

“Go Forward with Courage”

K – 7: Entry Point Lesson Plans to Help Teachers Indigenize the Curriculum and Classroom

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North Vancouver School District 44

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Territory Acknowledgement

We would like to start by thanking the Squamish and Tsleil-Waututh Nations for allowing us to create this resource on their traditional unceded ancestral territory. We are grateful to be afforded the opportunity to live, work, and learn in this place.

Acknowledgements for the use of Schools in North Vancouver School District

Traditional Territory Acknowledgement

I would like to start by acknowledging and thanking the Coast Salish people whose traditional territory North Vancouver School District resides on. I express our gratitude to the Squamish Nation and Tsleil Waututh Nation and we value the opportunity to learn, live and share educational experiences on this traditional territory.

Reconnaissance du Territoire Traditionnel

J'aimerais reconnaître et remercier les peuples autochtones de la côte Salish dont leur territoire traditionnel est le lieu de la Commission scolaire de Vancouver Nord. J'exprime notre gratitude à la nation Squamish et à la nation Tsleil-Waututh. Nous apprécions l'occasion d'apprendre, de vivre et de partager des expériences éducatives sur ce territoire traditionnel.

Introduction

This project has been initiated by the North Vancouver School District Aboriginal Education team, to support the Indigenization of school curricula. With the transformation of the British Columbia Ministry of Education's curriculum, many teachers have been seeking support and guidance in bringing in Aboriginal perspective and content into their classrooms. We hope that this resource will provide educators with the courage to continue Indigenizing their classrooms to make the learning environment more inclusive thus enriched for all learners.

In addition to the curricular shift in our province and nationally, there are initiatives, such as the Truth and Reconciliation Commission Recommendations, to promote and support social justice for Indigenous peoples in Canada. This is a positive change for moving forward and understanding our shared history and paving the way for positive inclusion for all people in Canada.

To assist in promoting a more accepting and equitable society, every child needs to learn about the true history of Canada including the impacts on First Nations communities in both a historical and modern context. We hope that these lessons help you build upon the great work that is already happening in our district. These lessons are designed to provide teachers with simple entry points to imbed Indigenous perspectives and/or worldviews into every day lessons. It is paramount that all children understand the place history of where they live. When the general population understands their place history it will ultimately support the sense of belonging children of Aboriginal ancestry feel in their school communities.

These lessons have been designed to be very basic so that each lesson could be easily adapted for various grade levels. For example, the *Local First Nations in Our Community* lesson (Page. 17) is a great place to start for any grade level. It is important everyone to know who are the First Peoples in their community.

We know that great things are already happening, and if you have lessons that you wish to share with us and potentially be included in this resource, please contact NVSD's Aboriginal Education department (see contact list).

PRIMARY LESSON PLANS

Primary (Grades K-3) Lesson

Curriculum: Social Studies

Topic: Aboriginal People in Canada

Social Studies: Curricular Competencies

Content

- First Nations have a long historical connection to the land
- Grades K-3: K - First people in community; 1 - Diverse cultures; 2 - Diverse characteristics; 3 - Cultural characteristics

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Introduction	Who are the Aboriginal people in Canada? Discuss with students Aboriginal a. First Nation b. Metis c. Inuit - for First Nations group we have focused primarily on West Coast nations Each group is diverse and distinct, although they may share similarities - Geographical territory contributes greatly to each Nations culture
Activity	Using Venn diagram, cut and sort word/pictures and sort on graphic organizer Can be done individually, in small groups, or as a class. Next, have students infer where items come from in Canada
Conclusion	Play a game to reinforce and edit Venn diagram. In groups, teacher shows class each of the pictures for the Venn diagram activity. In groups; students discuss and hold up a sign for First Nation, Metis, or Inuit or any combination of the three to show which group they think it belongs in. Suggestion: Add movements to the game (example: jump 3x for FN, high knees for metis, and stand/sit for inuit – or make up your own/student choice) Verbal exit slip: What are the three aboriginal groups in Canada

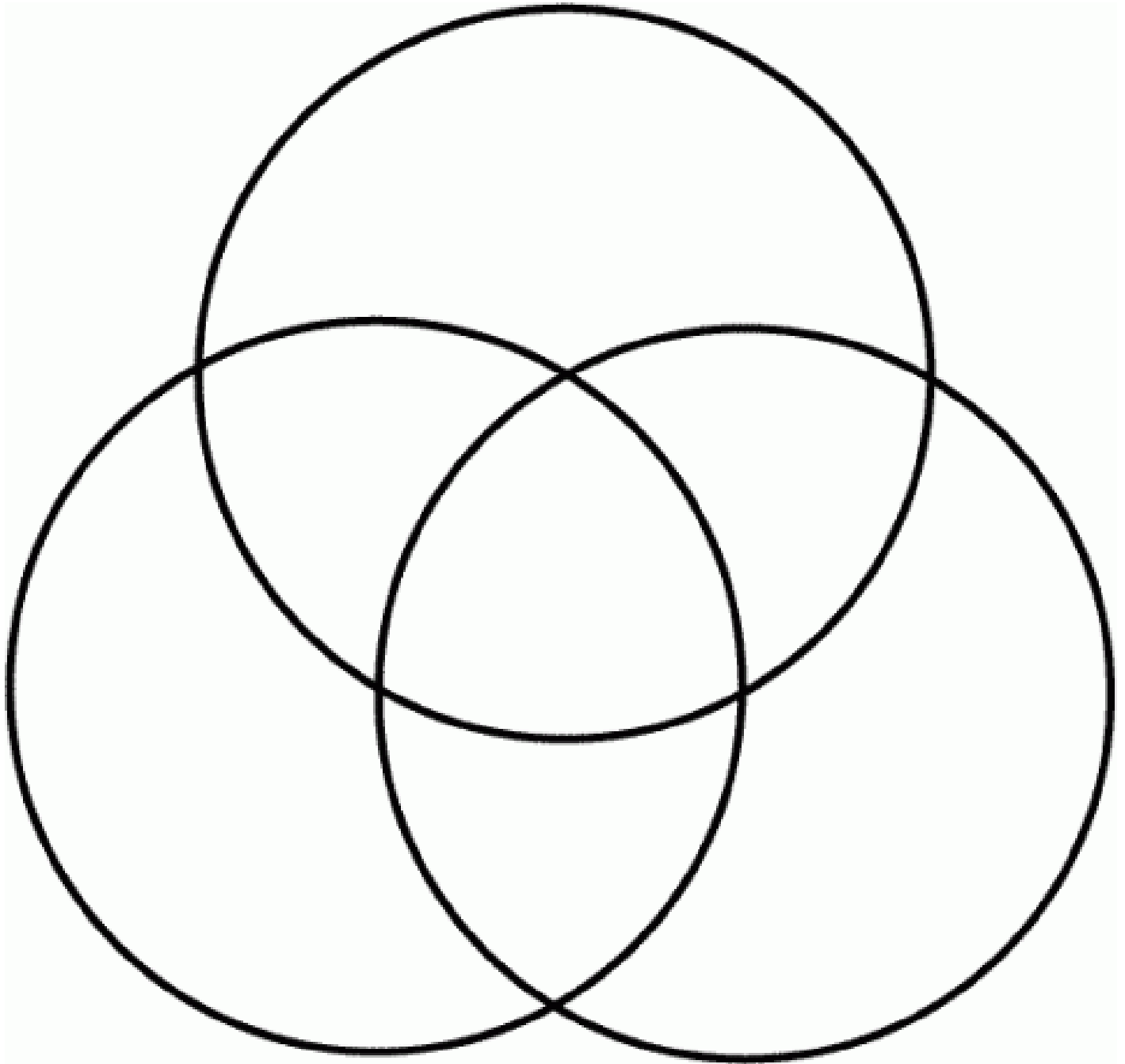
Background Information for Teacher: This is a very broad introduction to the three distinct aboriginal groups in Canada. Canada recognizes 901,053 people from 618 First Nations communities, 418,380 self-identified Metis people, and approximately 155,000 Inuit people from 53 communities across the northern regions of Canada. (Information found on the AANDC website: <http://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021>)

First Nation	Metis	Inuit	All	FN/Metis
Totem Poles Longhouse Cedar weaving Bentwood Box House Post	Red River Cart Sash Fiddle Jigging	Igloo Ulu Goggles Kayak Inuksuk	Hide Lodgings Hide Drums Paddles Hunt/Gather Animal Moccasins	Tipi Canoe Weaving

Name: _____

Aboriginal Peoples in Canada

First Nation



Metis

Inuit

Primary (Grades K-3) Lesson

Curriculum: Science

Topic: Seasons

English Language Arts: Curricular Competencies

Comprehending and Connecting

- First Nations have a long historical connection to the land
- Explore stories from Aboriginal cultures, to gain an appreciation of identity, family, and community
- Draw on prior experience and knowledge to make connections

Resources: Seasons by Terri Mack	Strong Nations	Level 10
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Pre-Reading	Brainstorming Questions: What is a Calendar? How did people tell the seasons before there were written calendars (sport seasons, holidays)? When do special celebrations happen in your home? Show four square graphic organizer and use to brainstorm ideas and images for each of the four seasons. K/1 – What is a season? K/1 – Which season do you think it is on the cover of this book? K/1 – Which season is it outside right now? 2/3 – Which months of the years does this cover remind you of? 2/3 – What is your favorite activity or holiday in those months?
During	Read aloud: During read aloud, have student visualize how they connect with each season.
Post-Reading	Compare and discuss similarities and differences between our classroom calendar to a First Nations community's lunar calendar (Seasons p.10-13). Next, glue clipart images into each of the four seasons on the four square graphic organizer. Have students choose an image of a traditional First Nations seasonal activity and put it in the correct season as a class. Introduce graphic organizer of the circular seasonal chart Teacher could possibly take students outside to look for some of the signs of the season.

Background Information for Teacher: Many First Nations communities revolve around a lunar calendar, thirteen moons. Each moon is the onset of a new cultural practice. This lesson focuses on the changing seasons.

Many coastal first nations have similar seasonal practices. Page 10: Winter is the time for teaching, storytelling, winter celebrations, and learning. Page 11: Spring (in Squamish) is marked by the singing of the frogs. It marks the end of winter celebrations and the start of spring. Page 12: Summer is the time to work and enjoy the abundance of the coast (salmon, berries, shellfish, etc). Page 13: Fall is the time to prepare for the winter by hunting, fishing (smoking/drying), gathering, etc.

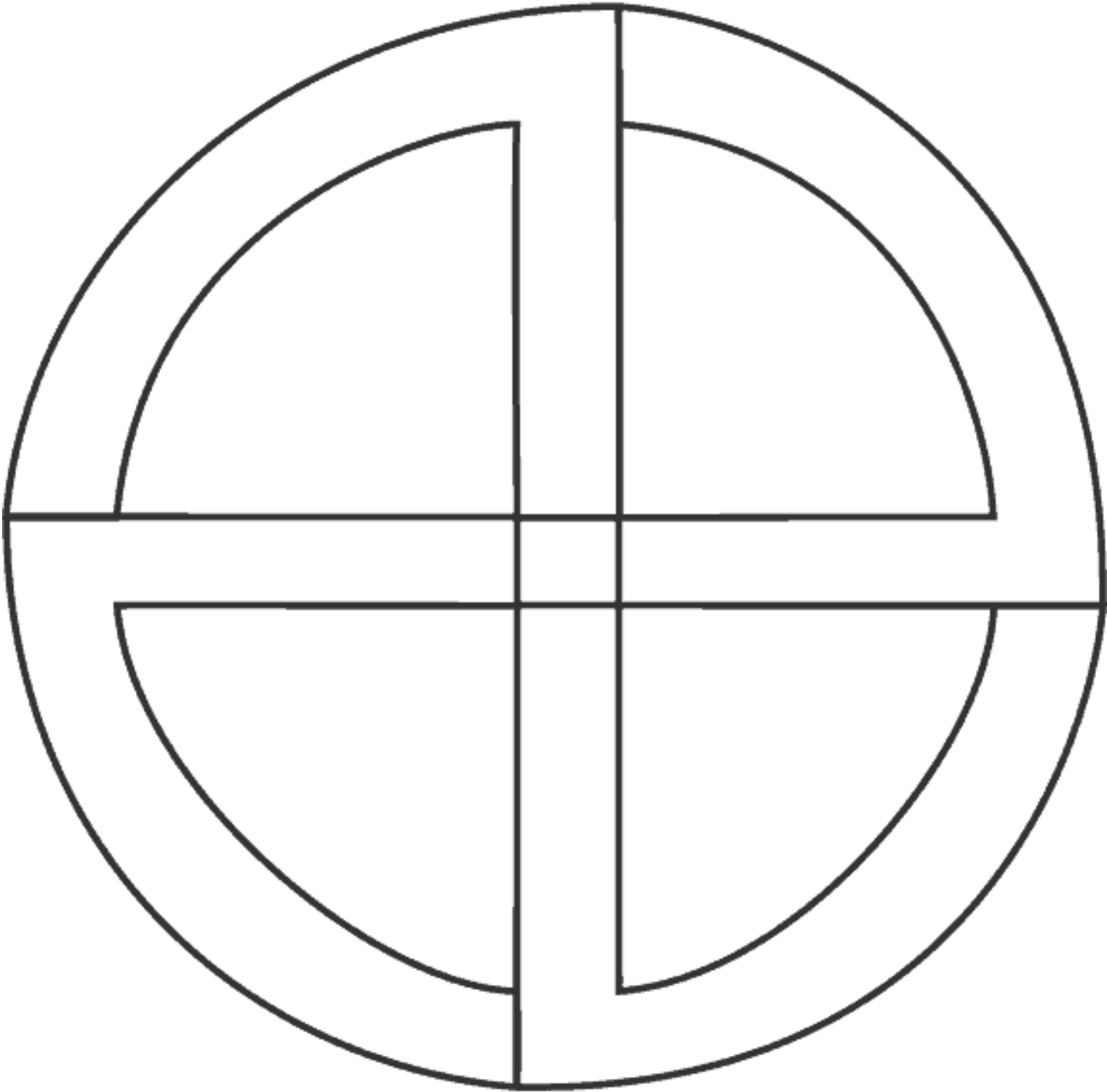
Name: _____

What happens in each of the four seasons?

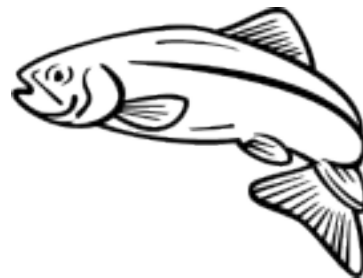
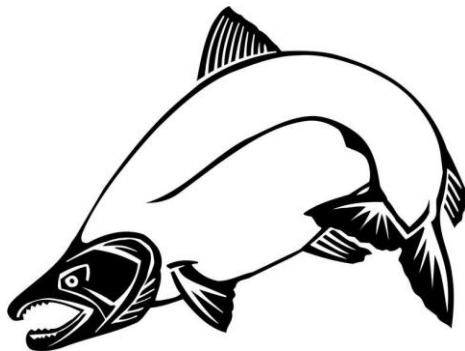
<p>Winter</p>	<p>Spring</p>
<p>Summer</p>	<p>Fall</p>

Suggested Clipart for Four Square Graphic Organizer





Four Square Suggested Clipart for Circular Graphic Organizer



Primary (Grades K-3) Lesson

Curriculum: Social Studies

Topic: Local First Nations in Our Community

Social Studies: Curricular Competencies

Concepts and Content

- People, Places, and Events in their local community (K-1)
- First People in their local community(K-3)
- Diverse characteristics and culture of local First Nations communities (2-3)

Introduction	<p>Brainstorming Questions:</p> <p>What is our schools symbol/logo? How many of you have a family crest, symbol or tartan? Why? What does it mean/show? (Suggest showing local sports team or school Symbol) Why do teams wear the same thing? Olympics in Canada (red/white)?</p> <p>Show the students the two images of the Thunderbird and Wolf. Ask them what they know about the two symbols. Have they seen them before in the community?</p> <p>Have you ever wondered why we acknowledge the traditional territory of the Squamish and Tsleil-Waututh at assemblies? Discuss</p>
Activity	<p>Weather and location permitting, the teacher might consider talking the students for a walk to visualize what our community would have looked like long ago. Or on the map of Burrard Inlet, talk about what North Vancouver would have looked like before we had roads, cars, electricity, etc. Which animals might you see? What plants and trees might you see? Which people would you see?</p> <p>(K-1) Hand out individual North Shore maps and have the students add the local First Nations symbols to it as well as things that are important to them (home, school, special place, etc).</p> <p>(2-3)Using a large piece of poster paper as a class, make a community map including the locations of local First Nations.</p> <p>See Aboriginal Affairs and Northern Development Canada (AANDC) website to see an interactive map of all the First Nation Communities in Canada http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.asp</p>
Closing	<p>(K-1) Present their map to their peers at their table group</p> <p>(2-3) Present a part of their community that makes them happy and acknowledge the Squamish and Tsleil-Waututh for sharing their traditional territory.</p> <p>Ex. "I like living close to Cates Park because I love visiting the ocean with my dad. I thank the Tsleil-Waututh Nation for sharing their territory."</p> <p>"I love shopping at Park Royal with my sister. I thank the Squamish Nation for sharing their territory."</p>

Background Information for Teacher: This lesson is developed to extend on the teachings around community.

Attached are the symbols of the two local First Nations (Squamish: Thunderbird/Tsleil-Waututh: Wolf)
Pronunciation Help: Tsleil-Waututh "SLAY Wah-Tooth"

Some people think of the Tsleil-Waututh as the Burrard Band but this is a historically inaccurate term.

Both Nations are Coast Salish First Nations but today are politically and linguistically separated. The Squamish people speak Skwxwu7mesh Snichim ("Skwo-ho-mesh Snay-chim"), while the Tsleil-Waututh speak Hen'q'umi'num ("Hun-cuh-me-num")









Label the Landmarks:

- ☐ Where are our local First Nations reserves?
- ☐ Where is our school?
- ☐ Where is your house?
- ☐ Choose a place that is important to you

○ My place is _____

My place is important to me because

Primary (Grades K-3) Lesson

Curriculum: Science

Topic: Cedar

Science: Curricular Competencies

Comprehending and Connecting

- Aboriginal understandings of science are embedded in the day-to-day life – integrated, not seen as separate understanding of life.
- The role of current and tradition knowledge of the life cycles (plant/harvesting) in helping humans survive
- One “system” cannot be fully known without an understanding of how it is intricately connected to other “systems”

Cedar – The Tree of Life by Brenda Boreham	Strong Nations	Level 20
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Pre-Reading	Brainstorming Questions: Show image of a cedar cape (p.13). What is this picture of? What is the cape made of? How did Patti Puhn know how to make this? What did she have to learn to make this? Why did people make clothes out of cedar? Flip to cover. Why do you think cedar is called “the tree of life”?
During	Read aloud: Read up to page 4. Discuss why cedar is the tree of life. Predict what the “everyday uses” might be. Finish story.
Post-Reading	Talk about the different parts of the cedar tree. Roots, Inner Bark, Boughs, etc. Why is the outer bark removed? Why was cedar used on the coast? If possible, take students outside to find a cedar tree and name the parts of the tree.

Background Information for Teacher: For detailed science information see

<http://www.sfu.museum/time/en/flash/> on how cedar was traditionally processed.

Cedar bark was gathered and processed in the spring (because it was warmer and sap was running more freely) and saved until the winter for making baskets and clothing, etc.

Harvesting information <http://indigenousfoundations.arts.ubc.ca/home/culture/cedar.html>



Western Red-Cedar

Primary (Grades K-3) Lesson

Curriculum: Language Arts

Topic: Aboriginal Alphabet

English Language Arts: Curricular Competencies

Comprehending and Connecting

- All students know what the languages are of the traditional territory and know a few words.
- Language structures and features including concepts of print, phonemic and phonological awareness
- Draw on prior knowledge and experiences

Introduction	Brainstorming Questions: Using a story of teachers choice or phonetic lesson/concepts of print, teachers will use aboriginal alphabet template to introduce words and sounds relating to the first peoples of North America. If possible bring in item or photos that connect to the item/object from the Aboriginal Alphabet. See Appendix
Activity	Introducing the letter, choose the aboriginal concept from the aboriginal alphabet. Have them draw or color and write corresponding word.
Closing	Share your picture and use your word again.

Background Information for Teacher:

A- Arrow B- Bentwood Box C- Canoe: Birch canoe from eastern woodland territory D- Drum: Traditionally made from deer or elk hide E- Eagle: "Spak'wus" in the Squamish language (SPAH-Kose) F- Feather G- Goggles: Made by the Inuit people to protect eyes from sun and glare from snow H- Hat: Made from cedar I- Igloo: Traditional Inuit winter dwelling	J – Jewelry K – Kekuli: Traditional pit house dwelling from the BC interior L – Longhouse: Coastal style longhouse in image. M – Moccasins N – Net O – Oolichan: Grease from fish was highly valued trade item on the BC coast P – Paddle Q – Quilt: Cree star quilt R – Red River Cart: Metis innovation for travel and buffalo hunts S – Snowshoe T – Totem Pole: Specifically from the North West Coast of North America	U – Ulu: Knife used by the Inuit to scrape seal skins V – Violin: Instrument used in traditional Metis Jigging (aka Fiddle) W – Wigwam: A woodland dwelling made from branches and bark X – Xwup Xwup: Sliammon, a Coast Salish nation's name for the hummingbird ("Hope-hope") Y – Yarn: Spun from mountain goat and dog hair to make blankets and sweaters Z – Zuni Pottery: Zuni are traditionally from the Arizona area and well known for their pottery
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Primary (Grade 3) Lesson

Curriculum: Social Studies

Topic: Local First Nations Way of Life

Social Studies: Curricular Competencies

Content

- Cultural characteristics and traditional ways of life of local First Peoples

Resources: *P'esk'a and the First Salmon Ceremony* By: Scot Ritchie

Introduction	Background knowledge from the students - ask questions such as "Have you visited Harrison Hot Springs?" "Do you know anyone who lives around Harrison?" Brainstorm with students about their own cultural characteristics and way of life.
Activity	Read Aloud On the second page have students predict why the tray is so special? Have students connect with why it might be an important day. During the story have students infer what is happening in the pictures. Have students infer which season the story is taking place in.
Conclusion	Post reading: As a whole group discuss and have students provide examples of cultural characteristics and traditional ways of the Sts'ailes First Nation community On graphic organizer, students will provide written examples of the Sts'ailes Traditional Way of Life and the Sts'ailes Cultural Characteristics in a mind map format. To remind students how the term Aboriginal breaks down, have students fill out as part of mind map (see example below).

Background Information for Teacher: *Sts'ailes First Nation is a Coast Salish Nation They are not affiliated with any other First Nations. They still celebrate the First Salmon Ceremony today.*

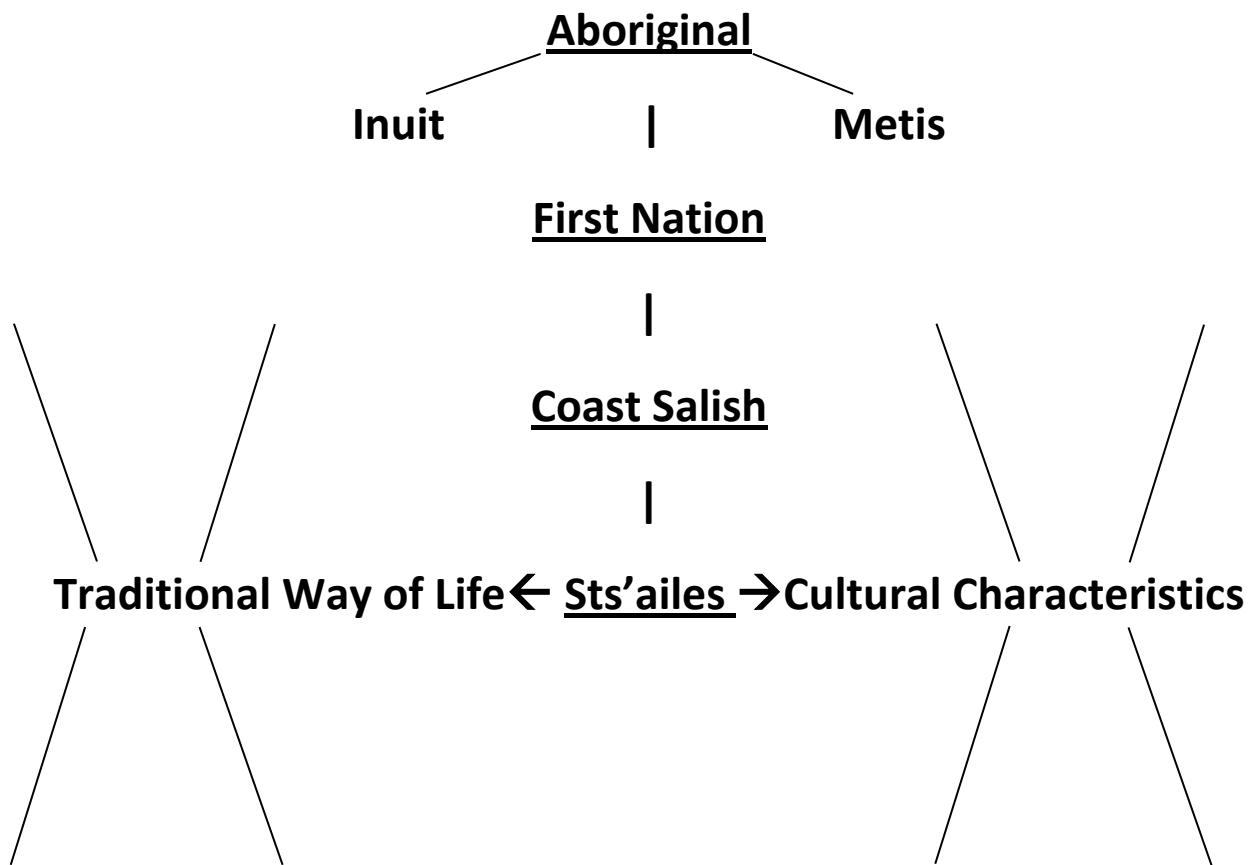
<http://www.stsailes.com/about/frequently-asked-questions>

Aboriginal is comprised of 3 groups: First Nation, Inuit, and Metis; First Nation is broken into a number of different groupings (such as Nuu-Chah-Nulth, Kwakwaka'wakw, Interior Salish, etc) and nations (Haida, Ktunaxa, etc), Coast Salish being one of those groups of First Nations; Sts'ailes is one of many Coast Salish First Nations. Other Coast Salish Nations include Squamish, Tsleil-Waututh, Musqueam, Lil'Wat, Sliammon, Tsartlip, Sechelt, etc.

Example: Aboriginal → First Nation → Coast Salish → Sts'ailes

Name: _____

P'esk'a and the First Salmon Ceremony



INTERMEDIATE LESSON PLANS

Intermediate (Grades 4-7) Lesson

Curriculum: Social Studies

Topic: Aboriginal People in Canada

Social Studies: Curricular Competencies

Content

- First Nations have a long historical connection to the land
- Grades 4 -7: 4 – Aboriginal People in Canada; 5 – Land use of Aboriginal People; 6 – Urbanization /migration of First People; 7 – Social, political, legal, government, economic systems and structures of Aboriginal peoples in Canada

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Introduction	<p>Who are the Aboriginal people in Canada? Discuss with students</p> <p>Aboriginal</p> <p>a. First Nation b. Metis c. Inuit</p> <p>Each group is diverse and distinct, although they may share similarities</p> <ul style="list-style-type: none">- Geographical territory contributes greatly to each Nations culture
Activity	<p>As a class or individually do a KWL (What I Know, What I Wonder, What I Learned). Save 'Learned' for after.</p> <p>As a group discuss what the meaning of the word <u>Aboriginal</u> is. Have students fill out Frayer model about the word <u>Aboriginal</u></p>
Conclusion	<p>Complete the "Learned" section of the KWL chart.</p> <p>Reiterate that the term Aboriginal in Canada is used to include First Nation, Metis and Inuit peoples.</p>

Background Information for Teacher: The word *Aboriginal* in Canada refers to the original inhabitants of North America. Synonyms: *First People, Indigenous People*. The word is inclusive of our three Aboriginal groups: *First Nation, Metis, and Inuit*. Canada recognizes 901,053 people from 618 First Nations communities, 418,380 self-identified Metis people, and approximately 155,000 Inuit people from 53 communities across the northern regions of Canada.

Extensions: Have students complete 3 addition Frayer models with the terms, *First Nation, Metis, and Inuit*. Possibly have them look at AANDC website for statistics on populations/communities etc.

<http://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021>

Definition

Picture

Characteristics

Examples

Intermediate (Grades 4-7) Lesson

Curriculum: Language Arts

Topic: Aboriginal Storytelling

Language Arts: Curricular Competencies

Content

- First Nations have a long historical connection to the land
- Gr.4-5 Identify how stories from First Peoples culture connects to land
- Gr.6-7 Recognize and appreciate the role of story in expressing First Peoples perspectives, values, beliefs, and points of view

Resources: People of the Land: Legends of the Four Host First Nations:
Sch'ich'iyuy – The Sisters Mountains (P.81-90)

Introduction	In the classroom or outdoors have students close their eyes and visualize what the land in their community would have looked like 5000 years ago, without buildings, electricity, etc. What might they see, smell, hear, etc?
Activity	Show the class the picture(p.80) of the Sisters (aka. The Lions) Read the Squamish Legend: Sch'ich'iyuy – The Sisters Mountains (P.81-90). Take time to show student the pictures as you read. Ask students what they learned the story?
Conclusion	Have students write a summary of the Sisters (lions) legend. (Ex. If you had a visitor from another country come to visit, how would you tell them the story of those mountains? To differentiate, allow for students to summarize the story in a way that works for them (visually, orally, written).

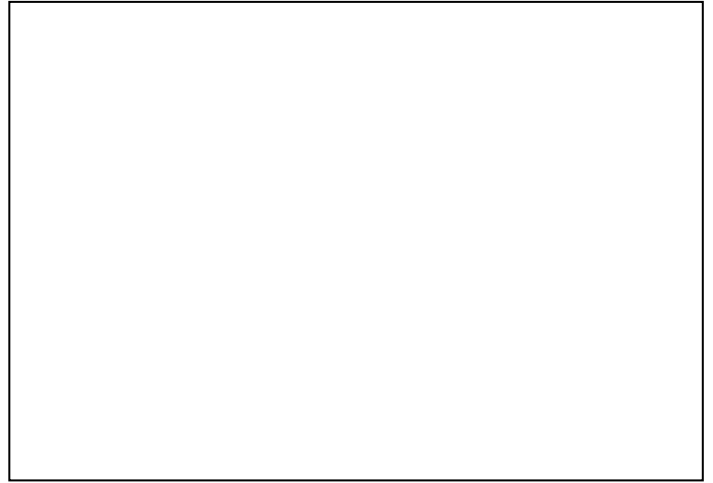
Background Information for Teacher: Read the back cover of the Book. When students summarize the story of the Sisters, ensure that they acknowledge where the story came from. For example, “The First Nation in North Vancouver called those mountains the Twin Sisters, they were kidnapped by the Haida but facilitated peace, so when they passed away they were transformed into those mountains that watch over Squamish territory.”

* Each of the Legends in this resource could easily be used in a similar lesson to connect First Peoples story telling with the land and Indigenous perspectives, values and beliefs.

Extensions: Have the students come up with their own story of how the Sisters Mountains came to be.

Name: _____

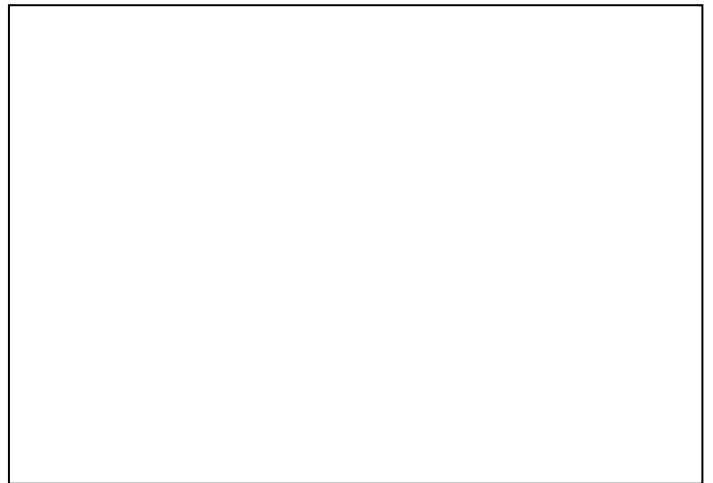
Beginning:



Middle:



Ending:



Intermediate (Grades 4-5) Lesson

Curriculum: Social Studies

Topic: Indian Residential Schools

Lesson One

Social Studies: Curricular Competencies

Concepts and content

- First Nations have a long historical connection to the land
- 4: The impacts of colonization on Aboriginal societies
- 5: Government Aboriginal policies and Aboriginal response over time

Resources: Shi-shi-etko by: Nicola Campbell
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Introduction	Talk about the term “Indian” KWL (Know, Wonder, Learned) K: What do you already know about Indian Residential Schools (IRS)? W: What do you wonder about IRS?
Activity	Read Shi-shi-etko to students (in most Aboriginal Literacy Kits or School Libraries) Discuss Shi-shi-etko’s experience. How did the story make you feel? What did it teach you about First Nations or their experience in Residential School?
Closing	L: What additional have you learned today about IRS?

Background Information for Teacher: The term “Indian” is was used by Christopher Columbus when he and his crew were searching for a new trade route to India. Columbus was under the impression he had in fact landed in India, and since then, our Indigenous people on this continent have been known as Indians. Even today, the legal term for a First Nations person is “Status Indian”. Change is finally starting to happen. For example, Indian and Northern Affairs Canada (INAC) was changed June 13, 2011 to Aboriginal Affairs and Northern Development Canada (AANDC). **Note:** Sensitive material and subject matter: may evoke strong emotions.

Possible Extensions:

Read Shin-Chi’s Canoe

IRS activity as an extension to this lesson:

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanket-exercise/>

Indian Residential Schools

Name: _____

<i>What I Know already</i>	<i>What I Wonder</i>	<i>What I Learned</i>

Intermediate (Grades 4-5) Lesson

Curriculum: Social Studies

Topic: Indian Residential Schools

Lesson Two

Social Studies: Curricular Competencies

Concepts and content

- First Nations have a long historical connection to the land
- 4: The impacts of colonization on Aboriginal societies
- 5: Government Aboriginal policies and Aboriginal response over time

Resources: Print out copies of time line and cut into separate pieces (see website below)

Introduction	Brainstorming Questions: What is an Indian Residential School? Why was the term Indian used in these schools? When and for how long did these schools operate?
Activity	Build Timeline in small groups (this activity can be done in small groups building parts of the time line Group one: pre 1875 Group two: 1875 – 1900 Group three: 1900 – 1940 Group four: 1940 – 1980 Group five: 1980 – 2000 <ul style="list-style-type: none">• Timeline available on Legacy of Hope website (see below) After the small groups have completed their section of <i>100 Years of Loss</i> time line have a students build the <i>100 Years of Loss</i> timeline together as a whole class. Have each group present their section of the time. Have students share a fact that surprised them
Closing	Discuss Why did the Canadian government want Indian Residential Schools? What is cultural genocide? Did the Indian Residential Schools achieve cultural genocide? Why should we learn about Indian Residential Schools as part of Canadian history? When did the last Indian Residential School close? Why did the Canadian government apologize? What action needs to take place for the apology to be sincere?

Background Information for Teacher: Please pre-read timeline facts. **Note:** Sensitive material and subject matter: may evoke strong emotions.

<http://www.legacyofhope.ca/downloads/100-years-print.pdf>

100 Years of Loss Timeline Activity

Group Members: _____

Date Range: _____

Presentation Notes:

What facts surprised us most?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Intermediate (Grade 6) Lesson

Curriculum: Social Studies

Topic: Aboriginal Governance

Social Studies: Curricular Competencies

Big Idea

- Economic self-interest can be a significant cause of conflict among peoples and governments

Resources: Secret of the Dance By: Andrea Spalding and Alfred Scow

Introduction	Brainstorm as a class and write examples on the board: What things/activities do you enjoy most? (Sports, Video Games, Dance, Computer, TV, Playing with friends, Art, Music)? How would you feel if they were taken away? Who has the power to take things away from you? (Parents, Older Siblings, Teachers, Government)?
Activity	Read aloud the first page of "Secret of the Dance". Discuss with class the word "Defied". The government and First Nations had different perspectives on what society looked like. The Canadian government didn't want First Nations to do things differently than how they did them. For this reason they banned ceremonies and cultural practices that they didn't understand and risked the effectiveness of assimilative policies. Why did the Canadian government want to assimilate First Nations people? <ul style="list-style-type: none">- Because of their economic self-interest. Finish reading "Secret of the Dance" including historical note; allowing for students to ask questions throughout.
Conclusion	What was the conflict in the story between First Nations and the Canadian Government? Discuss. How do you think the government benefited economically from banning First Nation ceremonies? Discuss.

Background Information for Teacher: <http://www.ictinc.ca/the-potlatch-ban-abolishment-of-first-nations-ceremonies> Indian Agents were government appointed officials who carried out government interests on reserve. First Nations people would have to have permission from the Indian Agents to leave reserves. One source of conflict between First Nations and Government arose from their cultural celebrations being banned.

Intermediate (Grades 6-7) Lesson

Curriculum: Physical and Health Education

Topic: Wellbeing of Self and Others

Physical and Health Education: Curricular Competencies

Big Idea

- Learning about similarities and differences in individuals and groups influences community health

Resources: Class Set: *A Day in the Life (Part of the Raven Tales Series)*

Introduction	<p>Hand out class set of books</p> <p>Read aloud the Raven Tales story "A Day in the Life"</p> <p>On page 39, stop reading and let the class debate and discuss who they think deserves the salmon.</p> <p>Finish story.</p>
Activity	<p>Introduce the Readers Theater activity.</p> <p>Let students go through the process of selecting their own parts.</p> <ul style="list-style-type: none">- Students may choose non-speaking or 'behind the scenes' parts such as lighting, sound effects, props, etc. <p>Speaking Parts: 1. Narrator 2. Eagle. 3. Raven 4. Qos 5. Wina 6. Klundux (green child) 7. Widi (child) 8. Igis (woman) 9. Frog 10. Seagull 11. Butterfly 12. Insect Chief 13. Great Spirit 14. Bear 15. Wolf</p> <ul style="list-style-type: none">- If you would like, you may give students enough time to prepare and present their readers theater, or you may save it for another day and stop them once there are organized into their roles- Teacher should note the different nature of some of the students to point out during the conclusion part of the lesson (ex. "Ben I noticed you were very enthusiastic about being Raven, it must be in your nature to be confident and more comfortable as the 'star'. And Suzie, I noticed you didn't want a speaking role and chose to do the sound effects. It might not be in your nature to be in the spot light, but you still contributed to the group in your own way")- Or let students point out their own understanding of their "nature" as to why they chose the role that they did.
Conclusion	<p>In the story they often refer to each characters "nature"</p> <ul style="list-style-type: none">- What does it mean that each character is acting "according to their nature?"- How did students act in their own nature when going through the process of selecting their own parts for the reader's theater

Background Information for Teacher: The story is set in a pre-contact North West Coast First Nation community. The attire looks as if it is meant to be traditional cedar woven clothing. It is important for students to remember that First Nations people are still here and live much like they do.

Intermediate (Grade 7) Lesson

Curriculum: Science

Topic: Fossils

Science: Curricular Competencies

Concepts and content

- First Nations have a long historical connection to the land
- Fossil records and geological dating

Resources – if possible have laptops or iPads for the students.

Introduction	Brainstorming Questions: How long have people been in North America? How do you know? What is a fossil? What is an artifact? What is a First Peoples word for artifact? (belongings) What evidence is there of human occupation in British Columbia?
Activity	"Informational Dig" – using the articles below and the provided graphic organizer, students will extract information and report back to the class in groups. Group 1: http://www.cbc.ca/news/canada/british-columbia/footprints-found-on-b-c-s-calvert-island-could-be-oldest-in-north-america-1.3123779 Group 2: http://www.ctvnews.ca/sci-tech/human-footprints-found-on-b-c-shoreline-may-be-13-000-years-old-1.2435011 Group 3: http://news.nationalpost.com/news/canada/footprints-found-on-a-remote-b-c-island-could-be-13000-years-old-the-oldest-in-north-america Group 4: http://www.theglobeandmail.com/news/british-columbia/footprints-uncovered-off-bc-coast-could-be-oldest-in-north-america/article25069583/ Present findings to support evidence of people living in North America since <i>Time Immemorial</i> ? Present their opinion of who they think those people were?
	Together as a group look at and discuss maps http://fnpim-cippn.aandc-aadnc.gc.ca/index-eng.asp https://www.bced.gov.bc.ca/abed/images/map2.jp Find Calvert Island and discuss why people may have settled there (Seasonal, weather, natural resources, etc)

Background Information for Teacher: Many culturally and linguistically distinct First Nations have creation/origin stories dating back to time immemorial. The traditional ancestral territory of Calvert Island is shared by the Oweekeno and Heiltsuk First Nations.

Informational Dig

Name: _____

How long have people inhabited North America?

Did your article discuss any other theories, and if so, what do you know about them?

How do fossils contribute to our understanding of the past?

Do you think the author has a bias on the topic, and if so, what do you think the author's bias is?

Intermediate (7) Lesson

Curriculum: Science

Topic: Cyclical Changes in Environment

Science: Curricular Competencies

Concepts and content

- First Nations have a long historical connection to the land
- Cyclical changes in the environment
- Adaptive changes in species

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Introduction	Brainstorming Questions: What does the term <i>cyclical</i> mean? How do cyclical changes affect our modern society? How did cyclical changes affect people in the past? How do people/animals adapt to changes in their environment?
Activity	Take students outside. Use your senses. Which season is it? What do you know or what would you need to survive through this season? How would cyclical changes affect food sources? (hunting or harvesting for different species at different times) What natural resources are around us right now that could help sustain us? In partners, search for natural resources in this area. What's there? What's missing?
Closing	In partners, make a T chart about natural resources that are in the area visited during this season, and what resources are missing that they would also need to survive. Possible extension – Repeat in different seasons

Background Information for Teacher: *Aboriginal people were very advanced in reading patterns in the environment (such as weather and seasons). This helped contribute to their success and survival as a group. Aboriginal people still adapt to changes in their environment. Aboriginal understandings and traditional ecological knowledge (TEK) helped newcomers survive when they came to Canada. Many Aboriginal people named their moons (months) after times when certain resources were available*.*

** Talk to Aboriginal Success Teacher or First Nation Support Worker who might have additional knowledge*

Cyclical Changes in the Environment: Our Community

Names: _____

Circle the Season:

Spring

Summer

Fall

Winter

<i>Natural resources present in our area</i>	<i>Natural resources missing from our area</i>

Contacts

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APPENDIX