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| ART 20 | SOCIAL STUDIES 20 | SAMPLE LESSON PLAN  TREATY PERSPECTIVES |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives and experiences, with learning outcomes identified in the current Alberta programs of study for high school social studies and art.  This 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.  This sample lesson plans is best supported by a cross-disciplinary approach as it will enhance learning opportunities for students to explore concepts and content. |
| Education for Reconciliation: Treaties |
| **Program of Studies Outcomes**  **Fine Arts: Art 20**  **ENCOUNTERS: Sources of Images*:***Recognize that while the sources of images are universal, the formation of an image is influenced by the artist’s choice of medium, the time and the culture*.*  **A.** Different periods of history yield different interpretations of the same subject or theme.  **B.** Artists and craftspeople use the possibilities and limitations of different materials to develop imagery.  **C.** Different cultures exhibit different preferences for forms, colours and materials in their artifacts.  **Social Studies 20-1: Perspectives on Nationalism**  **Related Issue 4:** To what extent should individuals and groups in Canada embrace a national identity?  **General Outcome:** Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.  4.6 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel,  Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)  **Social Studies 20-2: Understandings of Nationalism**  **Related Issue 4:** Should individuals and groups in Canada embrace a national identity?  **General Outcome:** Students will understand the complexities of nationalism within the Canadian context.  4.6 identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood)  **Resources[[1]](#endnote-1)**  *Treaties from 1760-1923: Two Sides to the Story*. CBC. May 26, 2011. Retrieved from: <https://www.cbc.ca/news/canada/treaties-from-1760-1923-two-sides-to-the-story-1.1081839>  **Summary:** This information explains that what was said verbally about treaties to the First Nations during the time of signing and what is written in the treaties are two different things.  Starblanket, Tamara. *Treaties: Negotiations and Rights*. University of Saskatchewan Archives. University of Saskatchewan. 2008. Retrieved from: <http://digital.scaa.sk.ca/ourlegacy/exhibit_treaties>  **Summary:** This information explains how two different worldviews entered into treaties and came out with different understandings of the agreements. The Elders’ understandings of treaty are peace and friendship agreements, not a land-surrender agreement. The Crown came to the First Nations asking for treaty and history shows that the Crown had deceitful goals.  Littlechild, George. *George Littlechild: The Spirit Giggles Within*. 2012. Heritage House Publishing Company Ltd. Toronto, Canada.  **Summary:** This book contains the art career of Albertan artist George Littlechild, who is of Cree and Celtic descent. Many of his artworks reflect the affects of colonialism on the First Nations and Métis with the use of colours, lines, patterns, photographs, and symbols. This book features over 150 works of art. His works address cultural, social, and political themes by using symbols, colour, and traditional elements. Littlechild aims to educate and inspire with his works, as well as to create a better world.  *Vistas: Red Ochre*. 2009. Retrieved from: [www.nfb.ca/film/vistas\_red\_ochre/](http://www.nfb.ca/film/vistas_red_ochre/)  **Summary**: This short three-minute film available from the National Film Board of Canada uses pictures and music to tell the story of living as an Indigenous person in Newfoundland.  **Purpose**  In this lesson, students will develop understandings of the two perspectives about the spirit and intent of First Nations’ treaties: Government (Crown) perspective and First Nations’ perspectives. Students will analyze and compare different perspectives about the treaties through research to create an artistic representation that depicts these perspectives in unique ways. Students will illuminate these differences using distinct art forms, artistic choice of colours, materials, and medium.  **Introduction**  As a large group, ask students what they know about treaties in Canada. Record students’ answers on a T-chart under the following headings: First Nations Perspectives on Treaty and Government (Crown) Perspectives on Treaty. Students will choose under which heading their responses belong. Students will deepen and broaden their understandings by reading the articles explaining different perspectives on treaties: *Treaties from 1760-1923: Two Sides to the Story* and *Treaties: Negotiations and Rights*.  After reading the articles, students will work in pairs to identify and discuss the big ideas from these articles. Students will then reflect on the responses on the T-chart and make any additions or changes to extend the big ideas listed. Have the students share their reasons for the changes with the larger group.  Explain to students that some of these big ideas will form the foundational aspects of their art project. The big ideas gathered (i.e., beliefs about signing peace and friendship treaties) may reflect different perspectives as they informed the spirit and intent of the treaties and their impact on relationships regarding land, resources, culture, identity, belonging, and power.  **Activity/Experience**  Share the resource *George Littlechild:* *The Spirit Giggles Within*,by Cree artist George Littlechild. Direct the students’ focus to the artwork on pages 41, 59, and 88 to recognize Littlechild’s use of colour, symbols, and medium to depict emotions, mood, and cultural influences and how they relate to big ideas about treaties.  Show the National Film Board of Canada short film *Vistas:* *Red Ochre* as an example of how visual art can be used to connect to story through perspectives on power, stories, and belonging*.*  Share how these resources demonstrate the ability of artists to bring social and cultural issues to life through art. They also provide visual examples of diverse art forms that depict ideas, perspectives, and juxtapositions on themes related to land, resources, culture, identity, belonging, and power as they relate to treaty.  Have students create a mixed media art project, from current media materials, in the style of George Littlechild that juxtaposes time and cultural perspectives by selecting symbols, colours, and mediums to render the different perspectives on big ideas related to treaties. By creating this art project, students will demonstrate a deeper understanding of the complexities of time and culture through artistic choices.  Have students complete a written or oral response that identifies the connections between the perspectives of treaties and the big ideas identified in their art project. Students will provide a rationale for their choices of colours, medium, and materials used to create their art project. The rationale should include an explanation as to how these choices are a reflection of the perspectives identified in their art project.  **Conclusion**  Have students share their personal response to the class regarding the juxtaposition of the perspectives presented in their art project. Students can speak to how the creation of the art project has shaped or changed their understandings about treaties.  **Extension**  Students develop an installation as a class art project that brings treaty, time, and culture to life in various art forms.  **Assessment for Student Learning**  Consider multiple ways students can demonstrate their understanding of the differing perspectives of treaties and how the formation of an image is influenced by the artist’s choice of medium, the time, and the culture.  **Keywords:** belonging; relationship; perspectives; treaties; culture; time; artist  **Themes:** treaty rights  **Teacher Background**[[2]](#endnote-2)  ***Conversation Guide: Alberta Treaties 6, 7, 8*.** Alberta Regional Professional Development Consortium. Retrieved from: [empoweringthespirit.ca/wp-content/uploads/2017/05/Alberta-Treaties-678-1.pdf](http://empoweringthespirit.ca/wp-content/uploads/2017/05/Alberta-Treaties-678-1.pdf)  **Walking Together: First Nations, Métis, and Inuit Perspectives in Curriculum**   * Aboriginal and Treaty Rights ([www.learnalberta.ca/content/aswt/aboriginal\_and\_treaty\_rights/](http://www.learnalberta.ca/content/aswt/aboriginal_and_treaty_rights/))   **Summary:** This section of Walking Together provides web links, documents, and videos about treaties, treaty rights, and First Nations’ perspectives about treaties.  **Talking Together: A Discussion Guide for Walking Together**   * ([www.learnalberta.ca/content/aswt/talkingtogether/index.html](http://www.learnalberta.ca/content/aswt/talkingtogether/index.html))   **Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum**   * Language, Cultural Identity and Voice ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))   **Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners (Alberta Education)**   * ([education.alberta.ca/media/3615876/our-words-our-ways.pdf](https://education.alberta.ca/media/3615876/our-words-our-ways.pdf)) |

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)