

SD8: Aboriginal Education Lesson Plan Template



Area of Focus: Identity and cultural teachings, Grade 4	
Big Idea: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.	
<p>SD8 Aboriginal Enhancement Agreement:</p> <ul style="list-style-type: none"> • Enhance student sense of belonging, pride and identity • Improve the success of all Aboriginal students • Improve connection between Aboriginal students, families, communities and schools • Improve awareness of history, culture, diversity and issues related to Aboriginal students <p>First Peoples Principles of Learning:</p> <ul style="list-style-type: none"> • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). • Learning involves recognizing the consequences of one’s actions. • Learning involves generational roles and responsibilities. • Learning recognizes the role of indigenous knowledge. • Learning is embedded in memory, history, and story. • Learning involves patience and time. • Learning requires exploration of one’s identity. • Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain 	<p>Curricular Competencies: Social Responsibility; valuing diversity – “students value diversity, defend human rights, advocate for others and act with a sense of ethics in interactions”</p> <hr/> <p>Concepts and Content Early contact, trade, cooperation and conflict between First Peoples and European peoples – marriages between First Peoples and Europeans</p> <hr/> <p>Learning Tasks/Essential Questions</p> <ul style="list-style-type: none"> • Who are the Metis? • What does the Metis flag symbolize? • Why are there two different coloured Metis flags; red, blue? • Why is it important to know who the Metis are? <hr/> <p>Ways of Expressing Learning /Assessments</p> <ul style="list-style-type: none"> • Participating in experience • Actively watching video (observation) • Asking questions along the way • Participating in classroom discussion • Offering support to classmates and teachers • Displaying a willingness to learn and engage • Creating Metis flag <hr/> <p>Resources:</p> <ul style="list-style-type: none"> • The Flower Beadwork People by Sherry Farrell Racette • Elder video “Bob Adams” • White paper • Paint, pencil crayons, pastels (red/blue) • Construction paper to mount flags • Glue stick • Pencils

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situations.

Key Themes to consider in the video:

- The Metis
- The division of Metis – French Metis and English half bloods or “country born”
- The North West Company and Hudson’s Bay Company
- Fur Trade
- Red River Settlement
- Louis Riel
- Red River Rebellion 1870
- Northwest Rebellion 1884-1885
- Cultural shame
- Loss of Territory
- Discrimination of Indigenous people in Canada – Indian act
- Racism

Curricular Connections

Grade 4

- Early contact, trade, cooperation, and conflict between First Peoples and European peoples
- The Fur Trade in Pre-Confederation Canada and British Columbia
- The Impact of colonization on First Peoples societies in British Columbia and Canada

Grade 5

- Human rights and responses to discrimination in Canadian society
- First peoples land ownership and use

Grade 6

- Global poverty and inequality issues, including class structure and gender
- Economic policies and resource management, including effects on indigenous peoples

Lesson Plan:

1. Activating Learning:

- Brainstorm with class about what they know about The Metis. Write student ideas on board, chart paper, or under a vision
- Read *The Flower Beadwork People* by Sherry Farrell Racette to class
- Add to brainstorm – What did you learn? What surprised you? What do you wonder?

2. Processing Learning:

- Explain that we will be watching a video of an Elder who will be telling his story of being Metis
- Play “Bob Adams” video
- Think/Pair/Share – reflect on what you learned from the video

3. Transforming Learning:

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- Bring to attention the symbol (*infinity*) on the Metis flag. Ask students who noticed this image and if they know what it means? Bring up image on a screen or pause video when image is displayed on screen.
- Have a class discussion about the meaning of this symbol on the flag
- The joining of two cultures and the existence of a people forever. Red symbolizes the Metis who worked for the Hudson's Bay Company, blue symbolizes the Metis who worked for the North West Company
- The students' task will be to create the Metis flag using materials listed above
- Provide example of art project on a screen
 - i. Things to consider: symmetry, line, colours, use of space
 - ii. First draw with pencil, then move on to other materials

4. Reflection:

- Gather in a circle and discuss the importance of learning about the Metis
 - i. Why is it relevant to know the history of the Metis?
- Share something that you learned

Additional activities:

- Metis Flag raising in Nelson (November)
- Make Bannock with class