


# 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 9

### 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 9 | 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: Residential Schools; Perspective

### 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 essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction
- identify and discuss how timeless themes are developed in a variety of oral, print and other media text
- consider historical context when developing own points of view or interpretations of oral, print and other media texts
- consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence

*Construct meaning from texts*

- analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
- relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

#### 5.1 Respect Others and Strengthen Community

*Celebrate accomplishments and events*

- explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events

*Use language to show respect*

- create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures

#### 5.2 Work within a Group

*Cooperate with others*

- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

### Resources<sup>i</sup>

Downie, Gord and Jeff Lemire. *Secret Path*. Simon and Shuster, Inc., 2016.

**ISBN:** 978-1-5011-5594-9 (e-book 978-1-5011-5596-3)

*Secret Path*. CBC animation ([secretpath.ca/#Film](http://secretpath.ca/#Film))

**Summary:** The *Secret Path* is a graphic novel and animation, set to poetry and song, about reflections on Chanie Wenjack's life and his escape from residential school.

Monkman, L. "What does reconciliation mean to you?" CBC News, October 19, 2016. Retrieved from

<http://www.cbc.ca/news/indigenous/what-does-reconciliation-mean-mb-1.3803617>

**Summary:** Six young people in Manitoba from diverse backgrounds share their thoughts on what reconciliation means to them.

## Purpose

Students will explore the themes of connectedness to family, a deep sense of belonging, kinship, and strength of community. The importance of sharing stories and experiences is a part of collective consciousness as Canadians and First Nations, Métis, and Inuit. The act of remembrance and respecting our ancestors strengthens community ties and identity. Conversations about experiences related to residential schools helps students shift from thinking to action to reconciliation. Students demonstrate their understanding of reconciliation and how they can play a role in advancing reconciliation.

## Introduction

This lesson provides an opportunity for students to experience a story that honours the life of a 12-year-old Anishinaabe student Chanie Wenjack. Students will read, watch, and/or listen to the story *Secret Path*, which describes reflections on Chanie's life, his escape from a residential school, and his attempted return home to his family—a long distance of 1000 km. Tragically, Chanie did not survive his journey, but he is remembered and honoured in this story of hope, determination, and love for family.

Prior to beginning the activity, prepare students for conversations regarding the resiliency of individuals and of collectives to endure despite tragedies and challenges. It is recommended that you show students the animation video or download the *Secret Path* album, as the poems are recorded as songs by singer Gord Downie, the author of the poems.

## Activity/Experience

Working as groups or individually, students will read the graphic novel in its entirety, with brief pauses between the ten poems. You may choose to watch the animation before or after reading the graphic novel to provide students with an additional opportunity to experience the story.

During a second reading (listening to the poems/songs) or when viewing of the animation, students will find evidence in the visuals and poems/songs in the forms of

- symbols/symbolism
- figures of speech
- tone and mood

Students will also identify the following themes:

- kinship bonds
- sense of belonging
- strength and determination

After students have an opportunity to discuss their findings and present evidence, they can share and discuss *Secret Path* together as a class.

## Conclusion

Students can be divided into four groups to form deeper understandings of Chanie's journey in the story and to build a visual timeline of "Chanie's Dream"—that is, to be reconnected with his home and his family. The timeline will highlight key words and images that bring Chanie full circle back to his family.

First, students can be divided into four groups to investigate the stages of "Chanie's Dream":<sup>ii</sup>

- early: life with his family and escape from residential school; related poems are "The Stranger" and "Swing Set"
- middle: walking alone on the way home; related poems are "Seven Matches" and "I will not be Struck"
- middle: dreams of getting home; related poems are "Son" and "Secret Path"
- end: resolved and still determined; related poems are "Haunt Them, Haunt Them, Haunt Them," "The Only Place to Be," and "Here, Here and Here"

Then students will analyze the visuals and words in the novel to find evidence of the feelings that Chanie would have experienced at the various stages of his journey. Students will provide evidence of these feelings in the following areas:

- visuals (emphasis, use of colour, perspective)
- music (tempo, genre, volume, use of voice)
- word choice (repetition of words, layout of poem, words that convey emotion)

In each of the groups, students will record and use their findings to contribute to the creation of a class visual timeline of “Chanie’s Dream”. The timeline will be made up of descriptive words to describe his feelings/emotions in each of the stages of his journey using words, passages, and visuals from the graphic novel or other sources.

The entire class will join together to complete “Chanie’s Dream.” Students can share their thoughts and ideas to build upon the hopes and desires of Chanie to add to the visual timeline, giving students an opportunity to explore reconciliation and how reconciliation can be achieved.

### Extension

As an extension activity, students may read the article “What does reconciliation mean to you?” posted on CBC News in October 2016 and found online at <http://www.cbc.ca/news/indigenous/what-does-reconciliation-mean-mb-1.3803617>. Students can do a comparative analysis of the various stories and perspectives on the meaning of reconciliation described by the individuals featured in the article. Students will share ideas with the class about reconciliation and discuss the actions they will take personally.

### Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of connectedness to family, a deep sense of belonging, kinship, and strength of community.

**Keywords:** connectedness; determination

**Themes:** residential schools; resiliency; identity; kinship; belonging; reconciliation

### Teacher Background<sup>iii</sup>

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

- Kinship – Respecting Wisdom ([www.learnalberta.ca/content/aswt/#/kinship/respecting\\_wisdom](http://www.learnalberta.ca/content/aswt/#/kinship/respecting_wisdom)) ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))
- Healing Historical Trauma – Respecting Wisdom – Jerry Wood ([www.learnalberta.ca/content/aswt/#/healing\\_historical\\_trauma/respecting\\_wisdom/jerry\\_wood](http://www.learnalberta.ca/content/aswt/#/healing_historical_trauma/respecting_wisdom/jerry_wood))
- Well-being – Respecting Wisdom – Rita Marten ([www.learnalberta.ca/content/aswt/#/well\\_being/respecting\\_wisdom/rita\\_marten\\_mikisew\\_cree\\_first\\_nation](http://www.learnalberta.ca/content/aswt/#/well_being/respecting_wisdom/rita_marten_mikisew_cree_first_nation))

#### Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)

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

#### Articles on Chanie Wenjack

- Heritage Minutes: Chanie Wenjack (Historica Minute) ([www.youtube.com/watch?v=v\\_tcCpKtoU0](http://www.youtube.com/watch?v=v_tcCpKtoU0))
- The lonely death of Chanie Wenjack (Maclean’s) ([www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/](http://www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/))

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<sup>ii</sup> **Note:** One of the poems contains one word of profanity. Teachers should exercise their professional judgment.

<sup>iii</sup> All website addresses listed were confirmed as accurate at the time of publication but are subject to change.

# FINE ARTS (ART) | GRADE 9 | 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: Residential schools

### Program of Studies Outcomes: Art

#### Encounters

**Sources of Images:** Students will consider the natural environment as a source of imagery through time and across cultures.

- A. Images of individual people change through time and across cultures.

**Impact of Images:** Students will become aware of the importance society places upon various works of art.

- A. The ways people use art changes through time.

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

Littlechild, George. *George Littlechild: The Spirit Giggles Within*. Heritage House, 2012.

ISBN: 9781927051986BISAC: ART015040BISAC: ART041000: ART016010.

**Summary:** This art book showcases a stunning collection of more than 150 mixed media images. Each piece includes a personal reflection of George Littlechild's views on many political and social issues affecting Indigenous people.

#### Purpose

In this lesson, students will explore how George Littlechild uses his art to make powerful social and political commentaries. His use of symbolism within diverse forms of art, both traditional and contemporary, is significant as an expression of individual and collective identity.

#### Introduction

Explore the concept of social rhetoric related to issues surrounding the cultural and political aspects of a society. Historically, when cultures were oppressed, social commentaries and political satire were popular means of targeting the thoughtlessness or injustices of the time. Provide examples of Canadian political cartoons (e.g., John Larter from the *Calgary Herald*; Michael de Adder from the *Halifax Daily News*; Anthony Jenkins from the *Globe and Mail*). Discuss how using this form of art/cartoon is an excellent vehicle for displaying perspectives or critiquing political decisions.

#### Activity/Experience

Examine a number of pictures from George Littlechild's art book, *The Spirit Giggles Within*. Note how the artist depicts the honest but profound view of residential school on page 8 in the "Foreword." Review how George Littlechild uses juxtaposition to create two contrasting and opposing viewpoints. An example can be seen on page 131 where the images are presented in such a way that the viewer ponders what cross-cultural conversations could have taken place if the two characters actually had an opportunity to meet. "What Was, and What Could Have Been" (pp. 136-137) leaves the reader speculating about the possibilities and realization of the dramatic loss of a life.

## Conclusion

There are a number of other excellent images from the art book *The Sprit Giggles Within* that can be analyzed depending on the interests of the students in the class and community. Have students explore the art book to find other images that resonate with them. Students consider the following questions:

- What does the image mean?
- Why are the image and caption effective?
- Why is art an excellent way to display injustices and make a political statement?
- How does a juxtaposition art form enhance understanding of First Nations, Métis, and Inuit issues?

## Extension

From the list of possible issues, have students create their own juxtaposition art form. Examples could include overlapping images, sculptures, or artifacts in different and unique combinations that provide new meanings to existing objects. Have students describe how the bringing of the two opposing images/objects together creates a unique perspective.

## Assessment for Student Learning

Consider multiple ways students can demonstrate how juxtaposition art can effectively make social or political statements about significant issues related to individual and collective identity.

**Keywords:** juxtaposition; social commentaries; political satire

**Themes:** juxtaposition art; social injustices; perspectives

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

### **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](http://www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/observing_practice/infusion_through_art))
- ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

### **Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)**

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

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# SCIENCE | GRADE 9 | 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

**Unit E: Space Exploration** (Science and Technology Emphasis)

**Focusing Questions:** How have humans attained a presence in space? What technologies have been developed and on what scientific ideas are they based? How has the development of these technologies contributed to the exploration, use and understanding of space and to benefits on Earth?

1. Investigate and describe ways that human understanding of Earth and space has depended on technological development.

- identify different ideas about the nature of Earth and space, based on culture and science (e.g., *compare geocentric and heliocentric models [Note: knowledge of epicycles is not required]; describe Aboriginal views of space and those of other cultures; describe the role of observation in guiding scientific understanding of space*)

### Resources<sup>i</sup>

Unreserved with Rosanna Deerchild. *Cree Mythology Written in The Stars*. CBC Radio-Canada (1996-2016). ([www.cbc.ca/radio/unreserved/from-star-wars-to-stargazing-1.3402216/cree-mythology-written-in-the-stars-1.3402227](http://www.cbc.ca/radio/unreserved/from-star-wars-to-stargazing-1.3402216/cree-mythology-written-in-the-stars-1.3402227)) (**Video:** *Cree Legend of the Star People*)

**Summary:** Through a First Nations lens, Wilfred Buck, a science specialist with the Manitoba First Nations Education Resource Centre in Winnipeg, shares his knowledge and wisdom of the cosmos.

Buck, Wilfred. *Atchakosuk: Ininewuk Stories of the Stars*. Manitoba First Nations Education Resource Centre. Retrieved from [www.slideshare.net/guesta6856e/first-nations-star-stories](http://www.slideshare.net/guesta6856e/first-nations-star-stories)

**Summary:** In this article, Wilfred Buck expounds on the Ininewuk's (Cree) ancestral stories of the stars and unique perspective on the constellations.

### Purpose

Students will learn the significance of human connections with the cosmos. This lesson shares Cree stories that describe and explain space and the stars.

### Introduction

In an effort to make sense of the world, many cultures share stories of their interpretations of the stars and constellations. Ask students when they last looked up into the night sky. What did they see? What do they know about the mythology of the Roman and Greek constellations? Ask students if they know any First Nations, Métis, and Inuit stories of the stars.

## Activity/Experience

Read the introductory text provided on the website from *Cree Mythology Written in The Stars*. Wilfred Buck describes his work and how he came to study the stars. Have students think about Buck's task to bring Cree perspectives of the stars into science.

Students will then watch the video from the website (*Cree Legend of the Star People*) with Buck's explanation of the constellations and review:

- From whom does Buck have authority to share these stories?
- What do the stories tell us about Cree understandings of the world?
- Why are the Cree called the "Star People"? How do the stars influence their worldviews?
- How do the Cree stories of the stars differ from those in Greek or Roman mythology?
- What are the similarities?

Divide students into groups to read one Cree story from Buck's article *Atchakosuk: Ininewuk Stories of the Stars* (e.g., Keewatin, Wesakaychak.). Have each group read the story to the rest of the class and discuss what they learned about Cree culture and their relationship to the stars.

## Conclusion

Consider the principle of "two-eyed seeing," a term coined by Mi'kmaq Elder Albert Marshall. This principle stresses the importance of students learning science using one eye from the strength of First Nations, Métis, and Inuit and the other eye seeing from the Western science perspective. How might this principle of "two-eyed seeing" benefit students' understanding of constellations?

## Extension

Students can investigate other First Nations and/or Métis and Inuit stories of the northern sky. Share knowledge of the Elders' wisdom, historical records, and teachings. Students can present findings creatively.

Invite students to go outside on a dark, clear night to view and consider the constellations in the context of First Nations, Métis, and Inuit stories they learned. To help find the constellations, students can use a [stargazing app](#) that identifies constellations.

## Assessment for Student Learning

Consider multiple ways students can demonstrate their understanding of the cosmos and how these perspectives reveal aspects of First Nations, Métis, and Inuit cultures and worldviews.

**Keywords:** cosmos; story; stars; constellations; mythology

**Themes:** relationships; ancestors; stars

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

### Principle of Two-Eyed Seeing

- ([www.integrativescience.ca/Principles/TwoEyedSeeing/](http://www.integrativescience.ca/Principles/TwoEyedSeeing/))

### Free app for viewing the stars

- ([itunes.apple.com/ca/app/skyview-free-explore-universe/id413936865?mt=8](https://itunes.apple.com/ca/app/skyview-free-explore-universe/id413936865?mt=8)<https://itunes.apple.com/ca/app/skyview-free-explore-universe/id413936865?mt=8>)

MacDonald, John. *The Arctic Sky – Inuit Astronomy, Star Lore and Legend*. Royal Ontario Museum/Nunavut Research Institute, 1998. **ISBN:** 978-088854-427-8 **Language:** English

**Summary:** John MacDonald is an astronomer and researcher from Igloolik, Nunavut. The book includes interviews with Inuit Elders and the historical records of Arctic explorers.

### Resource Guide for Canadian Aboriginal Astronomy

- ([www.integrativescience.ca/uploads/articles/2010May-Harris-Canadian-Aboriginal-astronomy-resource-list\(in-press\).pdf](http://www.integrativescience.ca/uploads/articles/2010May-Harris-Canadian-Aboriginal-astronomy-resource-list(in-press).pdf) )



**Dene Star Names**

- ([www.cbc.ca/news/canada/north/northern-dene-astronomy-research-1.3393944](http://www.cbc.ca/news/canada/north/northern-dene-astronomy-research-1.3393944))

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

- Worldviews – Exploring Connections – Links  
([www.learnalberta.ca/content/aswt/#/fnmi\\_worldviews/exploring\\_connections/links](http://www.learnalberta.ca/content/aswt/#/fnmi_worldviews/exploring_connections/links))  
([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

**Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)**

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

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

- ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](http://education.alberta.ca/media/3615876/our-words-our-ways.pdf))

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# SOCIAL STUDIES | GRADE 9 | LESSON PLAN

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## Education for Reconciliation: Treaties; Perspective

### Program of Studies Outcomes

#### 9.1 Issues for Canadians: Governance and Rights

**9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:**

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?

#### Skills and Processes

**9.S.1 develop skills of critical thinking and creative thinking:**

- re-evaluate personal opinions to broaden understanding of a topic or an issue

**9.S.2 develop skills of historical thinking:**

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations

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

- demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
- demonstrate a positive attitude regarding the needs and perspectives of others
- use networks to brainstorm, plan and share ideas with group members

**9.S.7 apply the research process:**

- reflect on changes of perspective or opinion based on information gathered and research conducted
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- draw conclusions based upon research and evidence
- organize and synthesize researched information

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

- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others to understand their perspectives

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

Blanchfield, Mike. *Canada's top court extends rights to nearly 600,000 Métis, Non-Status Indians*. Global News, April 14, 2016. ([globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/](https://globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/))

**Summary:** This is a text article and a video that describes the Supreme Court decision to extend rights to Métis and non-status Indians\* in Canada.

## Purpose

In this lesson, students will deepen their understanding of Métis and non-status Indian collective rights as it pertains to status. They will explore the impact of achieving status on Métis and non-status Indians and the evolving nature and restoring of relationship between the Canadian government and Métis. Students will consider the role of the Supreme Court of Canada in recognizing and protecting collective and individual rights by assessing the extent to which the Court has successfully reconciled the collective and status rights of Métis and non-status Indians in Canada.

## Introduction

Using a timed-pair-share strategy, students will review and share what they understand about individual rights in the Canadian Charter of Rights and Freedoms. Working with partners, students take turns sharing what they recall about individual rights from previous learning. Each partner receives the same amount of time to share, during which the other partner can only listen, not respond.

## Activities/Experiences

Students will refer to the 2016 Supreme Court decision on Métis and non-status Indian rights. View the Global News video on the decision, and examine the written article that accompanies the video.

Divide students into four groups and identify a “table host” for each group. Using a café discussion strategy, each group will be assigned one of the questions below to discuss and record their thoughts on a large chart paper.

- What aspects of this case address collective rights?
- What are the immediate impacts of this decision?
- What lasting impacts will this decision have?
- How will the restoration of relationships be affected by this case?

Each group will move to a different question leaving their “table host” behind who welcomes the next group and briefly fills the new group in on thoughts collected from the previous group and add further items to the chart paper. Groups will continue to rotate until they have had an opportunity to discuss all questions.

## Conclusion

Students will engage in a talking circle (or discussion) to share their thoughts on the questions explored in the café, while recognizing the evolving and restoring relationship between the Canadian government and Métis and non-status Indians.

## Assessment for Student Learning

Using a quick-write strategy, students will share their conclusions regarding the effectiveness of the Supreme Court of Canada in extending rights to Métis and non-status Indians and the restoration of relationships. Some students can share their thoughts with the class or with a partner.

**Keywords:** cultural identity; restoration; relationship; Supreme Court of Canada; Métis; non-status Indians

**Themes:** cultural identity; relationship; collective rights; perspective; impacts

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

### Indigenous and Northern Affairs Canada: Indigenous Peoples

- ([www.aadnc-aandc.gc.ca/eng/1100100013791/1100100013795](http://www.aadnc-aandc.gc.ca/eng/1100100013791/1100100013795))

### United Nations document on the Declaration on the Rights of Indigenous Peoples

- ([www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx](http://www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx))

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

- ([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))

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

<sup>i</sup> Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provides a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit.

<sup>ii</sup> All website addresses listed were confirmed as accurate at the time of publication but are subject to change.