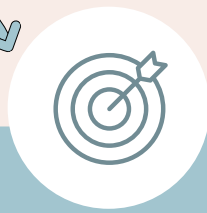
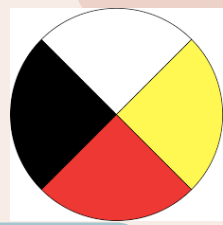


Treaty Education

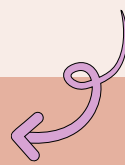
TPP54: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective



Our Unit Plan

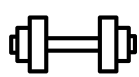
In our 4 day unit plan we are focusing on the importance about traditions and Indigenous culture. We have created 4 different unit plans with a focus on this while using different outcomes/indicators for each subject we chose. The use of cross curricular teaching allows for students to expand their knowledge in all subject areas.

Breakdown of Each Lesson



Health & Science 5

The goal of this lesson is for students to gain an understanding of how we can maintain a healthy body through Indigenous ways of knowing. Students will engage in a presentation from an elder on caring for the body touching on the medicine wheel and how this can guide our health, and further create their own medicine wheel on things they can do to care for their physical, emotional, mental, and spiritual health benefiting their personal well-being and positive self-image. Students will then research in partners different contributions, remedies, or any health practices from Indigenous knowledge and beliefs, and create a presentation of their findings: the founder, the benefits, how it's changed the health system, and why it's important we honour this knowledge.



Phys Ed 5

The goal of this lesson is for students to understand sports in Canadian history and the current use of them today. The teacher will first give examples of activities that were traditionally used in Indigenous culture/ways of living and how they are used today. Then, students will examine a variety of activities provided from the teacher; examining the history and how to perform the activities. Finally, students will research their own activities which they will then demonstrate or communicate to classmates focussing on the historical use of the activity and how Canadians indulge in the activity today.



ELA 5

Students will listen to various video clips highlighting a variety of cultural traditions (including but not limited to First Nations, Metis Elders, Knowledge Keepers). Throughout the video viewing, we will pause and allow time for reflection on each of the clips. Giving space for students to take brief notes on the verbal and non-verbal messages and various perspectives that arise from the videos. Following the video clips, students will have the opportunity to write a letter addressed to one of the presenters. The letter is an opportunity to reflect on the cultural tradition highlighted as well as allowing space for students to ask thoughtful questions.

The goal of writing this letter is to encourage students to purposefully listen and then spend time evaluating the perspectives highlighted. Students will be asked to think critically about the various cultural traditions then write well thought out questions to engage in further learning on the selected tradition.

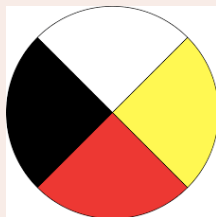


Social Studies 5

The goal of this lesson is to have students understand the historical significance of the fur trade and to analyze the impact that contact between the French, the British, and Aboriginal peoples had on it. The teacher will first ask students what they already know about the early Canadian fur trade. Next, the students will hear a short history about early Canada, the fur trade's effect on Aboriginals and who the key figures involved in the fur trade were. After this, the students will be able to discuss in small groups what they have learned from studying the fur trade and how it affected the people living in early Canada. Finally, the students will be assigned the task of individually researching and creating a poster about a specific aspect of the fur trade, how it impacted First Nations and the Metis, or a historical figure's key role in the fur trade of early Canada.



Assessment



Our assessments for each individual lesson will be summed into a portfolio. The portfolio will be individualized for each student, it will act as a time-stamp for students, parents, and teachers to look back on to monitor the student's progress.

We will also incorporate 3-2-1's for each lesson as a formative assessment.

Essential Questions

- Why are cultural traditions important?
- What are some of the cultural traditions your family participates in?

Outcomes & Indicators

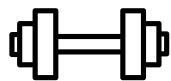
TPP54: Analyze the benefits of treaties for all people in Saskatchewan from a contemporary perspective.



Health 5

USC5.4: Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

Establish ways the medicine wheel-physically, emotionally, spiritually, mentally-can contribute to a positive self-image and well-being



Phys Ed 5

PE5.11 Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.

(a) Identify sports (e.g., lacrosse, hockey, basketball) and other movement activities (e.g., tobogganing, canoeing) that are historically Canadian and share the stories of these sports and activities with others.



Social Studies 5

IN5.1 Demonstrate an understanding of the Aboriginal heritage of Canada.

(a) Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada.

Science 5



HB5.1: Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.

(a) Examine methods and perspectives of various cultures, including First Nations and Métis, which have contributed to knowledge about maintaining a healthy body (e.g., balance inherent in the Medicine Wheel).

(h) Compare personal diets and those of people who live in different communities and countries worldwide to Canada's Food Guide and Canada's Food Guide - First Nations, Métis, and Inuit.

ELA 5



CR5.3 : Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.

(d) Evaluate the content of a variety of oral communications and ask questions to seek information not already discussed.

(e) Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives including First Nations and Métis Elders and Knowledge Keepers.

(h) Draw conclusions about speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation (including First Nations and Métis Elders and Knowledge Keepers).