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| ENGLISH LANGUAGE ARTS | GRADE 8 | 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.  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. |
| Education for Reconciliation: Perspective – Ways of Knowing |
| **Program of Studies Outcomes**  **1.1 Discover and Explore**  *Express ideas and develop understanding*   * seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences   **1.2 Clarify and Extend**  *Consider the ideas of others*   * acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives   *Combine ideas*   * exchange ideas and opinions to clarify understanding and to broaden personal perspectives   **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 magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs   **5.1 Respect Others and Strengthen Community**  *Relate texts to culture*   * compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history   *Use language to show respect*   * use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities   **5.2 Work within a Group**  *Cooperate with others*   * propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group   **Resource[[1]](#endnote-1)**  Robertson, David Alexander. *Tales from Big Spirit Series (The Scout; The Peacemaker; The Rebel; The Ballad of Nancy April; The Land of Os; The Poet)*. Portage and Main Press, 2014.  ISBN: 978-1-55379-526-1 (digital 978-1-55379-535-3) Language: English  **Summary**: This series of six graphic novels highlights First Nations and Métis historical figures.  **Purpose**  In this lesson students have an opportunity to explore in detail, through story, the significant historical contributions of First Nations and Métis to their people and to Canada.  Using a “book club” discussion, students will consider the viewpoint of others to determine major interpretations and understandings of the novels and why they believe that each historical figure is recognized as significant to their people and to Canada.  **Introduction**  Introduce all six graphic novels to the students. Each novel starts in present day and launches the student into the past where they follow the events of each figure and their historical significance. Note for students that significant events include those that resulted in change. These events may have included people who are not well known or famous.  **Activity/Experience**  After you explain each novel, students will pick one graphic novel from the selection. Students will engage in reading and then analyzing the main events while considering the context in time and the obstacles and circumstances the historical figure had to overcome. When students are finished reading, they will gather together in a “book club” to further discuss the contributions of their historical figure to Canada and to their people. At this time, students will be able to explore, share, and consider their ideas with their peers through this co-construction process.  **Conclusion**  Students return to mixed groups—comprised of one student studying different graphic novels from each “book club” — to share the stories of the First Nations and Métis figures. What made this person historically significant? What did he/she do that brought about change that impacted many people over a long period of time?  **Extension**  Students can apply their knowledge in a number of ways. Some examples could include:   * Draw story sequences of the key event of their graphic novels. * Write a newspaper article through the historical figure’s lens. * Complete a research project to explore and deepen understandings of each character or the significant events of the time.   **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of the significant historical contributions of First Nations and Métis to their people and to Canada.  **Keywords:** historical and contemporary significance; book club  **Themes:** historical thinking; critical thinking; contributions  **Teacher Background**[[2]](#endnote-2)  **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/))   * Traditional Environmental Knowledge – Respecting Wisdom – Narcisse Blood and Alvine Mountain Horse ([http://www.learnalberta.ca/content/aswt/#/traditional\_environmental\_knowledge/respecting\_wisdom/naricisse\_ blood\_and\_alvine\_mountain\_horse\_blood\_reserve](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/naricisse_blood_and_alvine_mountain_horse_blood_reserve))   **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))   **Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)**   * ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf)) |

1. 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. [↑](#endnote-ref-1)
2. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)