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| ENGLISH LANGUAGE ARTS 10 | SOCIAL STUDIES 10  DRAMA 10 | SAMPLE LESSON PLAN INDIGENOUS HEROES OF RECONCILIATION | | |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; role models; and contemporary contributions, with learning outcomes identified in the current Alberta programs of study for Grade 10 in English language arts, social studies, and drama.  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.  This sample lesson plan is best supported by a cross-disciplinary approach as it will enhance learning opportunities for students to explore concepts and content. | | |
| **Education for Reconciliation: Perspectives** | | |
| **Programs of Study Outcomes**  English Language Arts (ELA) 10-1 and 10-2  **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.  3.2.1 Select, record, and organize information  General Outcome 4: Students will listen, speak, read, write, view and represent to create oral, print, visual, and multimedia texts, and enhance the clarity and artistry of communication.  4.1.3 Develop content  4.1.4 Use production, publication and presentation strategies and technologies consistent with context  General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.  5.2.1 Cooperate with others, and contribute to group process  5.2.2 Understand and evaluate group processes  Social Studies 10-1, 10-2, and 10-4  KNOWLEDGE AND UNDERSTANDING: Social studies provides learning opportunities for students to:   * understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings   Social Studies 10-1: Perspectives on Globalization  **Related Issue 1:** To what extent should globalization shape identity?  **General Outcome:** Students will explore the impacts of globalization on their lives.  1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world  1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)  1.8 analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)  **Related Issue 2:** To what extent should contemporary society respond to the legacies of historical globalization?  **General Outcome:** Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.  2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies  2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism  2.10 examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, post-colonial governments in Canada)  **Skills and Processes:**  S.1 develop skills of critical thinking and creative thinking:   * evaluate ideas and information from multiple sources * determine relationships among multiple and varied sources of information * evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue * synthesize information from contemporary and historical issues to develop an informed position * assemble seemingly unrelated information to support an idea or to explain an event   S.2 develop skills of historical thinking:   * analyze multiple historical and contemporary perspectives within and across cultures * analyze connections among patterns of historical change by identifying cause and effect relationships * evaluate the impact of significant historical periods and patterns of change on the contemporary world   S.5 demonstrate skills of cooperation, conflict resolution and consensus building:   * respect the points of view and perspectives of others   S.7 apply the research process:   * develop, express and defend an informed position on an issue * reflect on changes of points of view or opinion based on information gathered and research conducted * integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry   S.8 demonstrate skills of oral, written and visual literacy:   * communicate effectively to express a point of view in a variety of situations * use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue * listen respectfully to others * use a variety of oral, written and visual sources to present informed positions on issues   Social Studies 10-2: Living in a Globalizing World  **Related Issue 1:** Should globalization shape identity?  **General Outcome:** Students will explore the impacts of globalization on their lives.  1.2 appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world  1.4 identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modelling)  **Related Issue 2:** Should people in Canada respond to the legacies of historical globalization?  **General Outcome:** Students will understand the effects of historical globalization on Indigenous and non-Indigenous peoples.  2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies  2.5 recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism  2.10 examine the consequences of imperialism in Canada for Aboriginal Peoples (Indian Act, consequences of residential schools, social impact on Indigenous peoples)  Skills and Processes:  S.1 develop skills of critical thinking and creative thinking:   * analyze ideas and information from multiple sources * determine relationships among multiple sources of information * evaluate personal assumptions and opinions * identify main ideas underlying a position or issue   S.2 develop skills of historical thinking:   * understand diverse historical and contemporary perspectives within and across cultures * analyze connections among patterns of historical change by identifying cause and effect relationships * develop reasoned arguments supported by historical and contemporary evidence   S.5 demonstrate skills of cooperation, conflict resolution and consensus building:   * consider the needs and perspectives of others   S.7 apply the research process:   * develop and express an informed position on an issue * develop conclusions based on evidence gathered through research of a wide variety of sources   Social Studies 10-4: Living in a Globalizing World  **Related Issue 1:** Should globalization shape identity?  **General Outcome:** Students will explore the impacts of globalization on their everyday lives.  1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world  1c appreciate how the forces of globalization shape, and are shaped by, identities and cultures  1d identify the various ways that people in Canada express their identities; e.g., role modelling, language, religion, spirituality, the arts, clothing, relationship to land, traditions  1g examine the opportunities and challenges presented by globalization to the identities and cultures of peoples in Canada; e.g., acculturation, accommodation, cultural revitalization, affirmation of identity, assimilation, homogenization  **Related Issue 2:** Should people in Canada respond to the consequences of historical globalization?  **General Outcome:** Students will explore the effects of historical globalization on Indigenous and non-Indigenous peoples.  2a recognize and appreciate the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies  2e recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism  2i examine the consequences for Aboriginals of a heritage of imperialism in Canada; e.g., Indian Act, consequences of residential schools, social impacts on Indigenous peoples  Skills and Processes:  develop skills of critical and creative thinking:   * use an issue-analysis model to identify and define an issue or question, examine and evaluate several positions and formulate and defend a personal position * re-evaluate their personal assumptions and opinions to reflect a broadened understanding of a topic or issue * identify the main ideas underlying a position or issue * demonstrate informed and ethical decision-making skills * examine ways in which a society’s culture may be reflected in a variety of forms; e.g., artwork, oral stories and dance   develop skills of historical thinking:   * examine diverse historical and contemporary perspectives within and across cultures * examine historical events/events and their relationship to the present   demonstrate skills of cooperation, conflict resolution and consensus building:   * consider the needs and perspectives of others * reflect on their own perspectives, based on new information from other perspectives * listen attentively to others   apply research processes:   * draw upon visual, literary, musical and auditory sources, e.g., Aboriginal experiences, when inquiring into questions and issues * compare various interpretations, using a variety of evidence; e.g., photographs, artifacts, storytellers and interviews * draw conclusions about cause and effect   demonstrate skills of oral, visual and textual literacy:   * communicate and interact effectively in a variety of situations * use appropriate strategies to determine understanding and clarify viewpoints; e.g., paraphrasing, summarizing and questioning * engage in respectful discussions * communicate in an engaging manner, using a variety of strategies and skills, e.g., speeches, multimedia presentations and written and oral reports, and consider particular audiences and purposes   Drama 10  Disciplines may include speech, acting, and playwriting. The specific learner outcomes are dependant upon the format that students choose to convey their research.  Resource[[1]](#endnote-1)  Mishenene, Rachel and Dr. Pamela Rose Toulouse. *Strength and Struggle: Perspectives from First Nations, Inuit, and Métis Peoples in Canada*. McGraw-Hill Ryerson, 2011. **ISBN:** 978-007-106703-4 **Language:** English  **Summary:** This 2011 anthology is organized according to current issues such as social justice, identity, traditional teachings, and cultural regions. The text includes a vast array of graphic novel panels, speech experts, song and rap lyrics, recipes, interviews, short stories, poetry, photographs, graphic art, articles, and essays that can assist teachers and students in becoming familiar with Indigenous heroes who have made significant contributions to Canada.  Purpose  In this lesson, students will advance reconciliation by deepening their understanding of the contributions that role models and leaders from Indigenous communities have made in Canada. Through an exploration of the challenges that many First Nations, Métis, and Inuit leaders, artists, and athletes have faced, students will develop an appreciation for the resilience, achievements, and successes of these individuals. | | |
| **Introduction**  Lead the class in a discussion about what it means to be a hero and what criteria can be used to determine if an individual (historical or contemporary figure) should be viewed as a hero. Students can consider the historical and/or contemporary significance of an individual or group. Introduce Justice Murray Sinclair and share a biography of his life and his role in the process of truth and reconciliation.  Share Justice Sinclair’s speech on truth and reconciliation by reading it aloud to the class from *Strength and Struggle* (p. 108). As a class, students discuss why Justice Sinclair may be viewed as a hero and refine their criteria for how they identify or determine if an individual is a hero.  Justice Murray Sinclair states that Indigenous heroes must be “showcased just as much” as non-Indigenous heroes “in our history books” (p. 110). Have students read Wab Kinew’s rap lyrics titled “Heroes” (*Strength and Struggle*, pp. 140‑141).  Discuss as a class:   * What commonalities are shared between the “Heroes” lyrics and Justice Murray Sinclair’s speech? * With which heroes referenced in the “Heroes” lyrics are you already familiar? * What do you know about these Indigenous heroes? * Why might Indigenous heroes not be well-known? * What could be the cause of this lack of awareness?   Activity/Experience  Students will engage in a research project about an Indigenous hero (or group) selected from Justice Sinclair’s speech, the “Heroes” lyrics, or from the list below. | | |
| * A Tribe Called Red * Alethea Arnaquq-Baril * Christi Belcourt * Rene Bourque * [Harold Cardinal](http://www.cbc.ca/ideas/episodes/2010/02/22/white-paper-red-paper-cd/) * Tantoo Cardinal * Thelma Chalifoux * Harry Daniels * Gabriel Dumont * Theo Fleury | * Chief Dan George * Jessica Gordon * Jacqueline Guest * Elijah Harper * Hovak Johnston * Tina Keeper * Rosemarie Kuptana * Brigette Lacquette * J. Wilton Littlechild * Tom Longboat | * Sylvia McAdam * Sheelah McLean * Aaron Paquette * Carey Price * Louis Riel * Sheldon Souray * Tanya Tagaq Gillis * Jordin Tootoo * Stanley Vollant * Nina Wilson |
| Requirements for this project include:   * a biography of the selected Indigenous hero; * contributions the individual or group made to Canada; and * evidence of how the individual or group influenced events or people in Canada and/or beyond.   Students’ final projects will be shared with peers using their choice from a variety of oral formats (e.g., a formal oral presentation, scripted play performance, re-enactment of an event).  Conclusion  Students orally share their research projects with their peers. Provide students with a template (e.g., note-taker) to record key ideas about each hero’s contributions to Canada. After all presentations are completed, students participate in a sharing circle, describing how one or more of these Indigenous heroes have influenced them.  Extension  Students create a position paper addressing the extent to which and why Indigenous heroes have been  under-represented in Canada’s past and present.  Assessment for Student Learning  Consider multiple ways students can demonstrate their understanding of Indigenous heroes and their contributions to Canada. | | |
| Keywords: role models; leaders; athletes; politicians; artists; advocates; Wab Kinew; Justice Murray Sinclair  **Themes:** Education for Reconciliation; career path; motivation; interest; role models; inspiration; First Nations, Métis, and Inuit; Indigenous heroes | | |
| Teacher Background[[2]](#endnote-2)  **Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum**   * ([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**   * ([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))   **The Historical Thinking Project: Promoting critical historical literacy for the 21st century (Canadian Heritage)**   * (<http://historicalthinking.ca/>) | | |

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)