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| SOCIAL STUDIES | Grade 7 | 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 |
| Program of Studies Outcomes**7.2 Following Confederation: Canadian Expansions** **7.2.4 assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:*** What factors led to Louis Riel’s emergence as the leader of the Métis?
* What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?
* How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West?
* To what extent were the Red River Resistance and the second Métis uprising means to counter assimilation?

**Skills and Processes****7.S.2** **develop skills of historical thinking:*** explain the historical contexts of key events of a given time period
* distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events

**7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:*** consider the needs and perspectives of others

**7.S.7 apply the research process:*** develop a position that is supported by information gathered through research
* draw conclusions based upon research and evidence
* organize and synthesize researched information
* integrate and synthesize concepts to provide an informed point of view on a research question or an issue

**Resources[[1]](#endnote-1)**McKay, R. (Producer), & C. Michon, C (Director). *The Land: The Métis Nation’s Homeland History* [Motion picture]. Canada: Moving Images Distribution, 2004.Synopsis: The history of the Métis from 1820 through 1885 is traced as they struggled with land claims, realizing without land, there can be no self-determination. The *Manitoba Act* of 1870 granted 1.4 million acres to the Red River Métis, but the land was surveyed in a way that obstructed its usefulness for the people. While the Métis saw it as a treaty acknowledging their rights to land, the government had no intention of implementing it.Beaver, Jan. “Louis Riel” in J. D. Wilhelm (Ed.) *The 10 Most Significant Crossroads in Aboriginal History*. Markham, ON: Scholastic, 2008. ISBN-10: 1-55448-338-7. ISBN-13: 978-1-55448-338-9Summary: Highlighted in this synthesis of the second Métis uprising are the key roles of Louis Riel and Gabriel Dumont for Métis rights, independence, and identity.**Purpose**In this lesson, students will have an opportunity to explore the significance of cultural and national identity to the Métis people. Students will examine the effects of the sale of Rupert’s Land and short-term and long-term effects of the Red River uprisings. Students will explore the Métis mission to protect their language, religion, and culture.**Introduction**Have students read the chapter “Louis Riel” on pages 10–13 of *The 10 Most Significant Crossroads in Aboriginal History* and discuss what they learned about Louis Riel, the Métis nation, and the outcomes of the second Métis uprising.**Activity/Experience**Students will watch the video *The Land: The Métis Nation’s Homeland History* and take notes on the causes and results of the Red River Resistance and the second Métis uprising, as well as the historical involvement of the Red River Métis and the need to protect their cultural identity.In groups of four, have students use a [simultaneous round table](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/) process to discuss and take notes relating to the following questions: * What factors led to Louis Riel's emergence as the leader of the Métis?
* What similarities and differences exist between the causes of the Red River Resistance in 1869 and the causes of the second Métis uprising in 1885?
* How did the Government of Canada's response to the Red River Resistance and the second Métis uprising solidify Canada's control of the West?
* To what extent were the Red River Resistance and the second Métis uprising a way to counter assimilation?

Give each student a handout with one of the four questions above on it. Students will review their notes and answer the question. Students will then rotate their handout to the next student in the group, who adds more details or perspectives to the response. This process continues until each student in the group has had an opportunity to respond to all four questions. **Conclusion**Students will engage in a talking circle (or a class discussion) to share their thoughts on the historical experiences of the Métis who endured challenges to protect their language, cultural identity, and voice. What were some short-term developments from the uprisings? What are some lasting impacts from these historical events? How have the Métis countered assimilation? Explain. **Extension**Have students research the historic Alberta-Metis Settlements Accord and compare the agreement to the landmark 2016 Supreme Court ruling for Métis and non-status Indians.\* What was the purpose and results of these rulings? What significance does this mean for the Métis to be recognized as partners in Confederation in Alberta? In Canada?**Assessment for Student Learning** Students can demonstrate their understandings of Louis Riel as a central figure in the events that led to the Red River Resistance and the second Métis uprising, as well as the historical and contemporary effects and legacy of these events. |
| Keywords: cultural identity; land; resistance; assimilation; Métis; Louis Riel; Red River; uprisingThemes: cultural identity; land; self-governance; assimilation |

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| Teacher Background[[2]](#endnote-2)**Simultaneous Round Table** * ([prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/](https://prezi.com/qpwvlsn4j3rq/1d-simultaneous-roundtable/))

**Compare and Contrast Graphic Organizer** * ([www.learnalberta.ca/content/ssass/html/graphicorganizers.html](http://www.learnalberta.ca/content/ssass/html/graphicorganizers.html))

**Alberta Indigenous Relations: Métis in Alberta** * ([indigenous.alberta.ca/Metis-in-Alberta.cfm](http://indigenous.alberta.ca/Metis-in-Alberta.cfm))

**Landmark Supreme Court ruling** * ([news.nationalpost.com/news/canada/landmark-unanimous-supreme-court-ruling-states-metis-non-status-indians-are-federal-responsibility](http://news.nationalpost.com/news/canada/landmark-unanimous-supreme-court-ruling-states-metis-non-status-indians-are-federal-responsibility))

**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)** * ([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))
* Indigenous Pedagogy – Exploring Connections – Talking Circles Protocol

([www.learnalberta.ca/content/aswt/documents/indigenous\_pedagogy/talking\_circles\_protocol.pdf](http://www.learnalberta.ca/content/aswt/documents/indigenous_pedagogy/talking_circles_protocol.pdf)) **Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)** * ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))

*\* Terms and Concepts: Indian is a legal term used by the Government of Canada.* |

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)