

Topic: Embracing Indigenous Stories through Language	Lesson: 1	Date:
Subject: Social Studies	Time: 54 mins-63 mins	Grade: 4

Intents/Objectives/Purpose

Curricular Connections:

4.2.1: Students will:

- Appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity through:
 - Recognizing oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.
 - Recognizing the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity

4.2.2: Students will:

- Assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:
 - Which First Nations originally inhabited the different areas of the province?
 - How is the diversity of Aboriginal peoples reflected in the number of languages spoken?
 - What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?

4.3.1: Students will:

- Appreciate the factors contributing to quality of life in Alberta through:
 - Valuing and respecting their relationships with the environment

4.S.7: Students will:

- Apply the research process:
 - develop the skills of skimming and scanning to gather relevant information
 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)

From: (Alberta Programs of Study, 2006)

<i>Activities</i>	<i>Time</i>	<i>Displays/Resources</i>
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1. Introduction/Set/Advanced Organizers

- Show students this video on land acknowledgments:
[Land Acknowledgement \(full captioned\)](#)

Please note that the video takes place in Treaty 7 territory. Therefore, if you are not based in treaty 7 territory, please explain that land acknowledgments occur for every treaty region and although the video outlines treaty 7 territory, the message can be applied to any of the lands that we live on

- Then ask students: **“What do you appreciate about the land that we are living on?”**
 - You may conduct this as a sharing circle where an object is used as a talking stick and students take turns answering the question. (For sharing circle protocol, please view the linked site)
 - Alternatively, you may give students a sticky note and have them write their answers on it and stick it on the white board/wall
 - For a quicker option, you may take some answers from a few students and write them on the whiteboard.
- Then ask: **“Where do you think that the land we live on came from?”**
 - Using one of the methods above, collect answers.
 - Steer the answers toward: “it was the traditional territories of Indigenous Peoples.”
 - Try to avoid using terminology such as “own” or “belong” as from Indigenous perspectives, land is not owned.
- Then as a quick formative assessment, ask: **“Does anyone know which Indigenous groups originally inhabited the land that we live on?”**
 - Answers will vary based on the region you live in:
 - Treaty 6: Cree, Nakota Sioux, Blackfoot, Tsuu T’ina, Dene, Saulteaux and Métis Nation region 2.
 - Treaty 7: Blackfoot and Métis Nation region 3.
 - Treaty 8: Dene and Métis Nation regions 1, 4, 5, 6 .
 - Share the correct answers with students.

Video: 6 mins

If doing a sharing circle: 10 extra mins

If doing the sticky note: 5 extra mins

If taking answers: 5 mins

Total: 11-16 mins

Power Point Slides

Video:

<https://www.youtube.com/watch?v=QQpE9VxNBHI&t=50s>

Sharing circle protocol:

<https://passthefeather.ca/sharing-circles/> and https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html

2. Clarifying/Creating -Understanding/Concept-Development

- Show students a story in the language of the Indigenous group that occupied that region. While they listen to the story, tell them to pay attention to the Indigenous words that they hear:
 - **Blackfoot story for Treaty 6 and 7:**
A'pistotooki kii Ihkitsik Kaawa'pomaahkaa (Creator and the Seven Animals, why are we here?): [Treaty 7 Storytime | Crystal Many Fingers: "A'pistotooki kii Ihkitsik..." | Calgary Public Library](#)
 - Ask students: **What does this story tell us about Indigenous beliefs regarding the relationship between people and the land?**
 - Answer: that Indigenous People have a sacred relationship with the land and they were placed on the Earth to take care of it and love it.
 - Ask students: **Based on us reading this story, how do you think Indigenous People share their knowledge?**
 - Answer: Through telling stories
 - **Another Blackfoot Story option** is: Siksikawa Otaawahsinnowa (Where the Blackfoot People Live). This option would have to be sourced through your local library.
 - Ask students: **What does this story tell us about Indigenous beliefs regarding the relationship between people and the land?**
 - Answer: that Indigenous People have a sacred relationship with the land and they were placed on the Earth to take care of it and love it.
 - Ask students: **Based on us reading this story, how do you think Indigenous People share their knowledge?**
 - Answer: Through telling stories
 - Dene story for Treaty 8 (this unfortunately has no Dene words actually in it, so feel free to share

Story: 5-7 mins

Discussion : 5 mins

Total: 10-12 mins

Blackfoot Stories:

- A'pistotooki kii Ihkitsik Kaawa'pomaahkaa (Creator and the Seven Animals, why are we here?):
<https://www.youtube.com/watch?v=2qyrhLwzHRU&list=PL40rQpwLkfOEDRBzxi9k5CFhlapBxxRCG&index=3>
- Siksikawa Otaawahsinnowa (Where the Blackfoot People Live): available at the library

Dene based stories:

- Be A Good Ancestor:
https://www.youtube.com/watch?v=Lg6__7H0pJg&t=6s

some Dene terminology with the class for key words in the book):

- Be A Good Ancestor: [Be A Good Ancestor by Leona Prince & Gabrielle Prince, illustrated by Carla Joseph](#)
- Ask students: **What does this story tell us about Indigenous beliefs regarding the relationship between people and the land?**
 - Answer: that Indigenous People have a sacred relationship with the land and they were placed on the Earth to take care of it and love it.
- Ask students: **Based on us reading this story, how do you think Indigenous People share their knowledge?**
 - Answer: Through telling stories

3. Coached/Guided-Practice/Seatwork

5-10 mins

- Ask students: **“How many Indigenous languages do you think there are in Canada?”**
 - Answer: Over 70 Indigenous languages! However, the amount of people who speak these languages are declining everyday so it is important for us to try to keep those languages alive.
- Ask students: **“How do you think the diversity of Indigenous People is shown through these 70 or more languages?”**
 - Answer: it shows us that there are many diverse Indigenous groups and Indigenous cultures throughout Canada.
- Ask students: **“How do you think Indigenous languages differ from Western languages?”**
 - Answer: Indigenous languages are highly descriptive and verb-based compared to Western languages which are more noun-based (ELA connection)
- Ask students: **“Do you think as many people speak Indigenous languages as before colonization? Why or why not?”**
 - Answer: much less people speak Indigenous languages than before colonization and the

<p>number is extensively dropping each day. This is due to harmful government policies that were put in place such as those implemented in residential schools.</p>		
<p>5. Review/Assessment</p> <ul style="list-style-type: none"> ● Tell students to research and find an Indigenous word in one of the languages of the Indigenous groups that first inhabited their region. Tell them that the word should be meaningful to them or represents them such as their favourite animal or plant. <ul style="list-style-type: none"> ○ To make the task easier you can provide them with these language dictionaries to pick a word. <ul style="list-style-type: none"> ■ Blackfoot language dictionary: https://dictionary.blackfoot.atlas-lang.ca/#!/help ■ Chipweyan dictionary for Dene language: http://www.ssdec.nt.ca/ablangu/chiptionary/Chipewyan%20Dictionary.pdf ■ Tlicho dictionary for Dene language: https://www.tlicho.ca/sites/default/files/A_Dogrib_Dictionary.pdf ● Then, tell them to draw a picture to represent what that word means to them ● Then ask students to write a short story to represent what that word means to them. They should incorporate the word into their story. 	<p>30 mins</p>	<p>-Chromebooks/ computers/ iPads for research -blank paper to complete the assignment -task checklist for students:</p> <p>BlackfootDene language sheet.pdf (The checklists for both the Blackfoot and Dene language sheets are in one document.)</p>
<p>6. Differentiation with specific groups/students</p> <ul style="list-style-type: none"> ● To make the task easier, you can assign students one word and tell them to draw a picture about what that word means to them as well as write a short story or a couple sentences incorporating that word. 		
<p style="text-align: center;">References</p> <p>Alberta Education. (2006). <i>SOCIAL STUDIES KINDERGARTEN TO GRADE 12</i>. Alberta Education. https://education.alberta.ca/media/159595/program-of-studies-gr-4.pdf</p> <p>The Alberta Teachers' Association. (2018, March). <i>Stepping Stones: A TIMELINE OF ALBERTA'S INDIGENOUS HISTORY</i>. https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/Resources%20to%20Support%20TQS%20(Indigenous-Focused%20Competencies)%202018%2012%2012%20nb.pdf</p> <p><i>Indigenous languages across Canada</i>. Statistics Canada. (2023, March 29). https://www12.statcan.gc.ca/census-</p>		

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