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| Fine ARts (Drama) | 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 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 – Values; Residential Schools |
| Program of Studies Outcomes: Drama  **GOAL I: To acquire knowledge of self and others through participation in and reflection on dramatic experience.**  **Objectives**  For the following concepts (C), skills (S), and attitudes (A), the student will:   * extend the ability to understand, accept and respect others—their rights, ideas, abilities and differences (S/A) * develop the ability to offer and accept constructive criticism (S/A)   **GOAL II: To develop competency in communication skills through participation in and exploration of various dramatic disciplines.**  **Objectives**  For the following concepts (C), skills (S), and attitudes (A), the student will:   * develop the body and voice as tools of communication (S)   **LEARNER EXPECTATIONS**  **Speech**  Speech is the exploration of talking and speaking to meet the demands of verbal communication. It examines interpretation, the mechanisms of control of vocal delivery, and acknowledges the importance of listening critically. The focus of speech instruction in junior high is on the effective communication of ideas, rather than on the technical aspects of speech.  **Resource[[1]](#endnote-1)**  Mishenene, R and P. Toulouse (Eds). *“*Dibenimiisowin” (pp. 101-107) and “Truth and Reconciliation” (pp. 108-111) in *Strength and Struggle: Perspectives from First Nations, Inuit and Métis.* McGraw-Hill Ryerson, 2011. ISBN-13: 978-0-07-106703-4 ISBN-10: 0-07-106703-5  **Summary:** This contemporary anthology includes an arrangement of short stories, poetry, art, articles, essays,and speeches celebrating First Nations, Métis, and Inuit perspectives on diverse topics.  **Purpose**  In honour of the oral tradition that is foundational to First Nations, Métis, and Inuit cultures, this lesson provides students with an opportunity to listen to and analyze oral speeches made by significant figures. Students explore First Nations, Métis, and Inuit perspectives on topics and gain insight into making and delivering an effective speech or telling a purposeful story.  **Introduction**  As a group, brainstorm and record possible uses and purposes for speeches or stories. What makes a speech or a story interesting or effective? Brainstorm a list of key points.  Have students listen to a speech from well-known and significant local or national figures, both historical and contemporary, such as but not limited to local Elders, storytellers, Justice Murray Sinclair, Georges Erasmus, Mary Simon, Ovide Mercredi, Pam Palmater, Sheila Watt-Cloutier, Cindy Blackstock, and Wilton Littlechild. (Links are provided in Teacher Background.)  Continue to record key points that may have been initially missed.  **Activity/Experience**  Give students some examples of significant speeches. Provide speeches that present varied positions related to contemporary or historical topics of significance such as contributions to community, sustainability, well-being, etc.  Have students create a powerful and concise one-minute speech on similar topics of significance to them. Return to the key points and review what makes a speech effective. Have students practise their speeches with a partner. Have students provide peer feedback. Partner speeches can be rehearsed several times. Partners can also video their speech or perform their speeches for the whole group.  **Conclusion**  Have students reflect on their speeches. What did they learn from their speech? How did they feel performing their speech? What did they learn about themselves? What are some key points to consider when making a speech?  **Extension**  [TEDx Talk](https://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/what-is-a-tedx-talk) has become a new form of oration. Students could host their own version of TEDx by addressing issues relevant to their school and community.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate how to effectively communicate ideas through speechmaking or storytelling. |
| Keywords: speech, story  Themes: oral tradition |
| Teacher Background[[2]](#endnote-2)  **TEDx Talk**   * ([www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/what-is-a-tedx-talk](http://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/what-is-a-tedx-talk))   **Orators**   * Justice Murray Sinclair: [*What Is Reconciliation?*](https://vimeo.com/25389165) ([vimeo.com/25389165](https://vimeo.com/25389165)) * [Georges Erasmus: “What are we going to celebrate?”](https://www.youtube.com/watch?v=ipxq8sR0_Lc) (Video title: *Fiery Speech on Native Rights, Solidarity*.) ([www.youtube.com/watch?v=ipxq8sR0\_Lc](http://www.youtube.com/watch?v=ipxq8sR0_Lc)) * Mary Simon: ([m.youtube.com/watch?v=wgOfCD7aCxM](https://m.youtube.com/watch?v=wgOfCD7aCxM)) * Ovide Mercredi: [*Decolonization – The Crown and AFN Gathering 2012 – Ovide Mercredi Speech Pt3*](https://www.youtube.com/watch?v=bHbOeJg1SD4) ([www.youtube.com/watch?v=bHbOeJg1SD4](http://www.youtube.com/watch?v=bHbOeJg1SD4)) * Pam Palmater: [*Canada’s State of Emergency: Pamela Palmater: TEDxRyersonU*](https://www.youtube.com/watch?v=lrd4848Q064) ([www.youtube.com/watch?v=lrd4848Q064](http://www.youtube.com/watch?v=lrd4848Q064)) * Sheila Watt-Cloutier: ([m.youtube.com/watch?v=GlSh4XeoLBA](https://m.youtube.com/watch?v=GlSh4XeoLBA)) * Cindy Blackstock ([m.youtube.com/watch?v=2GGSR2tNAcE](https://m.youtube.com/watch?v=2GGSR2tNAcE)) * Wilton Littlechild ([m.youtube.com/watch?v=zSAzeC7Pf7w](https://m.youtube.com/watch?v=zSAzeC7Pf7w))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Oral Tradition – Exploring Connections – Documents: Literature ([www.learnalberta.ca/content/aswt/documents/oral\_tradition/literature.pdf](http://www.learnalberta.ca/content/aswt/documents/oral_tradition/literature.pdf)) * ([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)**   * Language, Cultural Identity and Voice ([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)