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| SOCIAL STUDIES | 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 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 – Traditions |
| Program of Studies Outcomes**3.1 Communities in the World****3.1.1 appreciate similarities and differences among people and communities:*** demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own

**Skills and Processes****3.S.1 develop skills of critical thinking and creative thinking:*** evaluate ideas and information from different points of view

**3.S.7 apply the research process:*** make connections between cause-and-effect relationships from information gathered from varied sources
* evaluate whether information supports an issue or a research question
* follow a plan to complete an inquiry
* organize information from more than one source
* process information from more than one source to retell what has been discovered
* draw conclusions from organized information

**3.S.8 demonstrate skills of oral, written and visual literacy****Resource[[1]](#endnote-1)**Kavasch, E. Barrie. *Blackfoot Children and Elders Talk Together.* Rosen Publishing Group, 1999.**Summary:** This book summarizes the culture and traditions of the Blackfoot in Alberta. Elders describe the customs of the past and the hope for their future youth. **Purpose**In this lesson, students will gain an understanding of Blackfoot values, customs, and views. Students will then appreciate the similarities and differences of the Blackfoot culture to that of another community in Alberta.**Introduction**Students will pair up with a partner. In a think-pair-share activity, students will discuss what they know about the Blackfoot Nation in Alberta (e.g., Where in Alberta do they live? What language do they speak?). Have students share their knowledge as a group. Again working with partners, students discuss attributes that make up a culture. What main topics would be important to know if students were investigating Blackfoot culture? Make a list of student responses.**Activity/Experience**Preview the front cover and the table of contents of the book *Blackfoot Children and Elders Talk Together*. What aspects of Blackfoot culture will be explained in this text? With the use of a large graphic organizer, record the main idea and supporting details. After each chapter, the teacher and students together will synthesize the key supporting ideas, including beliefs, traditions, and customs, and then complete the graphic organizer together**.****Conclusion**Have students discuss with their partners what they learned about Blackfoot culture. What did they find most interesting? What surprised them? What would they like to learn more about? Where could they go to find more information? How might different cultures be similar? Different?**Extension**Have students discuss what culture(s) make up their community. Using similar headings from the Blackfoot investigation, have student research into their local culture (e.g., celebrations, family, food, dress, and activities). Students will research, read, gather, and record their findings, using a graphic organizer. Bring students together to share what they discovered. What are some key findings? Are there similarities between Blackfoot communities and the students’ community? You may record these findings in a Venn diagram.**Assessment for Student Learning**Consider multiple ways in which students can demonstrate their understandings of the beliefs, customs, and traditions of the Blackfoot Nation. |
| Keywords: Elders; Blackfoot; communityThemes: culture; worldviews |
| **Teacher Background**[[2]](#endnote-2)**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Traditional Knowledge – Respecting Wisdom – Wilton Goodstriker ([www.learnalberta.ca/content/aswt/#/traditional\_environmental\_knowledge/respecting\_wisdom/wilton\_goodstriker\_blood\_reserve](http://www.learnalberta.ca/content/aswt/#/traditional_environmental_knowledge/respecting_wisdom/wilton_goodstriker_blood_reserve))

([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))
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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)