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| SCIENCE | GRADE 6 | 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 Science. 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: Perspectives |
| **Program of Studies Outcomes****6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.*** a sense of personal and shared responsibility for actions taken
* respect for living things and environments, and commitment for their care

**Topic E: Trees and Forests**Students learn about trees as individual plants and as part of a forest ecosystem. By examining local species, they learn to recognize the characteristics of different trees and develop skill in describing and interpreting the structural features of trees. As part of their studies, students learn about a broad range of living things found on, under and around trees and study the complex interaction between trees and the larger environment. In examining human use of forests, they become aware of a broad range of environmental issues and develop an awareness of the need for responsible use.**6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.*** Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
* Identify human uses of forests, and compare modern and historical patterns of use.
* Identify human actions that enhance or threaten the existence of forests.
* Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

**Resources[[1]](#endnote-1)**Karst, Amanda. *Conservation Value of the North American Boreal Forest from an Ethnobotanical Perspective*. Ottawa: David Suzuki Foundation and The Boreal Songbird Initiative, 2010. **ISBN:** 978-0-9842238-0-0**Summary:** This report features the relationship between the boreal forest and Aboriginal communities in Canada. The report highlights how the boreal forest is critical to First Nations and Métis traditional ways of living. Greenpeace. 2012. *Great Bear Rainforest: A Forest Solution in The Making.* Retrieved from[www.greenpeace.org/international/Global/international/code/2012/greatbearrainforest/gbr.html](http://www.greenpeace.org/international/Global/international/code/2012/greatbearrainforest/gbr.html)**Summary**: A success story of how multi-stakeholders (First Nations, Government of British Columbia, industry and environmental organizations) came together and reached an agreement on how to manage the Great Bear Rainforest. **Purpose**This lesson provides an opportunity for students to look at how trees and forests are valued and used by First Nations and Métis. Students will identify an issue related to forest use and determine positive actions and solutions.**Introduction**Read together with students “Other Uses” (pp. 11-14) of forests from *Conservation Value of the North American Boreal Forest from an Ethnobotanical Perspective*. Students reflect and discuss the role and importance of trees in historical and contemporary society for First Nations and Métis (forms of transportation, homes, bedding, food, containers, fuel etc.). Discuss how trees are givers of life.**Activity/Experience**Using the website *Great Bear Rainforest: A forest solution in the making,* review the issues related to the destruction of the forests in Great Bear Rainforest in British Columbia and the actions taken to protect the forest region. Watch the opening video that frames the issue, the location of the forest, and the First Nations’ involvement to save the rainforest.Watch the videos of each stakeholder involved in the agreement. Discuss each perspective related to the issue of deforestation in the area. Review the science that supported the resolution that was made. Discuss the importance of independent scientific research in the decisions that were made for the region.**Conclusion**Discuss how the First Nations were empowered by this “forest solution in the making.” Why was it important to include and form “government-to-government” negotiations? How does this example exemplify how future negotiations can successfully take place regarding forest and land claims with various stakeholders? **Extension**Invite students to participate in a tree-planting project. Investigate appropriate places to plant in the community and types of trees that grow in that region. Projects can be presented at a school assembly. **Assessment for Student Learning**Consider multiple ways students can demonstrate their understanding of the significance of trees, past and present, to First Nations and Métis. What methods are used in positive actions and solution-driven approaches to problem solving?**Keywords:** forests; traditional uses; sustainability; environmental relationships; kinships**Themes:** trees, ways of life; social justice**Teacher Background**[[2]](#endnote-2)**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Traditional Environmental Knowledge ([www.learnalberta.ca/content/aswt/#/traditional\_environmental\_knowledge/respecting\_wisdom](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom))

([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)*** Relationships; Worldviews ([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)*** Protocols for Welcoming Elders (excerpt from *Our Words, Our Ways*) ([www.learnalberta.ca/content/aswt/documents/elders/welcoming\_elders.pdf](http://www.learnalberta.ca/content/aswt/documents/elders/welcoming_elders.pdf))

([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) provide 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)