|  |
| --- |
| Fine ARts (ART) | Grade 3 | 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. 3. Material from any subject discipline can be illustrated 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.   **Resource[[1]](#endnote-1)**  Taylor, C.J. *Little Water and the Gift of the Animals*. Tundra Books. 1992. ISBN: 887764002 Language: English  **Summary**: A young Seneca hunter, Little Water, finds the secrets of the animals in order to cure a terrible sickness of his tribe.  **Purpose**  This lesson provides students with an understanding that all things are connected. Students will retell this story through a sequence of illustrations in the form of a comic strip.  **Introduction**  Discuss how we show respect for one another. What do we do if someone is sick? How do animals also help to restore humans’ health? Review the concept of stories and how stories are used not only as teachings for First Nations, Métis, and Inuit, but for all people.  **Activity/Experience**  Students read the story *Little Water and the Gift of the Animals*.  Students get together with a partner and use a think-pair-share strategy to discuss the meaning of the story. Have students retell the story to each other.  **Conclusion**  Students create a six-panel comic of the story using [Student Interactive Comic Creator](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html) or [6 Panels–Comic Book Paper](http://comicbookpaper.com/six-panels/).  Students answer the following questions in their story:   * What did Little Water do in the story to help the village? * What is the importance of relationship to the animals and Little Water? * Why is the relationship to the land important?   Students print a colour version of their story and share their work with other students.  **Extension**  Students can publish their six-panel story online. Make sure to have parent or guardian permission first before posting students’ work online. Or, as a class, combine all the six-panel stories into a graphical collection that students can take home.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of story and how illustrations enhance their meaning of the story. |
| Keywords: kinship; belonging; impacts; community  Themes: kinship; interconnections; relationship; responsibility |
| **Teacher Background**[[2]](#endnote-2)  **Student Interactive Comic Creator**   * ([www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html](http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html))   **Online Comic Strip Template (6 Panels)**   * ([comicbookpaper.com/six-panels/](http://comicbookpaper.com/six-panels/))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Connection to Land – Respecting Wisdom – Francis Dumais  ([www.learnalberta.ca/content/aswt/#/connection\_to\_land/respecting\_wisdom/francis\_dumais](http://www.learnalberta.ca/content/aswt/#/connection_to_land/respecting_wisdom/francis_dumais))   ([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)**   * 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)