

Topic: A Sense of the Land	Lesson: 1	Date:
Subject: Social Studies	Time: 60-80 mins	Grade: 4
<p><i>Intents/Objectives/Purpose</i></p> <p><i>Curricular Connection:</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ● Analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> ○ Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta?" <p>From: (Alberta Programs of Study, 2016, p. 46)</p>		

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
<p>1. Introduction/Set/Advanced Organizers</p> <ul style="list-style-type: none"> ● Start off by showing students the attached photos (slide 2 of slide show) of national parks/protected areas ● Ask them: “what do you see?”: take a few answers and write it on the white board in one column. If they are stuck, tell them to look at the state of the land (i.e. does it look completely natural?, does it look altered?, Does it look damaged?, Does it look clean? etc.) ● Then show them slide 3. These images are intended to be of dirty/damaged parks. ● Again, ask students what they see. Write the answers on the board in a separate column. Similarly, if they are stuck, use the aforementioned prompts. ● Next, ask students to compare and contrast both sets of images. Students should notice that one set of images look like the parks/areas were neglected and not taken care of. ● Ask, why is it important to preserve these areas? (slide 4&5) Write the answers on the white board. ● Lastly, ask: “whose responsibility do you think it is to take care of these parks and areas so that they are preserved?” (slide 6). Write these answers on the board as well as this question is the main guide for the lesson. 	5-7 mins	<ul style="list-style-type: none"> -SMART board -white board markers -slide deck: -A Sense of Land-Powerpoint

<ul style="list-style-type: none"> For slide 8, feel free to update the examples of provincial parks to match those that are in your area (you will need to make a copy of the slides to edit them). 		
<p>2. Clarifying/Creating -Understanding/Concept-Development</p> <ul style="list-style-type: none"> Finish showing attached slideshow: SS 4: Preserving the Land <p>*Slides 9-10 mention the colonial history of parks and facilitate a discussion on if students think that the government is doing enough to reconcile with Indigenous People. If you need more support in learning about/communicating to students the history of parks, please see this resource: https://guides.library.ualberta.ca/indigenous_peoples_national_parks_2022 *</p> <p>If the video on slide 15 does not work: https://www.youtube.com/watch?v=_jxY-khXcO4&t=1s or search “People of the Land” on YouTube</p>	20 mins	
<p>3. Coached/Guided-Practice/Seatwork</p> <ul style="list-style-type: none"> Take students on a quick walk to look at the land around the school. Tell them to imagine that they are in a natural park. Ask students to identify and make note of any damage/issues that they see that affect the preservation of the land. They can identify issues that not only affect humans, but all nature in general. This allows land-based learning. After the walk, have students regroup and discuss the issues that they saw as well as brainstorm strategies on how to rectify those issues. For an extension activity based on this section, please see the section titled “Extension activity”. 	15-20 mins	

4. Review/Assessment

(Assignment instructions are in the slides and the rules template is attached along with a section for justification). You may use the attached template or have students create their own, however, the attached template does have symbols on it that are meaningful to some Indigenous cultures.

- Students will create signage of rules for a park that is in-line with Indigenous ideologies. The signage should include rules that protect the land and preserve it, just as Indigenous Peoples have been doing. The National Park can be a fictional park. Students will need to come up with a name and 3-5 rules to help preserve their park. Students should then provide a justification for why they chose those rules. The justification should be inline with Indigenous ideologies and should include answers such as:
 - The laws respect the land and ensure that they are being kept in their natural state
 - Indigenous Peoples believe the land is sacred and as a result these laws ensure that we are protecting the sacredness of the land through not damaging it

Examples of suitable answers for rules may include:

- Do not damage the land
- Hunting is allowed as long as the life of the animal is acknowledged and honoured (though not in the park).
- Respect all the animals and plants on the land
- Do not litter
- If you take something from the land, be sure to be thankful/leave a thank you gift/replace it
- Only take what you need from the land

For the naming of their park, have students consider that place names in Indigenous cultures are traditionally reflective of the landscape (e.g. Mohkintsis is the traditional name for Calgary which translates to Elbow in reference to the river). You may have students consider where their park would be and what landscape is within that area as an option for the name.

Students may work in groups if you feel that is best. You may also prompt students toward the answers.

Students may share their answers with the class along with their justification as a formative assessment or you may collect the assignment for marks

20-30
mins

-Rules Template

-Chromebooks to find law inspiration if need be.

Extension Activity

- If possible, take the students on a field trip to a national park near you. Before the trip, be sure to share the history of the National Park with students. At the park, have students note the things they see such as if they see a lot of garbage, if an area looks damaged or if an area looks well preserved. Challenge them to identify issues that not only affect humans, but also the animals and plants of the land. When you return to school, ask students to think of one strategy that they can think of to help restore the land back to its original state.
- If you are unable to go to a park near you, you may consider showing a video from this YouTube channel instead to complete this activity: https://www.youtube.com/channel/UCGQKE-Dy4EZs4GaZxJMA4nA?view_as=subscriber

References and sources

- Alberta Education. (2005). Social Studies Kindergarten to Grade 12.
<https://education.alberta.ca/media/159595/program-of-studies-gr-4.pdf>
- Assessment idea from/ assignment template inspired by:
Alberta: A Sense of the Land. BGRD Grade 4. (n.d.). <https://sites.google.com/gshare.blackgold.ca/grade4/social-studies-4/alberta-a-sense-of-the-land?pli=1&authuser=2>
- Symbols on assignment template inspired by:
Government of Alberta. (n.d.). *Symbolism and Traditions: Cultural Traditions*. Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum.
https://www.learnalberta.ca/content/aswt/symbolism_and_traditions/documents/cultural_traditions.pdf
- All images on the assignment template were obtained free for use from Canva.com