

SD8: Aboriginal Education Lesson Plan Template



Area of Focus: Identity and cultural teachings, Grade 5	
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:</p> <ul style="list-style-type: none"> • Social Responsibility; valuing diversity – “students value diversity, defend human rights, advocate for others and act with a sense of ethics in interactions” • Critical Thinking - question and investigate • Personal Awareness and Responsibility <p>Concepts and Content</p> <ul style="list-style-type: none"> • Past discriminatory government policies and actions, such as residential schools <p>Learning Tasks/Essential Questions</p> <ul style="list-style-type: none"> • What do you know about residential schools? • What does resilience mean? • How do you think residential schools impacted indigenous people, their families, and future generations? • How would you feel if someone took you away from your family and you weren't able to see them? • How would you feel if you someone came and took all your possessions away from you and burned them in front of you? • How would you feel if someone told you you weren't able to speak your native language anymore and you were only allowed to speak a different language you didn't know very well? <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 • Participating in reflection <p>Resources:</p> <ul style="list-style-type: none"> • Elder video “Chris Luke”

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situations.

Key Themes to consider in the video:

- Residential Schools
- Spirituality – sweat lodge
- Importance of ceremony
- Resilience
- Racism
- Assimilation
- Cultural genocide
- Language
- Ktunaxa

Curricular Connections

Grade 4

- The Impact of colonization on First Peoples societies in British Columbia and Canada
- Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities

Grade 5

- Human rights and responses to discrimination in Canadian society
- First peoples land ownership and use
- Past discriminatory government policies and actions, such as residential schools

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:

- Do a connecting activity that involves having a conversation about what the students know about residential schools.
- You can do a brainstorm on the board or just have a conversation with the class.
- Another connecting activity could be reading a story book on residential schools. Eg. “When I was eight” by Christy Jordan-Fenton. Discuss what the students learned, noticed, wondered about the story book.

2. Processing Learning:

- Watch Elder video of “Chris Luke.”
- Think/Pair/Share – reflect on what you watched/learned/noticed/wondered about the video.

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3. Transforming Learning:

- After watching the video, you will conduct a circle with your students. (Please refer to the attached document on circle protocol).
- In the circle, you will explore several different questions with your class. These questions are intended to create a sense of empathy and perspective for the indigenous people who were impacted by residential schools.
- Some questions you can explore are:
 - How do you think residential schools impacted indigenous people, their families, and future generations?
 - How would you feel if someone took you away from your family and you weren't able to see them?
 - How would you feel if you someone came and took all your possessions away from you and burned them in front of you?
 - How would you feel if someone told you that you weren't able to speak your native language anymore and you were only allowed to speak a different language you didn't know very well?

4. Reflection:

- After the circle, you can get the students to write in their journals for 5 minutes about something that they will take away from this lesson or that really impacted them.