 978-0-88995-421-2.

**Summary:** David Bouchard and Shelley Willier recount the beauty of traditional round dances and their renewing of friendships, values, and celebration. The story is enhanced by the colourful paintings of Jim Poitras.

### Purpose

In this lesson, students examine the significance of the drum in the Cree culture—a way to connect to self and others.

### Introduction

Introduce students to the ways in which drums are sacred to Cree culture. Drums are

- a signal for calling people together
- a cultural connection
- a personal connection to Mother Earth
- a common pulse and a reminder of your heartbeat
- unique, much like the material each drum is made from
- used in powwows and other special events

### Activity/Experience

Share the book *The Drum Calls Softly* with students. Play the audio book that accompanies the book. Ask students to listen to the story, and have them focus on the drumbeat. You may want to listen to the story a couple of times. Discuss the following questions:

- How does the drumbeat make you feel?
- How does the drumbeat change over the course of the story?
- How does the author lead you through the cycles and seasons of life?

- How does the drumbeat convey the mood of the text?
- How does the story depict the significance of the round dance in both historical and contemporary times?

## Conclusion

Ask students to discuss as a class:

- What stories are the drums telling?
- What symbolic meanings does the drum play in the Cree culture? What does it mean to other First nation cultures?

## Extension

Investigate how the drum is significant in powwows. A powwow is a celebration where First Nations communities gather to join in dancing, singing, and visiting with friends. This is a celebration for renewing culture and highlighting a rich heritage.

Research powwow drum music (see link in Teacher Background). Have students choose one of the dances performed in a powwow. Have students share their choice with the class and explain:

- How does the dance reflect the beat of the drum?
- What is the message of the dance?

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how drums play a significant role in the Cree culture.

**Keywords:** drum; powwow; dance; round dance

**Themes:** music; drumming; instruments; traditions

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

### Information About Powwows

- ([www.powwows.com/](http://www.powwows.com/))

### Information About Round Dance

- ([www.native-dance.ca/index.php/Renewal/Round\\_Dances?tp=z](http://www.native-dance.ca/index.php/Renewal/Round_Dances?tp=z))

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

- Symbolism and Traditions – Exploring Traditions – Documents: Ceremonies  
([www.learnalberta.ca/content/aswt/documents/symbolism\\_and\\_traditions/ceremonies.pdf](http://www.learnalberta.ca/content/aswt/documents/symbolism_and_traditions/ceremonies.pdf))  
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### Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

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

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# SCIENCE | GRADE 6 | 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

**6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.**

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

### Topic E: Trees and Forests

Students learn about trees as individual plants and as part of a forest ecosystem. By examining local species, they learn to recognize the characteristics of different trees and develop skill in describing and interpreting the structural features of trees. As part of their studies, students learn about a broad range of living things found on, under and around trees and study the complex interaction between trees and the larger environment. In examining human use of forests, they become aware of a broad range of environmental issues and develop an awareness of the need for responsible use.

**6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.**

- Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- Identify human uses of forests, and compare modern and historical patterns of use.
- Identify human actions that enhance or threaten the existence of forests.
- Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

### Resources<sup>1</sup>

Karst, Amanda. *Conservation Value of the North American Boreal Forest from an Ethnobotanical Perspective*. Ottawa: David Suzuki Foundation and The Boreal Songbird Initiative, 2010.

**ISBN:** 978-0-9842238-0-0

**Summary:** This report features the relationship between the boreal forest and Aboriginal communities in Canada. The report highlights how the boreal forest is critical to First Nations and Métis traditional ways of living.

Greenpeace. 2012. *Great Bear Rainforest: A Forest Solution in The Making*. Retrieved from

[www.greenpeace.org/international/Global/international/code/2012/greatbearrainforest/gbr.html](http://www.greenpeace.org/international/Global/international/code/2012/greatbearrainforest/gbr.html)

**Summary:** A success story of how multi-stakeholders (First Nations, Government of British Columbia, industry and environmental organizations) came together and reached an agreement on how to manage the Great Bear Rainforest.



## Purpose

This lesson provides an opportunity for students to look at how trees and forests are valued and used by First Nations and Métis. Students will identify an issue related to forest use and determine positive actions and solutions.

## Introduction

Read together with students “Other Uses” (pp. 11-14) of forests from *Conservation Value of the North American Boreal Forest from an Ethnobotanical Perspective*. Students reflect and discuss the role and importance of trees in historical and contemporary society for First Nations and Métis (forms of transportation, homes, bedding, food, containers, fuel etc.). Discuss how trees are givers of life.

## Activity/Experience

Using the website *Great Bear Rainforest: A forest solution in the making*, review the issues related to the destruction of the forests in Great Bear Rainforest in British Columbia and the actions taken to protect the forest region. Watch the opening video that frames the issue, the location of the forest, and the First Nations’ involvement to save the rainforest. Watch the videos of each stakeholder involved in the agreement. Discuss each perspective related to the issue of deforestation in the area.

Review the science that supported the resolution that was made. Discuss the importance of independent scientific research in the decisions that were made for the region.

## Conclusion

Discuss how the First Nations were empowered by this “forest solution in the making.” Why was it important to include and form “government-to-government” negotiations? How does this example exemplify how future negotiations can successfully take place regarding forest and land claims with various stakeholders?

## Extension

Invite students to participate in a tree-planting project. Investigate appropriate places to plant in the community and types of trees that grow in that region. Projects can be presented at a school assembly.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the significance of trees, past and present, to First Nations and Métis. What methods are used in positive actions and solution-driven approaches to problem solving?

**Keywords:** forests; traditional uses; sustainability; environmental relationships; kinships

**Themes:** trees, ways of life; social justice

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

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

- Traditional Environmental Knowledge  
([www.learnalberta.ca/content/aswt/#/traditional\\_environmental\\_knowledge/respecting\\_wisdom](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom))  
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### Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

- Relationships; Worldviews ([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)

- Protocols for Welcoming Elders (excerpt from *Our Words, Our Ways*)  
([www.learnalberta.ca/content/aswt/documents/elders/welcoming\\_elders.pdf](http://www.learnalberta.ca/content/aswt/documents/elders/welcoming_elders.pdf))  
([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 6 | 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 – Values

### Program of Studies Outcomes

#### 6.1 Citizens Participating in Decision Making

##### 6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada
- value citizens' participation in a democratic society

#### 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy

##### 6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:

- What are the advantages and disadvantages of consensus as a decision-making model for government?
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?

### Skills and Processes

#### 6.S.4 demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues

#### 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the skills of compromise to reach group consensus
- work collaboratively with others to achieve a common goal

#### 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

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

- respond appropriately to comments and questions, using language respectful of human diversity

### Resources<sup>1</sup>

Meuse-Dallien, Theresa. *The Sharing Circle*. Nimbus Publishing, 2003.

**Illustrations:** Arthur Stevens

**ISBN:** 978-1-55109-450-2

**Language:** English

**Summary:** In this story, Matthew's uncle and Scout leader teaches the Scout troop how to use talking circles to ensure everyone gets a chance to share and listen to each other.



Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education) – *Talking Circles Protocol: Excerpt from Contemporary Issues*  
Indigenous Pedagogy – Exploring Connections – Documents: Talking Circles Protocol  
([www.learnalberta.ca/content/aswt/documents/indigenous\\_pedagogy/talking\\_circles\\_protocol.pdf](http://www.learnalberta.ca/content/aswt/documents/indigenous_pedagogy/talking_circles_protocol.pdf))  
([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

## Purpose

In this lesson, students will experience a talking circle, one example of an Aboriginal consensus-building process. This decision-making model respects equity, fairness, and the democratic rights of a community. Students will learn how groups within a society can use their democratic rights to make decisions through discussion and consensus to bring about change.

## Introduction

The teacher will review concepts of equity and fairness by asking students to identify specific events in their lives—at school or at home, or involving sports and friendship—that are fair and not fair. Students will be asked to consider if a referee—a neutral person who knows the rules—would promote fairness in any given situation. Ideas of equity and fairness may include being impartial, even-handed, just, balanced or concerned for all sides.

Many Aboriginal communities traditionally used a talking circle to build consensus in communities. A consensus is a collectively held opinion. To reach consensus, the group as a whole must agree on a decision or position (see *Talking Circles Together Protocol* in Walking Together).

Read the chapter “The Talking Circle” on pages 30-36 from the book *The Sharing Circle* to the students. This story will set the context for students to understand the purpose of talking circles and provide students with a protocol for their classroom talking circle.

## Activity/Experience

When students participate in a talking circle, group norms and expectations will be established to guide students. A safe and caring classroom culture should be established to ensure all students feel respected and safe to learn and discuss important topics. Through this practice, students establish and renew fair and equitable relationships.

Using the guidelines in Walking Together’s *Talking Circles Protocol: Excerpt from Contemporary Issues*, create an appropriate protocol for conducting talking circles within your class. Your students may wish to define their own rules and post the protocol in the classroom where everyone can see it. Talking circles allow time for each participant to speak where everyone should feel they are valued and a respected part of the circle.

In the talking circle, the students and teacher will practise the protocol by discussing the advantages and disadvantages of consensus as a decision-making model. These questions can guide the discussion.

- If everyone has the right to express their point of view, and everyone’s ideas are equally valued, how can consensus be reached?
- How can the decision-making model help to reconcile differences between people?
- How might consensus be useful in school or government decision-making?

## Conclusion

Students will explore how the ideals of democracy are reflected in the talking circle model.

- How are the democratic ideals of equity and fairness part of the consensus decision-making model?
- Can you think of another situation, like Matthew’s Scout group, where the talking circle could be used to make a decision, create consensus and build relationships?

Ensure students leave the classroom with their voice being heard and their feelings being supported.

## Extension

Students can be invited to initiate a discussion about a classroom issue that is meaningful to them. They can then continue to use the talking circle process to discuss this issue and work to reach a respectful consensus.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of how communication is enhanced through talking circles and consensus decision making, as well as how values of equity and fairness are important with talking circles.

**Keywords:** relationship; consensus; collaboration; decision making; democracy; equity; fairness; government; responsibility

**Themes:** relationship; perspective; equity; fairness; safe and caring classroom culture; reconciliation

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

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- ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

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