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| SOCIAL STUDIES | Grade 4 | 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: Treaties |
| Program of Studies Outcomes  **4.2 The Stories, Histories and Peoples of Alberta**  **4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:**   * recognize how stories of people and events provide multiple perspectives on past and present events * recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history * recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity   **4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:**   * What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?   **Skills and Processes**  **4.S.1 develop skills of critical thinking and creative thinking:**   * evaluate, critically, ideas, information and positions from multiple perspectives * re-evaluate opinions to broaden understanding of a topic or an issue   **4.S.8 demonstrate skills of oral, written and visual literacy:**   * respond appropriately to comments and questions, using language respectful of human diversity * listen to others in order to understand their perspectives   **Resource[[1]](#endnote-1)**  Lynxieg, Betty. *Treaty Tales* *Trilogy*. Manitoba First Nations Education Resource Centre.  *The Friendship* (2015). **ISBN:** 978-1-927849-09-5  *The Handshake and the Pipe*(2014). **ISBN:** 978-1-927849-05-7  *We Are All Treaty People* (2015). **ISBN:** 978-1-927849-14-9  **Summary:** This trilogy examines treaties, the story behind treaties, and the importance of respecting and honouring agreements.  **Purpose**  In this lesson, students will recognize and appreciate the importance of story as a source of teaching for First Nations, Métis, and Inuit. Using *Treaty Tales Trilogy*, students will learn the story of treaties both from a historical and a contemporary context. Students will examine the friendship agreement between all Canadians and the First Nations and Métis, why treaties were signed, and how treaties are addressed today.  **Introduction**  Students will examine what it means to be a friend. What elements are key to friendship? How do you greet your friends? Have students brainstorm aspects of friendship (e.g., someone who respects you, lifts you up, is interested in you, wants the best for you). Brainstorm how a treaty is considered a form of friendship. What happens when a friendship is broken? How can you repair a friendship?  **Activity/Experience**  Read *The Friendship* and discuss why treaties were signed, what this agreement meant, and what it means to make a lasting promise.  Next, read *The* *Handshake and the Pipe* and review the meaning behind the symbol of the handshake and pipe*.* When do students see people shaking hands? Passing the pipe? How many students have gone to a powwow? (For more background information, see Elder Wilton Goodstriker’s video in the *Walking Together* link provided in Teacher Background.)  Last, read *We Are All Treaty People* and discuss how we are all treaty people.What does this mean for all Canadians?  Have students explore Treaty Day in their community. Often, treaty recognition days include a number of contests along with some shared initiatives. Look at the upcoming Treaty Day in your community and the events that are being planned. Could students participate in one of these events?  **Conclusion**  Have students return to the idea of friendship and what can be done to repair a friendship. Have students turn to a partner and discuss what can be done to re-establish the friendship trust established in the treaties. Is there something you can do in your community to be involved? Have partners share some thoughts with the class.  **Assessment for Student Learning**  Invite students to turn to their partner and practise a handshake while they share a thank you, a promise, or a commitment to that friendship. Invite students to add a simple commitment to their community (e.g., classroom, school, family, neighborhood, cultural group) to actively demonstrate trust and friendship. |
| Keywords: story; community; First Nations, Métis, and Inuit; treaty; friendship; handshake; pipe ceremony; powwow  Themes: traditions; story; oral tradition; community knowledge; relationships; treaty; friendship; trust |
| **Teacher Background**[[2]](#endnote-2)  **Aboriginal Powwow**   * ([www.youtube.com/watch?v=SwzSAzYbu2k](http://www.youtube.com/watch?v=SwzSAzYbu2k))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Symbolism and Traditions – Respecting Wisdom – Wilton Goodstriker ([www.learnalberta.ca/content/aswt/#/symbolism\_and\_traditions/respecting\_wisdom/wilton\_goodstriker](http://www.learnalberta.ca/content/aswt/#/symbolism_and_traditions/respecting_wisdom/wilton_goodstriker)) * Aboriginal and Treaty Rights – Exploring Connections – Documents ([www.learnalberta.ca/content/aswt/#/aboriginal\_and\_treaty\_rights/exploring\_connections/documents](http://www.learnalberta.ca/content/aswt/#/aboriginal_and_treaty_rights/exploring_connections/documents))   ([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))   **Indigenous and Northern Affairs Canada**   * Acts, Agreements, Treaties and Land Claims ([www.aadnc-aandc.gc.ca/eng/1100100028568/1100100028572](http://www.aadnc-aandc.gc.ca/eng/1100100028568/1100100028572)) |

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)