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| ENGLISH LANGUAGE ARTS | GRADE 1 | LESSON PLAN |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential school 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 school 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 – Kinship |
| **Program of Studies Outcomes****1.2 Clarify and Extend***Consider the ideas of others** listen and respond appropriately to experiences and feelings shared by others

**2.2 Respond to Texts***Experience various texts** participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

**5.1 Respect Others and Strengthen Community***Appreciate diversity** share personal experiences and family traditions related to oral, print and other media texts

**Cross-curricular Linkages****Social Studies****1.2.1 appreciate how stories and events of the past connect their families and communities to the present:** * appreciate how the languages, traditions, celebrations, and stories of their families, groups and communities contribute to their sense of identity and belonging

**Resource[[1]](#endnote-1)**Deal, Laura. *How Nivi Got Her Names*. Inhabit Media Inc. 2016*.* **Illustrator:** Chua Charlene **ISBN:** 978-1-77227-137-9 **Languages:** English and Inuktitut**Summary**:The story titled *How Nivi Got Her Names* makes connections to Inuit naming traditions in which parents name their children after people whom they cherished and respected, but have passed away. The story also shares an Inuit kinship custom, where the practice of adoption is used to support those who are not able to have children. Nivi learns that the names she has been given are meaningful and an important part of Inuit traditions and practices. **Purpose**This lesson provides students with opportunities to appreciate how Inuit names are chosen and the significance of Inuit adoptions[[2]](#endnote-2) to the individual or adoptee, the adoptee’s families, and the community. In Inuit culture, the practice of adoption is used to support those who are not able to have children and, by doing so, gifting the adoptee with more people to love them. (The biological family remains part of the adoptee’s life.) It is understood that, through the name and name giving, the spirit and characteristics of the person who passed away continues to live on through the child who has received the name. Students will create a self-portrait of how their name(s) helps them feel connected to others and to their family’s traditions and practices. |
| **Introduction**Lead a discussion about how people are named. Share an example of how you received your name(s), and provide examples of naming customs in various families. Discuss with students the significance of naming children.* Who gave you your name(s)? Do you know how you got your name(s)?
* Do you know anyone who has the same name(s) as you?

Introduce Laura Deal’s book *How Nivi Got Her Names* by showing the front cover and reading the title and the author’s and illustrator’s names. Explain to students that the book is about a little girl named Nivi, who is discovering why she has five names. Before reading, discuss with students:* Why do you think Nivi has so many names?
* How are some people reminded of other people because of their names?
* How do names help us feel loved and connected to our families?

**Activity/Experience**Read *How Nivi Got Her Names* aloud to students. Discuss how the story makes connections to the Inuit tradition of naming a child and how this practice helps the child know they connected to others and feel loved and cherished.**Conclusion**Have each student create a self-portrait. Include three or four of these traditions and practices (i.e., written or drawn in bubbles). Have students place their name in the centre of their own self-portrait and write one or two sentences explaining why their name is special to them. **Extension**Read *A Name For A Métis* aloud to students, and discuss how a person can get a nickname. Students will choose five nicknames for themselves that are based on the appreciation and respect for the characteristics of other people and animals. Students will share their nicknames orally and explain why they chose them. Ask students why they may have chosen similar nicknames as their classmates and if having a similar nickname made them feel a connection to others.**Assessment for Student Learning**Consider multiple ways students can demonstrate their understanding of how names can be chosen based on their own culture and family traditions. |
| **Keywords:** name; Inuit; kinship; adoption; custom; Métis**Themes:** kinship; belonging; connecting; family; feelings |
| **Teacher Background**[[3]](#endnote-3)Delaronde, Deborah L. *A Name For A Métis*. Pemmican Publications. 1999*.* **Illustrator:** Keiron Flamand. **ISBN:** 978-0-921827-65-8. **Language:** English.**Summary**:A little Métis boy wants a nickname and asks members of his family for a nickname. Teasing him with humorous names in Ojibwa, he finally receives a nickname from his grandfather that suits him.**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Indigenous Pedagogy – Respecting Wisdom – Bob Cardinal ([www.learnalberta.ca/content/aswt/indigenous\_pedagogy/#respecting-wisdom-Cardinal](http://www.learnalberta.ca/content/aswt/indigenous_pedagogy/#respecting-wisdom-Cardinal))

([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))

**Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)*** ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf))
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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. **CAUTION:** The topic of adoption could be a sensitive issue for some students. Teachers should exercise their professional judgment. [↑](#endnote-ref-2)
3. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-3)