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| SOCIAL STUDIES | Grade 8 | 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 – Ways of Being |
| Program of Studies Outcomes  **8.3 Worldviews in Conflict: The Spanish and the Aztecs**  **8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies**  **8.3.4 assess, critically, how the Aztecs were affected by the Spanish worldview by exploring and reflecting upon the following questions and issues:**   * What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? * How did the Aztec civilization’s worldview influence the Aztecs’ choices, decisions and customs?   **Skills and Processes**  **8.S.1 develop skills of critical and creative thinking:**   * evaluate, ideas, information and positions from multiple perspectives * access diverse viewpoints on particular topics by using appropriate technologies   **8.S.3 develop skills of geographic thinking:**   * define geographic problems and issues and pose geographic questions   **8.S.4 demonstrate skills of decision making and problem solving:**   * demonstrate skills of compromise and devise strategies to reach group consensus * use networks to brainstorm, plan and share ideas with group members   **8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**   * consider the needs and perspectives of others * demonstrate leadership within groups where appropriate   **8.S.7 apply the research process:**   * integrate and synthesize concepts to provide an informed point of view on a research question or an issue * draw conclusions based upon research and evidence * organize and synthesize researched information   **Resources[[1]](#endnote-1)**  Blondin, John. *The Legend of the Caribou Boy*. Theytus Books, 1993/2009.  **Translator:** Mary Rose Sundberg **Illustrator:** Ray McSwain **ISBN:** 978-1-894778-71-8 **Languages:** Dogrib and English.  **Summary**: A Dene boy realizes that he is being called to fulfill his destiny to continue the Dene relationship with the caribou and the land on which they both live. In the Dene storytelling tradition of passing along the teachings to their children, the author shares the story of *The Legend of the Caribou Boy*, which was shared with him by his father and, in return, he will share with his son.  **Purpose**  In this lesson, students will gain an understanding of concepts related to the Dene worldview. Through the story *The Legend of the Caribou Boy*, ancestral knowledge and relationships to land are explored as the main character journeys to find his destiny.  **Introduction**  Review the concept of worldview. What constitutes a worldview? How and why are worldviews from two different groups different? Ask students to provide a few examples. Show students the *Two Worldviews* video from [Walking Together](http://www.learnalberta.ca/content/aswt/#/fnmi_worldviews/exploring_connections/videos/rabbit) as told by Randy Risto. A classic tale about the tortoise and the hare leaves us speculating how our worldview might be different from others. Get students to share their thoughts, and make sure all views are respected.  **Activity/Experience**  Read or listen to the Dene legend *The Legend of the Caribou Boy* (also available on multimedia CD). While students listen, they will be expected to look for clues from the story that demonstrate examples of Dene worldviews.  **Conclusion**  Students will discuss the following questions using the [inside/outside circle strategy](https://www.youtube.com/watch?v=91G11egVsQ0):   * How do you think geography influenced this story and Dene beliefs? * What aspect of the Dene worldview resonated with you? * How do stories strengthen a sense of belonging?   **Extension**  Read aloud *The Legend of Mexicatl* to the students. While they are listening, they will look for clues of the implied worldviews of the Aztecs. Students will collect jot notes of evidence from the story that demonstrates aspects of an Aztec worldview. This is an opportunity to imbed multiple Indigenous perspectives and to build the understanding that there is diversity within Indigenous cultures.  Students will work with partners or in small groups to seek connections between the two Indigenous stories, *The Legend of the Caribou Boy* and *The Legend of Mexicatl*.  Some themes present in both stories might be a journey; being called to fulfill a destiny; relationship to the land; a leader who learns humility and how to be one of the people in order to support the community; the ancestors; and guidance from the spirit world.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understandings of different worldviews and how these perspectives shape values and beliefs. |
| Keywords: worldview; relationship; geography; story; legend; ancestors  Themes: worldviews; cultural identity; land; relationship; perspective; ancestors; journey; story |
| **Teacher Background**[[2]](#endnote-2)  Harper, Jo. *The Legend of Mexicatl*. Turtle Bay Books, 1998.  **ISBN:** 9781890515058. **Languages:** English and Spanish  **Summary**: In the Aztec legend of Mexicatl, a young boy’s mother tells him that a great leader will rise to lead the Aztecs from the harsh desert to their land. Mexicatl is the one chosen by the Morning Star to lead the people to a better life. He eventually finds the Aztec land and through this journey he learns that he is one of the people and must work with them to be a wise leader. Only in this way will he be able to help his people find harmony.  **Discovering Voice: Inside-Outside Circle**   * ([www.youtube.com/watch?v=91G11egVsQ0](http://www.youtube.com/watch?v=91G11egVsQ0))   **Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)**   * Worldviews – Exploring Connections – Videos: Two Worldviews as told by Randy Risto (The Tortoise & The Hare) ([www.learnalberta.ca/content/aswt/#/fnmi\_worldviews/exploring\_connections/videos/rabbit](http://www.learnalberta.ca/content/aswt/#/fnmi_worldviews/exploring_connections/videos/rabbit))   ([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)