


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 7

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 7 | LESSON PLAN

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Education for Reconciliation: Perspective – Kinship

Program of Studies Outcomes

1.2 Clarify and Extend

Consider the ideas of others

- listen and respond constructively to alternative ideas or opinions

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 journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints

Appreciate the artistry of texts

- reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities

5.1 Respect Others and Strengthen Community

Appreciate diversity

- explain how differing perspectives and unique reactions expand understanding

Resourceⁱ

Batzel, Nichola. "Footprints in the Snow." In *Strength and Struggle: Perspectives from First Nations, Inuit and Métis Peoples in Canada*, pp. 18-20. McGraw-Hill Ryerson, 2011.

ISBN 13: 978-0-07-106703-4 **ISBN 10:** 0-07-106703-5 **Language:** English

Summary: This anthology of short stories, poems, songs, art, and essays celebrate First Nations, Métis, and Inuit ways of knowing. The selected poem provides an Inuit perspective on the relationship between mothers and children.

Purpose

This lesson provides a perspective of an Inuit mother sharing her story through poetry. Introduce students to the title of the poem "Footprints in the Snow" by Nichola Batzel. The poem addresses kinship roles and responsibilities of mothers and children.

Students will discuss the meaning of the poem and then create a visual representation that describes the significance of the poem.

Introduction

Discuss the meaning of the title "Footprints in the Snow." What images come to mind when you think of footprints?

Activity/Experience

Students first engage in a silent reading of the poem to develop and extend their own ideas, opinions, and experiences and form initial individual understandings. Students record initial impressions (e.g., images, words, feelings, and questions).

Possible reflection questions may include:

- Who is walking in the snow?
- How do the footprints change throughout the poem?
- What are some of the metaphors in the poem? How do these metaphors reflect connections to Nichola Batzel's culture?
- Why do you think the author wrote this poem? What is her main message?
- What is the writer teaching us about her perspective of the responsibility of the mother's child-rearing in this poem?

Conclusion

Students use a think-pair-share strategy to discuss initial understandings with a partner to develop, extend, and revise ideas and opinions.

Students can explain how the poet uses words and structure to create mood and tone. Students can identify any shifts in mood or tone and correlations to the overall message. Students discuss the overall meaning of the poem. What life lessons can you learn from this poem?

Extension

In addition, students can create a visual that represents the meaning of the poem and includes an explanation of the significance of the visual to them.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of kinship roles and responsibilities of mothers and children for Inuit or other groups/collectives.

Keywords: belonging; identity; kinship; ancestors

Themes: relationship; harmony

Teacher Backgroundⁱⁱ

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

- (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)

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

- (education.alberta.ca/media/3615876/our-words-our-ways.pdf)

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FINE ARTS (ART) | GRADE 7 | LESSON PLAN

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Education for Reconciliation: Perspective – Traditions; Residential School

Program of Studies Outcomes: Art

DRAWINGS

Articulate and Evaluate: Students will learn to use the basic vocabulary of art criticism in descriptions of their work.

- A. The skill of describing materials and techniques used in creating an image is part of learning to talk about art.
- B. The skill of identifying design elements used in creating an image is part of learning to talk about art.
- C. Identifying and discussing one's problems in drawing and composing images is part of learning to talk about art.
- D. Discussing one's responses to one's own drawings and images is part of learning to talk about art.

ENCOUNTERS

Sources of Images: Students will identify similarities and differences in expressions of selected cultural groups.

- A. Symbolic meanings are expressed in different ways by different cultural groups.
- B. Different cultural groups use different materials to create images or artifacts.

Impact of Images: Students will search for contemporary evidence relating to themes studied.

- B. Authority, power or politics in contemporary society may be described in image form.
- C. The ways people generate visual works can be influenced by a number of factors.

Resourceⁱ

Online artwork, "Returning Home," by Aaron Paquette (aaronpaquette.deviantart.com/art/Returning-Home-194546431)

Purpose

In this lesson students examine Aaron Paquette's art piece titled "Returning Home" to interpret the meaning behind his work. After an analysis of the technique and message depicted in Paquette's work, students will create their own artwork that demonstrates their understanding of identity and culture.

Introduction

Have students review the information provided online about Aaron Paquette's art piece titled "Returning Home." They will examine his purpose for the painting and his reasons for the gift.

Have students consider the following questions:

- Why do you think this art piece is titled "Returning Home"?
- What aspects of culture and identity is the artist demonstrating? Describe what you see.
- What are the dominant colours and shapes in the artwork?
- What themes do you think are being shared?
- What feature or features about the art piece inspires you?
- How does this make you feel?
- What symbols are evident? What do they mean?
- In what ways does the artwork represent the survivors of the residential school experience?

Activity/Experience

After students examine Aaron's artwork, have them think about the concepts discussed and how they can be represented through their own artwork that depicts the theme of "a return to tradition."

Students will create artwork to depict their own cultural identity.

Conclusion

Have students set up a gallery walk/art show and share their artwork with their peers. Have students describe their artwork:

- My artwork represents belonging by . . . (mental, physical, spiritual, and emotional)
- My artwork makes me feel . . . because . . . (emotional)
- My artwork represents the environment around me by . . . (physical)
- The themes I shared are . . . (mental)
- My artwork inspired me by . . . (spiritual)

Extension

Have students look at artwork by Alex Janvier of Cold Lake First Nation. As a member of the "Indian Group of Seven," how has Alex Janvier influenced many First Nations, Métis, and Inuit artists, such as Aaron Paquette? Paintings from both artists reflect the challenges of residential school and a celebration of culture, identity, and traditions.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings through their artwork by these four holistic questions:

- What do you see? (physical)
- What is the artist (student) trying to communicate? (mental)
- How does the artwork express emotions? (emotional)
- How does this artwork inspire others? (spiritual)

Keywords: belonging; resiliency; home; shapes; artwork; Indigenous art; evoked

Themes: belonging; perspectives; emotional; mental; physical; spiritual

Teacher Backgroundⁱⁱ

Alex Janvier

- (www.alexjanvier.com/)

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

- Symbolism and Traditions – Observing Practice: Infusion Through Art
(www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/observing_practice/infusion_through_art)
(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 7 | LESSON PLAN

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Education for Reconciliation: Perspective – Ways of Knowing

Program of Studies Outcomes

Developing a Nature of Science Emphasis

- The goal of science is knowledge about the natural world.
- Scientific knowledge develops through observation, experimentation, the discovery of patterns and relationships, and the proposal of explanations.
- Scientific knowledge results from the shared work of many people over time.
- Scientific knowledge is subject to change as new evidence is gathered and new interpretations of data are made.

Unit B: Plants for Food and Fibre

Focusing Questions: How do we produce useful plant products? What techniques do we use, what knowledge are these techniques based on, and how do we apply these techniques in a sustainable way?

1. Investigate plant uses; and identify links among needs, technologies, products and impacts.
 - describe human uses of plants as sources of food and raw materials, and give examples of other uses (e.g., *identify uses of plants as herbs or medicines; describe plant products, and identify plant sources on which they depend*).

Mutual Respect

- Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds (e.g., *show awareness of the diversity of agricultural practices used by societies around the world at different times through history; appreciate the role of Aboriginal knowledge in identifying useful herbs and medicines*).

Cross-curricular Linkages

Fine Arts: Art

Articulate and Evaluate: Students will learn to use the basic vocabulary of art criticism in descriptions of their work.

- D. Discussing one's responses to one's own drawings and images is part of learning to talk about art.

Resourceⁱ

Belcourt, Christi. *Medicines to Help Us: Traditional Métis Plant Use*. Gabrielle Dumont Institution-Publishing, 2007.

Illustrator: Christi Belcourt. **Translators:** Rita Flamond and Laura Burnouf. **ISBN:** 978-0-920915-79-0.

Languages: English & Michif

Summary: This resource includes traditional Métis artwork that depicts traditional knowledge of plants and their medicinal uses. A companion guide is included.

Purpose

This lesson gives students an understanding of Métis traditional medicines derived from plants that have been passed down through generations in shared teachings from Elders and Knowledge Keepers. Students also see how many of these plants are used in therapeutic remedies today.

Introduction

Ask students what they believe people did to treat ailments prior to the development of the treatments used by today's medical professionals. Discuss with students how the Métis used plants as traditional medicines and remedies for a variety of health-related issues. Plant use as part of healing practices and medicines was gained from generations of collective knowledge and observations.

Ask students if they know what some of these plants are. If so, what part of the plant is used and for what purpose? Share examples with students, such as mint leaves for colds, headaches, and stomach ailments; rat root (Weegas root) for colds, fevers, and upset stomach; and Seneca root for cough, croup, and pneumonia.

Activity/Experience

Provide each student with one of the 27 posters from *Medicines to Help Us: Traditional Métis Plant Use*. Students review the poster and record the medicinal use of the plant, where the plant can be found, and how the plant is used for food and medicine, including the parts of the plant. Students also research the current uses of the plant focusing on its therapeutic properties in their findings.

Conclusion

Have students report their findings back to the class about how each plant was used by Métis for traditional medicine and how the plant is also used in treatments by today's medical professionals. After students report back to the whole class, students place their poster cards on the classroom wall with the back side facing out to form a gallery artwork print. The arrangement of the cards will form a motif (i.e., jigsaw format). Discuss the floral motif displayed and how it depicts the connection between the Métis and the plant world.

Extension

Working individually or in groups, students investigate Cree, Blackfoot, or Inuit uses of plants (e.g., food, teas, types of medicines). Encourage students to present their findings creatively (e.g., using presentation software or creating collages). Each student could record the information in a chart that allows the class to compare and contrast the differences in the local environments and the plants that are found and used.

Plan a field trip to go on the land with an Elder or Knowledge Keeper who could share wisdom about the changing nature of the land over time as it related to land use for growing plants. Have students identify local plants that are used as food and medicine.

Assessment for Student Learning

Consider multiple ways students can demonstrate their understandings of Métis ways of identifying and using plants for traditional medicine and how many of these plants continue to be used as remedies today.

Keywords: plants; relationships; kinships; reciprocity; traditional medicine

Themes: kinships; reciprocity; medicinal plants; traditional knowledge

Teacher Backgroundⁱⁱ

Paquin, Todd. *Traditional Métis Medicines and Remedies*. Gabriel Dumont Institute of Native Studies and Applied Research, 2003. Accessed from Virtual Museum of Métis History and Culture (www.metismuseum.ca/resource.php/00721)

Ziegler, Anna, Alasi Joamie, and Rebecca Hainnu. *Walking with Aalasi: An Introduction to Edible and Medicinal Arctic Plants*. Inhabit Media, 2009. **ISBN:** 978-0-9782186-7-6. **Languages:** English and Inuktitut
Summary: A story that shares the life of Alasali and the teachings she learned from 18 plants that are observed and harvested in Pangnirtung, Niaqunnguq, and across Nunavut.

Centre for Indigenous Environmental Resources

- **Sagow Pimachiwin** (guidebook)
(www.yourcier.org/uploads/2/5/6/1/25611440/sagow_pimachiwin_guidebook.pdf)

Summary: This resource features plants and animals used by the Mikisew Cree First Nation for food, medicine, and materials.

Niitsitapiisinni: Stories and Spaces: Exploring Kainai Plants and Culture

- (galileo.org/kainai/alpine-fir/)

Summary: A plant index that provides a wealth of information regarding use of plants. Descriptions are written in both Blackfoot and English and include a picture of each plant.

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

- Traditional Environmental Knowledge
(www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge)
(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)

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

- (education.alberta.ca/media/3615876/our-words-our-ways.pdf)

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SOCIAL STUDIES | GRADE 7 | LESSON PLAN

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Education for Reconciliation: Perspective

Program of Studies Outcomes

7.2 Following Confederation: Canadian Expansions

7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:

- What factors led to Louis Riel's emergence as the leader of the Métis?
- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?
- How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West?
- To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation?

Skills and Processes

7.S.2 develop skills of historical thinking:

- explain the historical contexts of key events of a given time period
- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events

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

- consider the needs and perspectives of others

7.S.7 apply the research process:

- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence
- organize and synthesize researched information
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue

Resources¹

McKay, R. (Producer), & C. Michon, C (Director). *The Land: The Métis Nation's Homeland History* [Motion picture]. Canada: Moving Images Distribution, 2004.

Synopsis: The history of the Métis from 1820 through 1885 is traced as they struggled with land claims, realizing without land, there can be no self-determination. The *Manitoba Act* of 1870 granted 1.4 million acres to the Red River Métis, but the land was surveyed in a way that obstructed its usefulness for the people. While the Métis saw it as a treaty acknowledging their rights to land, the government had no intention of implementing it.

Beaver, Jan. "Louis Riel" in J. D. Wilhelm (Ed.) *The 10 Most Significant Crossroads in Aboriginal History*. Markham, ON: Scholastic, 2008. **ISBN-10:** 1-55448-338-7. **ISBN-13:** 978-1-55448-338-9

Summary: Highlighted in this synthesis of the second Métis uprising are the key roles of Louis Riel and Gabriel Dumont for Métis rights, independence, and identity.

Purpose

In this lesson, students will have an opportunity to explore the significance of cultural and national identity to the Métis people. Students will examine the effects of the sale of Rupert's Land and short-term and long-term effects of the Red River uprisings. Students will explore the Métis mission to protect their language, religion, and culture.

Introduction

Have students read the chapter "Louis Riel" on pages 10–13 of *The 10 Most Significant Crossroads in Aboriginal History* and discuss what they learned about Louis Riel, the Métis nation, and the outcomes of the second Métis uprising.

Activity/Experience

Students will watch the video *The Land: The Métis Nation's Homeland History* and take notes on the causes and results of the Red River Resistance and the second Métis uprising, as well as the historical involvement of the Red River Métis and the need to protect their cultural identity.

In groups of four, have students use a [simultaneous round table](#) process to discuss and take notes relating to the following questions:

- What factors led to Louis Riel's emergence as the leader of the Métis?
- What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?
- How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West?
- To what extent were the Red River Resistance and the second Métis uprising a way to counter assimilation?

Give each student a handout with one of the four questions above on it. Students will review their notes and answer the question. Students will then rotate their handout to the next student in the group, who adds more details or perspectives to the response. This process continues until each student in the group has had an opportunity to respond to all four questions.

Conclusion

Students will engage in a talking circle (or a class discussion) to share their thoughts on the historical experiences of the Métis who endured challenges to protect their language, cultural identity, and voice. What were some short-term developments from the uprisings? What are some lasting impacts from these historical events? How have the Métis countered assimilation? Explain.

Extension

Have students research the historic Alberta-Metis Settlements Accord and compare the agreement to the landmark 2016 Supreme Court ruling for Métis and non-status Indians.* What was the purpose and results of these rulings? What significance does this mean for the Métis to be recognized as partners in Confederation in Alberta? In Canada?

Assessment for Student Learning

Students can demonstrate their understandings of Louis Riel as a central figure in the events that led to the Red River Resistance and the second Métis uprising, as well as the historical and contemporary effects and legacy of these events.

Keywords: cultural identity; land; resistance; assimilation; Métis; Louis Riel; Red River; uprising

Themes: cultural identity; land; self-governance; assimilation

Teacher Backgroundⁱⁱ

Simultaneous Round Table

- (prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/)

Compare and Contrast Graphic Organizer

- (www.learnalberta.ca/content/ssass/html/graphicorganizers.html)

Alberta Indigenous Relations: Métis in Alberta

- (indigenous.alberta.ca/Metis-in-Alberta.cfm)

Landmark Supreme Court ruling

- (news.nationalpost.com/news/canada/landmark-unanimous-supreme-court-ruling-states-metis-non-status-indians-are-federal-responsibility)

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

- (www.learnalberta.ca/content/aswt/)
- Indigenous Pedagogy – Exploring Connections – Talking Circles Protocol
(www.learnalberta.ca/content/aswt/documents/indigenous_pedagogy/talking_circles_protocol.pdf)

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

** Terms and Concepts: Indian is a legal term used by the Government of Canada.*

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