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| SOCIAL STUDIES | Grade 5 | 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 Social Studies. 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 – Ways of Being |
| Program of Studies Outcomes**5.2 Histories and Stories of Ways of Life in Canada** **5.2.1 appreciate the complexity of identity in the Canadian context:*** acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history

**5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:*** What do the stories of First Nations, Métis and Inuit tell us about their beliefs regarding the relationship between people and the land?
* How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?

**Skills and Processes****5.S.1 develop skills of critical and creative thinking:*** evaluate ideas, information and positions from multiple perspectives
* generate original ideas and strategies in situations of individual and group activities

**5.S.2 develop skills of historical thinking:*** use photographs and interviews to make meaning of historical information

**5.S.8 demonstrate skills of oral, written and visual literacy:*** respond appropriately to comments and questions, using language respectful of human diversity
* listen to others to understand their perspectives
* create visual images for particular audiences and purposes

**Resource[[1]](#endnote-1)**Dumont, Donna Lee. *Peter Fidler and the Métis*. Gabriel Dumont Institute, 2012**ISBN-10**: 1926795083. **ISBN-13**: 978-1926795089**Summary**: This story recounts the life and work of Peter Fidler, a descendant of the Red River Métis. Included in the story are vignettes of Métis history, culture, and identity.**Purpose**In this lesson, students will explore how stories about the Métis and their history can be learned from artifacts, such as objects or symbols, that depict some of the shared values of the Métis cultural identity.**Introduction**Introduce students to the concept of symbols—an object or visual that represents something else. Symbols are used to communicate stories and represent concepts. For many cultures, symbols and objects represent aspects of cultural identity and of shared values and beliefs. Show students some examples of common symbols that are visible in our community (e.g., signs, flags, jewellery). Complete a scan of the classroom, school, and/or community for symbols and objects. **Activity/Experience**Provide a number of pictorial resources or physical examples of Métis artifacts. Some examples include the infinity sign, the Red River cart, the Métis sash, the buffalo, beadwork, the moss bag, and a fiddle and jigging.Place the artifacts around the room, and have students complete a gallery walk in small groups. As they rotate with their group to each artifact in turn, ask students to explore the artifact and discuss what story they think this artifact tells about the cultural identity of the Métis. Students rotate around the room until each group has had the opportunity to explore each artifact.Read aloud from the pages in *Peter Fidler and the Métis* that show pictures and explanations of prominent Métis artifacts.Have students research the history and meaning of one of the artifacts from the first gallery walk. What aspect of the Métis culture does it represent? Working with partners, have students complete a poster of one artifact that includes a brief description explaining the symbolism and its meaning to the Métis. Put the posters around the room.Contact a local Métis community organization and ask for a member to join your class to share more information about Métis artifacts and to celebrate Métis culture with the class. **Conclusion**Have students complete a second gallery walk, reading through each poster and discussing how students’ understanding of Métis cultural identity was supported or changed based on any new information. As a whole group, discuss the artifacts and their meanings. What did students learn about the Métis culture and their past? How do artifacts contribute to stories of cultural identity?**Assessment for Student Learning**Provide opportunities for students to share an example of an artifact that symbolizes their story and cultural identity with their gallery walk group. |
| Keywords: Métis; sash; beadwork; Red River cart; infinity symbol; Peter FidlerThemes: artifacts; symbols |
| **Teacher Background**[[2]](#endnote-2)[Alberta Teachers’ Association (2016).](https://www.teachers.ab.ca/sitecollectiondocuments/ata/publications/human-rights-issues/education%20is%20our%20buffalo%20%28pd-80-7%29.pdf) *[Education is our Buffalo: A Teachers’ Resource for First Nations, Métis and Inuit](https://www.teachers.ab.ca/sitecollectiondocuments/ata/publications/human-rights-issues/education%20is%20our%20buffalo%20%28pd-80-7%29.pdf)*  *[Education in Alberta.](https://www.teachers.ab.ca/sitecollectiondocuments/ata/publications/human-rights-issues/education%20is%20our%20buffalo%20%28pd-80-7%29.pdf)* [ISBN: 1897196-10-5](https://www.teachers.ab.ca/sitecollectiondocuments/ata/publications/human-rights-issues/education%20is%20our%20buffalo%20%28pd-80-7%29.pdf).**Summary**: This teacher resource provides information on the history, worldviews, culture, and current perspectives of First Nations, Métis, and Inuit in Alberta.**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Symbolism and Traditions – Exploring Connections – Documents ([www.learnalberta.ca/content/aswt/#/symbolism\_and\_traditions/exploring\_connections/documents](http://www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/exploring_connections/documents))

([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))
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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)