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| ENGLISH LANGUAGE ARTS | GRADE 2 | 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: Perspective – Kinship, Ways of Being |
| **Program of Studies Outcomes**  **1.1 Discover and Explore**  *Express ideas and develop understanding*   * express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts   **2.2 Respond to Texts**  *Experience various texts*   * respond to mood established in a variety of oral, print and other media texts   *Construct meaning from texts*   * connect situations portrayed in oral, print and other media texts to personal and classroom experiences * express thoughts or feelings related to the events and characters in oral, print and other media texts   **Resource[[1]](#endnote-1)**  Kalluk, Celina.*Sweetest Kulu****.*** Inhabit Media Inc., 2014.  **ISBN:** 978-1-927095-77-5 **Language:** English  **Summary**: This story is about an Inuit mother tenderly talking to her child, Kulu, describing the ways in which the land and the animals bestowed their unique gifts on Kulu at the time of his birth.  **Purpose**  This lesson provides an opportunity for students to learn about the ancestral connection between Inuit and the animals with whom they share the land. The story is told through the lens of a mother speaking to her newborn child to nurture a sense of belonging and connection to Inuit culture.  **Introduction**  Lead a discussion about how it feels to be connected to animals and how to respect them and the gifts they provide.  Share an example of their experience with animals. Ask students:   * What were you feeling when you first met an animal? * Were you excited, nervous, or worried? * What did you do to get ready for the new experience? * What gifts do animals give us? * What can we learn from animals? * Why is it important to respect animals?   Ask students to share the names of endearment their parents or guardians use for them. Why do they use it? What is the meaning?  Introduce the book *Sweetest Kulu* by showing the front cover and reading the title and the author’s and illustrator’s names.  Share that this book is about a child named Kulu, which is an Inuktitut term of endearment often bestowed upon babies and young children. As students think of how their parents or guardians make them feel special, ask them to think about how Kulu’s mother makes her child feel special by telling about his connection with animals.  **Activity/Experience**  Read *Sweetest Kulu* out loud. You could pause throughout the story to talk about each gift the animals have given Kulu and the importance of each gift.  **Conclusion**  Discuss how the mother demonstrates her love for Kulu. What does this tell you about what Inuit believe to be important?  **Extension**  Students will make a memory bag of the things that make them feel special and connected to family and community, including animals native to their environment.  Students will select one or two items from their memory bag to share with the class, explaining to their classmates why they chose those items. Memory bags could then be displayed around the room.  **Assessment for Student Learning**  Consider multiple ways that students can demonstrate their understanding of sense of belonging and connection to their culture.  **Keywords:** belonging; connection; values; animals  **Themes:** relationships; family; memories; teachings  **Teacher Background**[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Oral Tradition – Beginning Together – (continue/next) – How the People Hunted the Moose  ([www.learnalberta.ca/content/aswt/#/oral\_tradition/beginning\_together](http://www.learnalberta.ca/content/aswt/#/oral_tradition/beginning_together))   ([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)**   * Relationships ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))   [Wâhkôhtowin: We are all related](http://www.learnalberta.ca/content/fnmigv/index.html) (video): This online animation tells the story of the reciprocity between animals and humans in relationship with each other. |

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)