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| SOCIAL STUDIES | Grade 9 | 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: Treaties; Perspective |
| Program of Studies Outcomes  **9.1 Issues for Canadians: Governance and Rights**  **9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:**   * In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? * How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?   **Skills and Processes**  **9.S.1 develop skills of critical thinking and creative thinking:**   * re-evaluate personal opinions to broaden understanding of a topic or an issue   **9.S.2 develop skills of historical thinking:**   * analyze selected issues and problems from the past, placing people and events in a context of time and place * distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations   **9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**   * demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably * demonstrate a positive attitude regarding the needs and perspectives of others * use networks to brainstorm, plan and share ideas with group members   **9.S.7 apply the research process:**   * reflect on changes of perspective or opinion based on information gathered and research conducted * integrate and synthesize concepts to provide an informed point of view on a research question or an issue * draw conclusions based upon research and evidence * organize and synthesize researched information   **9.S.8 demonstrate skills of oral, written and visual literacy:**   * elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions * make reasoned comments relating to the topic of discussion * listen to others to understand their perspectives   **Resource[[1]](#endnote-1)**  Blanchfield, Mike. *Canada’s top court extends rights to nearly 600,000 Métis, Non-Status Indians*. Global News, April 14, 2016. ([globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/](http://globalnews.ca/news/2637867/supreme-court-ruling-on-rights-of-metis-off-reserve-indians-to-affect-provinces-municipalities/))  **Summary:** This is a text article and a video that describes the Supreme Court decision to extend rights to Métis and non-status Indians\* in Canada.  **Purpose**  In this lesson, students will deepen their understanding of Métis and non-status Indian collective rights as it pertains to status. They will explore the impact of achieving status on Métis and non-status Indians and the evolving nature and restoring of relationship between the Canadian government and Métis. Students will consider the role of the Supreme Court of Canada in recognizing and protecting collective and individual rights by assessing the extent to which the Court has successfully reconciled the collective and status rights of Métis and non-status Indians in Canada.  **Introduction**  Using a timed-pair-share strategy, students will review and share what they understand about individual rights in the Canadian Charter of Rights and Freedoms. Working with partners, students take turns sharing what they recall about individual rights from previous learning. Each partner receives the same amount of time to share, during which the other partner can only listen, not respond.  **Activities/Experiences**  Students will refer to the 2016 Supreme Court decision on Métis and non-status Indian rights. View the Global News video on the decision, and examine the written article that accompanies the video.  Divide students into four groups and identify a “table host” for each group. Using a café discussion strategy, each group will be assigned one of the questions below to discuss and record their thoughts on a large chart paper.   * What aspects of this case address collective rights? * What are the immediate impacts of this decision? * What lasting impacts will this decision have? * How will the restoration of relationships be affected by this case?   Each group will move to a different question leaving their “table host” behind who welcomes the next group and briefly fills the new group in on thoughts collected from the previous group and add further items to the chart paper. Groups will continue to rotate until they have had an opportunity to discuss all questions.  **Conclusion**  Students will engage in a talking circle (or discussion) to share their thoughts on the questions explored in the café, while recognizing the evolving and restoring relationship between the Canadian government and Métis and non-status Indians.  **Assessment for Student Learning**  Using a quick-write strategy, students will share their conclusions regarding the effectiveness of the Supreme Court of Canada in extending rights to Métis and non-status Indians and the restoration of relationships. Some students can share their thoughts with the class or with a partner. |
| Keywords: cultural identity; restoration; relationship; Supreme Court of Canada; Métis; non-status Indians  Themes: cultural identity; relationship; collective rights; perspective; impacts |
| Teacher Background[[2]](#endnote-2)  **Indigenous and Northern Affairs Canada: Indigenous Peoples**   * ([www.aadnc-aandc.gc.ca/eng/1100100013791/1100100013795](http://www.aadnc-aandc.gc.ca/eng/1100100013791/1100100013795))   **United Nations** **document on the Declaration on the Rights of Indigenous Peoples**   * ([www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx](http://www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * ([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)**   * ([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)