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| ENGLISH LANGUAGE ARTS | GRADE 3 | 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 – Values, Kinship |
| **Program of Studies Outcomes****5.1 Respect Others and Strengthen Community***Appreciate diversity** describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts

*Relate texts to culture** identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities

*Use language to show respect** demonstrate respect for the ideas, abilities and language use of others

**Reference[[1]](#endnote-1)**Dorion, Leah. *The Giving Tree.* Gabriel Dumont Institute, 2009.**ISBN:** 978-0-920915-90-5 **Languages:** English and Michif**Summary**: *The Giving Tree* is a story that symbolizes the values of honesty, respect and social responsibility of “give and take” from a Métis perspective. These Métis values are part of the Red River Cart Wheel Teachings provided as endnotes at the back of the book. **Purpose**This lesson provides students with an understanding and appreciation of the reciprocal relationships the Métis have with the environment, the community, and each other.**Introduction**Discuss the concept of reciprocity by asking students to think about times when they have needed something and had to ask another person for it. Have students describe what they did afterwards to acknowledge this gift.* Did students give something else back, possibly another item, or reciprocated with a thank you? Did students pay it forward in some way such as sharing something else with another person?
* Have students think about how sharing connects us to each other and to the larger group. Ask students about the importance of relationships and reciprocity and discuss the idea of “give and take.”

Introduce the book *The Giving Tree*, and display the illustrations on the front and back cover of the book. Then invite predictions of what students think will happen in the story and what evidence they have for such predictions. Ask students to listen for connections as the story is read to them.**Activity/Experience**While reading *The Giving Tree*, pause as needed to clarify students’ understanding and connections.**Conclusion**Discuss the concept of “give and take” again with students and explain how this concept links to these values held by the Métis. Ask students to describe some of the connections and relationships they heard in the story. What did they notice about giving and receiving? Why there was not an expectation of acknowledgement or payment for some of these acts? Have students discuss the selflessness and honesty of the people in the story. Have students identify ways that they could emulate the values described in the story. Students will brainstorm ways they could create the values of the giving tree for the class, school, and/or community.**Extension**Share the Red River Cart Wheel Teachings with the students. Have students identify and share examples of instances in their life as these values are described in the story. Ask when they have been a part of a “give and take” relationship. Students may wish to create a wheel of values from their own life.**Assessment for Student Learning**Consider multiple ways students can demonstrate their understanding of the values held by the Métis of social responsibility towards each other, their community, and the environment.**Keywords:** relationships; respect; honesty; kindness; sharing**Themes:** relationships; interconnectedness; reciprocity**Teacher Background**[[2]](#endnote-2)Reciprocity is a foundational practice within First Nations, Métis, and Inuit cultures that acknowledges the importance of giving and receiving to achieve balance.**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Oral Tradition – Exploring Connections – Documents: The Métis Oral Tradition([www.learnalberta.ca/content/aswt/documents/oral\_tradition/metis\_oral\_tradition.pdf](http://www.learnalberta.ca/content/aswt/documents/oral_tradition/metis_oral_tradition.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)*** Relationships ([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)*** Interconnectedness of all living things (page 16-17)([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. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)