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| SOCIAL STUDIES | 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 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: Perspectives – Traditions, Values |
| Program of Studies Outcomes  **2.1 Canada’s Dynamic Communities**  **2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:**   * What are the major geographical regions, landforms and bodies of water in each community? * How does the physical geography of each community shape its identity? * What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)?   **2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:**   * What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? * What are the traditions and celebrations in the communities that connect the people to the past and to each other? * What are the linguistic roots and practices in the communities? * What individuals and groups contributed to the development of the communities? * How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? * How do the cultural and linguistic characteristics of the communities studied contribute to Canada’s identity?   **2.2 A Community in the Past**  **2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:**   * How is the presence of Aboriginal and/or Francophone origins reflected in the community today?   **Resource[[1]](#endnote-1)**  Pokiak, James and Mindy Willett. *Proud to be Inuvialuit.* Fifth House Ltd, 2010.  **ISBN:** 978-1-897252-59-8. **Languages:** English  **Summary:** As part of a series, this book highlights the experiences and worldviews of the Inuvialuit in Tuktoyaktuk. Specific information regarding the Inuit’s connection to the land, traditional values, and ways of knowing are highlighted through stories, facts, and visually appealing photographs.  **Purpose**  This lesson features the experiences of the Inuvialuit of Tuktoyaktuk, an Inuit community above the Arctic Circle on the shore of the Beaufort Sea in the Arctic Ocean. Students will examine how the land, the geography, and the climate shape experiences and worldviews.  **Introduction**  Locate Tuktoyaktuk on the map of Canada. Show images of the community and landforms and ask students how the water, ice, snow, and landscape shapes the identity of the community.  **Activity/Experience**  Using a KWL chart, ask students what else they know about the climate and the land, as well as the Inuit language and cultural activities in Tuktoyaktuk. Complete a quick book review and ask students to consider some questions that they would like answered as they examine the information in the book. Leave the final column “What I learned” for students to reflect upon after they explore the book.  Read aloud and stop after each section of the book for group discussion and synthesis. Add new understandings and wonderings to the KWL chart.  Have students consider:   * How have changes in time influenced the Inuit culture? * How is life different/same from the past? * What is the daily life of the Inuit children like? * What traditions, celebrations, and stories are part of this Inuit community? * How does the geography of the land contribute to the identity of the community?   **Conclusion**  Review the KWL chart and the information provided. Summarize key ideas in a class/group conversation. Ask students what they learned about the Inuit and their connections to their families, their culture, and the land.  **Extension**  Based on their reflection, students could develop a photo story of three to six pictures including a caption that describes aspects of “life” in the community.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of how land contributes to the shaping of identity and culture. |
| Keywords: Inuit; Inuvialuit; Arctic; culture; community; physical geography; human geography; cultural diversity  Themes: experience and worldview, community; sense of place |
| **Teacher Background**[[2]](#endnote-2)  **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Connection to Land – Exploring Connections – Documents: The Value of Land ([www.learnalberta.ca/content/aswt/documents/connection\_to\_land/value\_of\_land.pdf](http://www.learnalberta.ca/content/aswt/documents/connection_to_land/value_of_land.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)**   * Experiences and Worldviews ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))   **KWL Chart Online**   * [K-W-L Creator](http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html) (<http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.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)