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| ENGLISH LANGUAGE ARTS | GRADE 4 | 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 English Language 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: Treaties; Perspective – Kinship |
| **Program of Studies Outcomes**  **1.1 Discover and Explore**  *Express ideas and develop understanding*   * share personal responses to explore and develop understanding of oral, print and other media texts   **1.2 Clarify and Extend**  *Combine ideas*   * use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences   **2.2 Respond to Texts**  *Construct meaning from texts*   * connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences   **5.1 Respect Others and Strengthen Community**  *Appreciate diversity*   * describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts   *Use language to show respect*   * identify and discuss differences in language use in a variety of school and community contexts   **Resource[[1]](#endnote-1)**  Yawney, Deborah with Makai’stoo-Leo Fox. *Sierra and Blue* series*,* Prairie Rain Publishing, 2011.   * *Sierra and Blue* (ISBN: 978-0-9867817-0-4) * *Sierra and Blue Go to Visit their Cousins* (ISBN: 978-0-9867817-2-8) * *Sierra and Blue Go to Town* (ISBN: 978-0-9867817-1-1)   **Paintings:** Annette Nieukerk **Languages:** English and Blackfoot  **Summary**:*Sierra and Blue* is a story about two Blackfoot children who go to live with their grandparents on the Blood Reserve after their parents are killed in a car accident. In *Sierra and Blue Go to Town,* the children travel to Lethbridge with their grandparents for the day and take part in many fun and healthy activities like visiting the library and going to the local pool. In *Sierra and Blue Go to Visit their Cousins*, the children go to visit their relatives near Old Agency in a different area of the Blood Reserve, play with their cousins, and enjoy a meal with their family and friends. All stories incorporate English and Blackfoot words with the support of a pronunciation guide. |
| **Purpose**  In this lesson students build a greater understanding of Blackfoot culture and language and examine how students’ lives are similar to those of Sierra and Blue. |
| **Introduction**  Students will identify the traditional territory of Blackfoot people in Southern Alberta and the different communities of the Blood Reserve. (Students should have access to maps of treaty areas. See the link provided in the Teacher Background section.)  Provide copies of an Alberta treaty area map to students. Students will read the glossary of Blackfoot words from the *Sierra and Blue* series, and learn their meanings and pronunciations, focusing on the land and kinship terms. Students should practise speaking to each other in order to build familiarity with the language used in the books. (Students can use the [Blackfoot Language app](https://itunes.apple.com/us/app/blackfeet-language/id587754810?mt=8) to support their accurate pronunciation of the spoken Blackfoot language, particularly key kinship terms.) Students should be provided with a copy of the book glossary to reference during the reading.  **Activity/Experience**  Read *Sierra and Blue* to the class. Students will then read the stories *Sierra and Blue Go to Visit their Cousins* and/or *Sierra and Blue Go to Town* independently or in small groups. As students read, they need to be mindful of how aspects of their ways of being (i.e., family, activities, school, values, language, and traditions) are similar to those of Sierra and Blue.  **Sharing/Talking Circle:** Students will engage in a sharing circle to discuss how their ways of being are similar to those of Sierra and Blue.  **Conclusion**  You can record one or two of the students’ responses from the sharing circle as an exemplar. Students will then continue to complete their own examples using pictures with a short explanation. Students who speak another language can include words that identify family and extended family in their drawings. In a think-pair-shareactivity, students will discuss, with a partner or small group, features of their pictures and how they are similar to each other. Students that included other languages can share and listen to the different pronunciations with their classmates.  **Extension**  Students can research traditional foods or plant use, using the book *Sierra and Blue Go to Town*. Traditional Knowledge Keepers could be invited to help students understand traditional plant use, learn how to prepare plants for food and medicine, understand the meaning of the Blackfoot names for plants, and other uses.  Alternately, you can take students on a field trip and collect some traditional food or grow edible plants in the classroom (e.g., berries, mint, sage) to prepare at school. Some examples may include mint tea or berry jams.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understanding of the Blackfoot culture, language, and kinship |
| **Keywords:** kinship; belonging; Blackfoot language; traditional foods; plant use  **Themes:** kinship; belonging |
| **Teacher Background**[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Map of Treaty Areas ([www.learnalberta.ca/content/aswt/map.html](http://www.learnalberta.ca/content/aswt/map.html)) * 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))   ([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 ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))   **Online Venn Diagram**   * (<http://www.bing.com/images/search?q=sample+venn+diagram+template&gpvt=sample+venn>)   **Free Blackfoot Language App**   * (<https://itunes.apple.com/ca/app/blackfoot/id1021082462?mt=8>) |

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)