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| ENGLISH LANGUAGE ARTS | GRADE 5 | 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 – Relationships, Ancestors, Time and Place |
| **Program of Studies Outcomes**   * 1. **Discover and Explore**   *Express ideas and develop understanding*   * read, write, represent and talk to explore personal understandings of new ideas and information   **2.2 Respond to Texts**  *Experience various texts*   * experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers   **2.4 Create Original Text**  *Generate ideas*   * use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts   **5.1 Respect Others and Strengthen Community**  *Appreciate diversity*   * discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts * compare own and others’ responses to ideas and experiences related to oral, print and other media texts   *Relate texts to culture*   * identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities   **Resource[[1]](#endnote-1)**  Auger, Dale. *Mwâkwa Talks to the Loon: A Cree Story for Children.* Heritage House Publishing, 2006.  **ISBN 13:** 978-1-894974-04-2 **ISBN 10:** 1-894974-04-2 (hardcover) **ISBN:** 978-1-894974-32-5 (softcover)  **Summary:** Kayâs, a young Cree man, is blessed with the ability to understand the languages of the animals he hunts. This talent makes Kayâs a very skilled and important hunter as he provides food, shelter, and clothing for his village. As news of Kayâs’s hunting skills spread, Kayâs is overtaken by all the attention and loses his gift. From the help of Elders, Kayâs regains his gift and learns an important lesson through the process—individual gifts are given to the benefit of all and not for personal glory and welfare.  **Purpose**  Students will recognize and appreciate the importance of story as a source of teaching for First Nations, Métis, and Inuit. From this Cree story, *Mwâkwa Talks to the Loon,* students will learn the value of humility and the importance of respecting the talents and skills each person is given in order to maintain a balanced relationship within a community.  **Introduction**  Discuss with students the skills and talents they have. How do these skills help develop their self-worth? Have there been times, however, when the attention to these skills made students too boastful? What are some of the consequences of being too boastful?  **Activity/Experience**  Read aloud with students the story and pause when needing to clarify. Note the Cree words that have been added to the story. How does the inclusion of Cree words enhance the story? Note the beautiful illustrations and the critical role the drawings play in understanding the story.  **Conclusion**  Discuss the important lesson of the story. How does this lesson connect to students’ lives? Have students complete a reflective piece of writing indicating what they learned from this story. Include in the reflection what students learned about the Cree value of a balanced relationship and a life of fulfillment that honours humility, respect, and collective responsibility.  **Extension**  Investigate the life of Dale Auger and his artwork. What other books did he write? As a playwright, author, speaker, and visual artist, explore his respect for traditional teachings and the essence of his work. How does this understanding support or deepen student understandings of *Mwâkwa Talks to the Loon*?  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understanding of how Cree value individual talents as part of a balanced relationship that benefits the community.  **Keywords:** kinship; relationships  **Themes:** story; ancestors; Elders; Knowledge Keepers  **Teacher Background**[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Elders ([www.learnalberta.ca/content/aswt/#/elders](http://www.learnalberta.ca/content/aswt/#/elders)) * ([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)**   * Ancestors, Time and Place ([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)**   * Welcoming Elders (pages 71-74); Awareness of Community Protocols (pages 75-77) ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf)) |

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)