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| ENGLISH LANGUAGE ARTS | GRADE 6 | 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; Residential Schools |
| **Program of Studies Outcomes**  **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 autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * explain own point of view about oral, print and other media texts * make connections between own life and characters and ideas in oral, print and other media texts * discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose   *Construct meaning from texts*   * observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community * summarize oral, print or other media texts, indicating the connections among events, characters and settings * identify or infer reasons for a character’s actions or feelings * make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts * comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text   **5.1 Respect Others and Strengthen Community**  *Relate texts to culture*   * identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas   **Resource[[1]](#endnote-1)**  Jordan-Fenton, Christy and Margaret Pokiak-Fenton. *Fatty Legs.* Annick Press Ltd, 2010.  **Artwork:** Liz Amini-Holmes  **ISBN:** 978-1-55451-247-8  **Language:** English  **Summary**:This memoir describes the experiences of Olemaun, a young Inuit girl, in a residential school located in Aklavik, Northwest Territories, in the 1940s. Her resiliency and how she maintains her spirit and identity are remarkable.  **Purpose**  Students will discuss the role of resiliency as an aspect of our individual identity and collective identity. Students will consider the importance of how resiliency was essential to endure a harsh life in a residential school.  **Introduction**  Students will explore the importance of self-esteem and identity in the development of resiliency. This concept will be experienced by engaging in a tag-on activity. Students will pin or tape a sheet of paper on their backs and walk around the room adding specific positive comments about each student in the classroom.  Students will read and reflect on how it feels to receive positive feedback and imagine how they would feel differently if they only received negative comments. Students need to consider how negative feedback can impact their ability to build resiliency.  **Activity/Experience**  Have students read the book *Fatty Legs* and complete a reflective journal. As part of the journal entry, ask students to complete a double journal entry and locate five to ten quotes from the book that demonstrate ways in which Olemaun displays resiliency. Students explain the significance of each quote they have located.  **Conclusion**  Once the book is completed, students will reflect on what they learned about Olemaun. How was Olemaun able to use her negative experiences to move forward and overcome difficult situations?  **Extension**  Have students consider their reflections about Olemaun’s resiliency in their reflective journal. Students will share their reflections with partners and in small groups.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of resiliency as an aspect of individual identity (both as it applies to themselves and also to Olemaun) and collective identity (Inuit or other collective groups) as a reflection of the student activity.  **Keywords:** belonging; kinships  **Themes:** residential schools; resiliency; identity  **Teacher Background**[[2]](#endnote-2)  **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/bob\_cardinal](http://www.learnalberta.ca/content/aswt/#/indigenous_pedagogy/respecting_wisdom/bob_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))   **Where Are the Children**   * (<http://wherearethechildren.ca/exhibition/>) |

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)