

Indigenous Connections to the Land

Objective of Lesson (in own words):

In this lesson, students will explore the meaning of “land” through an Indigenous perspective.

Guiding Questions:

How do Indigenous ways of knowing help us appreciate the importance of our land?

How can we show respect for the land?

<p>Learner Outcomes (Program of Studies)</p> <p>5.1.1 value Canada’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • Appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP) <p>5.2.1 appreciate the complexity of identity in the Canadian context:</p> <ul style="list-style-type: none"> • Acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history <p>5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP) 	<p>Plan for Differentiation / Inclusion</p> <p>-“Giving Thanks” book will be read aloud to provide students with both an oral and visual presentation of the information. Will have extra copies available so students can follow along and go at their own pace</p> <p>-Additional time for discussion to clarify key concepts for ELL students and students with exceptionalities</p> <p>-ELL students or students who struggle with writing can draw pictures in reflective journals</p> <p>-Students will participate in a think-pair-share activity as this will allow multiple entry points for learners</p> <p>-Teacher will post sentence frames on board for students to use for reflection journals</p>
<p>Knowledge, Skills, Strategies and Attitudes</p> <p>Attitudes:</p> <ul style="list-style-type: none"> • Value the diversity, respect the dignity and support the equality of all human beings • Appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada’s political, socioeconomic, linguistic and cultural realities <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the unique nature of Canada and its land, history, complexities and current issues • Understand the diversity of Aboriginal traditions, values and attitudes • Understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings <p>Skills and strategies:</p> <ul style="list-style-type: none"> • Apply skills of metacognition, reflecting upon what they have learned and what they need to learn 	<p>Preliminary Matters (Announcements, etc.)</p> <p>N/A</p>

	Time	Teaching Strategy	Student Activity	Resources	Assessment
Introduction (Link to previous learning, introduction of new concepts)	10 mins	-Teacher will connect back to student learning about what “land” means to them from previous lesson and will introduce idea that we will be learning what “land” means through an indigenous lens -Teacher will write what students share about what lands means to them on the board	-Students will participate in class discussion and share their thoughts on what lands means to them	-White board and markers	-Formative will be used throughout lesson to gauge student understanding of what land means to them
Activity Sequence	15 mins	-Teacher will show videos from Indigenous peoples about how they view, use, treat and respect the land using walking together website -Teacher will pause after each video to discuss how the perspective of the Elder/Indigenous person was different or similar to their view of the land	-Students will watch videos and participate in class discussion on how the view from the Indigenous Elder/person was different or similar to their view of the land -students will do think-pair-share activity to discuss thoughts	http://www.learnalberta.ca/content/as/wt/connection_to_land/#respecting-intro	- Formative assessment will be used as students participate in class discussion and think-pair-share activity
	-20 mins	-Teacher will read “Giving Thanks” book to introduce idea of sustainability -Prior to reading the book, teacher will ask students what they think the book will be about and discuss what it means to “give thanks” -After reading the book teacher will facilitate class discussion -Questions: What are some things that keep the environment healthy? Who is responsible for making/keeping the environment healthy? Did you learn anything new about the Indigenous peoples view of the land?	-Students will actively listen as teacher reads book aloud and participate in class discussion based on discussion questions	-“Giving Thanks” book	

Closure (Summary of learning, link to upcoming learning)	-10 mins	-Teacher will end lesson by asking students to write in journals to reflect/expand upon what land means to them/ what it means to Indigenous peoples and if it has changed from last lesson -Teacher will walk around classroom as students are writing in their journals Prompting questions for journal: How does this book and the videos affect your attitude toward the environment/the land?	-Students will write in reflection journals	-pencils and students' reflection journals	-teacher will use formative assessment from student journals to gauge student understanding of what the land means to them through a indigenous perspective -students will use assessment as learning while reflecting upon their learning in their journals
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Reflection -To be completed after lesson Did this lesson make an impact on the students? Did the lesson allow students to connect to the world around them? What would I do differently next time?

Adapted from Alberta Education, Canada, 2008