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| Fine ARts (ART) | Grade 1 | 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.  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 – Kinship |
| **Program of Studies Outcomes: Art**  Expression  Purpose 2: Students will illustrate or tell a story.   1. A narrative can be retold or interpreted visually. 2. An original story can be created visually.   Purpose 4: Students will express a feeling or a message.   1. Feelings and moods can be interpreted visually. 2. Specific messages, beliefs and interests can be interpreted visually, or symbolized.   Purpose 5: Students will create an original composition, object or space based on supplied motivation.   1. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.   **Resources[[1]](#endnote-1)**  Mcleod, Elaine. *Lessons from Mother Earth*. Groundwood Books. 2010.  Illustrator: Colleen Wood ISBN: 978-0-88899-832-3 Language: English  **Summary**: Tess learns from her grandmother that all of nature can be a garden. By taking care of the plants, you understand how and when they grow and give fruit. If the garden is cared for properly, it will always nourish you.  Jumbo, Sheyenne and Mindy Willett. *Come and Learn with Me.* Fitzhenry & Whiteside, 2010. **Photographer:** Tessa Macintosh **ISBN:** 978-1-897252-57-4 **Language:** English  **Summary**: Sheyenne Jumbo, a young Dene girl, shares her life in the community of Samba K’e (Trout Lake), Northwest Territories. This story highlights events during harvest time in a northern community, blending traditional culture with a Western style of living.  **Purpose**  This lesson provides students with an opportunity to appreciate the reciprocal relationship First Nations have with plants. Many First Nations, Métis, and Inuit believe plants have a spirit and, when respected, will continue to provide to those in need. Students review examples of traditional Samba K’e (Dene) floral patterns and construct, paint, and design a paper basket that can be used to collect some favourite items in their community.  **Introduction**  Introduce the book *Lessons from Mother Earth* by showing the front cover, as well as the names of the author and the illustrator.   * Tell the students that this book is about a girl, Tess, who learns some important lessons from her grandmother. * Ask students if any of them have ever had a garden and what responsibilities are involved in taking care of it. * Predict how Tess’s garden might be a different kind of garden. * How might all of nature be a garden?   Stop and discuss some lessons Tess learns about plants while on her walk with her grandmother. At the end of the story, ask students why taking care of Mother Earth is important. Why is a relationship with plants important?  **Activity/Experience**  Students make their own paper berry baskets, like Grandma’s birchbark basket, that they could use to collect items from their garden. (Refer to pp. 18-25 in *Come and Learn with Me* for a basket pattern and information on use.)  Before students assemble and paint their baskets, review the traditional stylized floral designs the people of the Dehcho create using dyed porcupine quills. Review the tufting process that was used when making these unique designs. Local materials were used in the process (e.g., birch bark, animal hair or quills, local berries for dyes).  **Conclusion**  Have students review each of the baskets created and share with the group:   * What inspired the design they used for their basket? * What did they learn about the Dene floral designs?   **Extension**  Consider taking the students on a walk around the school yard or a local natural area to collect items for the baskets.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of the reciprocal relationship First Nations have with plants. |
| Keywords: Mother Earth; plants; birchbark basket  Themes: connecting; reciprocity; relationships |
| **Teacher Background**[[2]](#endnote-2)  Hainnu, Rebecca and Anna Ziegler. *A Walk on the Tundra*. Inhabit Media Inc., 2011. **Illustrator:** Qin Leng **ISBN:** 978-1-926569-43-7 **Language:** English  **Summary**: This story is about a little girl who collects tundra plants with her grandmother. She learns about how each plant is special, not only for food and medicine, but also to predict weather and guide the Inuit as they travel on the land.  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Connection to Land – Respecting Wisdom – Francis Dumais (<http://www.learnalberta.ca/content/aswt/#/connection_to_land/respecting_wisdom/francis_dumais>)   (<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)**   * Ancestors, Time and Place ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html)) |

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)