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| SOCIAL STUDIES | 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 schools’ experiences, with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Social Studies.  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 |
| Program of Studies Outcomes  **1.1 My World: Home, School, and Community**  **1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:**   * In what ways do we benefit from belonging to groups and communities?   **1.2 Moving Forward with the Past: My Family, My History and My Community**  **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 * recognize how their ancestors contribute to their sense of identity within their family and communities   **Skills and Processes**  **1.S.8 demonstrate skills of oral, written and visual literacy:**   * interact with others in a socially appropriate manner * respond appropriately, verbally and in written forms, using language respectful of human diversity   **Resource[[1]](#endnote-1)**  Mack, Terri. *Mouse Celebrates the Winter Solstice****.***Strong Nations, 2014.  **Illustrator:** Bill Helin **ISBN:** 978-1-77174-055-5 **Language:** English  **Summary:** Told in a rhythmic and lyrical voice, this enchanting story reflects on the importance of story and building a stronger community. Mouse speaks from “many years past” of the wisdom of joining together to celebrate, to stand tall, and be proud as Indigenous people.  **Purpose**  This lesson provides students with an appreciation of interconnectedness—the sacred ties of kinship with one another and the universe. Ancestral knowledge is shared during the time of winter solstice, a time for story and celebration.  **Introduction**  Discuss with students how the light changes in the winter. When is the shortest day and the longest night? What kinds of activities do families enjoy during long winter evenings? For many First Nations, Métis, and Inuit, winter is the season to gather with family and for Elders to share their stories and wisdom.  **Activity/Experience**  Discuss the interconnections between the animals in the story, the stars, the snow, the moon, and the trees. Describe how everything is connected in the universe and why this is something that is celebrated.  Have students listen to the rhythm and the rhyme of the story. Describe the mood. How would this time of celebration and tradition help families connect with their ancestors? Their communities? Why is this important? How does one strong voice—that of the mouse—inspire us to be strong and help us see that we are happier when we work together?  **Conclusion**  Students will explore some stories that are part of their family traditions. How do stories give us a sense of identity and belonging? Think of a school celebration. How does belonging to a community help us as individuals? As community members?  **Extension**  Students can read other First Nations, Métis, and Inuit stories. How are people influenced by stories of the past? Why is it important to continue sharing stories?  **Assessment for Student Learning**  Consider multiple ways that students can demonstrate their understandings of how they learn and grow as individuals when they feel connected to others and nature. |
| Keywords: story; celebration; cultural identity  Themes: identity; belonging; connecting; family; kinship |
| **Teacher Background**[[2]](#endnote-2)  The tradition of storytelling is a cornerstone among First Nations, Métis, and Inuit. It forms the basis of knowledge, values, history, cultural identity, and shared ways of knowing. These stories are told often. Some stories are told to transmit knowledge, some are sacred, and others are used to entertain.  **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)) |

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)