

**ECCU 400:
TREATIES IN THE
CLASSROOM**

witaskêwin:

LESSON

PLANS

Weekly Lesson Plan:

The Culture and Traditions of Indigenous Peoples at the Royal Saskatchewan Museum

Monday
Pre-field trip

Introduction to Indigenous Peoples in Saskatchewan and their Culture

Tuesday
Pre-field trip

Elder visits the classroom
(Remember to follow protocols)

Wednesday
Field Trip Day

Exploring the Culture and Traditions of Indigenous Peoples at the Royal Saskatchewan Museum

Thursday
Post field trip

(Work Period)
A picture collage to showcase the culture and traditions of Indigenous peoples through artifacts

Friday
Post field trip

Picture Collage Presentations and Completion of Exit Slips

Notes

Through this five-day lesson, students learn about the culture of Indigenous people, and how it shapes their beliefs and identity. Students will gain insights through an Elder who will be speaking in class and the field trip to the Royal Saskatchewan Museum. Students will make connections of this information to their own culture and identity and their understanding of culture.

Each activity below is a lesson on its own. The third day activity is a 3-hour field to explore the culture and traditions of Indigenous people through artifacts and exhibits at the Royal Saskatchewan Museum. The last 2 activities will be the practical application of students' learning from the invited Elder and the field trip through a picture collage project, a presentation of the collage, and to complete the exit slip.



PRE-FIELD TRIP LESSON PLAN- MONDAY: INTRODUCTION TO THE CULTURE AND TRADITIONS OF INDIGENOUS PEOPLES IN SASKATCHEWAN



Grade: 6

Subject: Social Studies
Lesson Length: 40 minutes

Date: April 8, 2024

Topic: The culture and traditions of Indigenous peoples in Saskatchewan

Essential Question: What is culture?

Lesson Focus and Goals: Cross-curricular and Treaty Education Outcomes: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.
(DR6.2, RW6.1, RW6.2, HC6, TR7, TPP8)

1. For students to learn and expand their knowledge of Indigenous peoples' culture and traditions through photographs of artifacts, festivals, and the Treaty 4 environment shown in the classroom.
2. For students to gain useful insights and information about the importance of their culture and other peoples' culture including Indigenous peoples' culture.

Materials required:

- Photographs of Indigenous peoples in Saskatchewan (3 images)
- Photographs of Indigenous artifacts (totem pole, moccasins, dream catchers, and a Treaty 4 map) and a photograph of a Powwow festival in Saskatchewan
- Information about the Royal Saskatchewan Museum (such as a map of the museum)

Learning Objectives:

1. To provide grade 6 students with a fundamental understanding of Indigenous peoples' culture and traditions using artifacts, festivals, and their land.
2. To prepare students for a meaningful field trip to the Royal Saskatchewan Museum and equip them with insights that would help them answer the essential question.

Structure / Activity:

1. Introduction of Indigenous Peoples in Saskatchewan (20 minutes)
 - Divide the class into 3 groups. Assign each group a category from the See-Think-Wonder organizer. (5 minutes)
 - Show 3 pictures of Indigenous peoples in Saskatchewan (3 minutes)
 - Ask students to write on the board based on their groupings (group 1)- what they see, (group 2)- what they think, and (group 3)- what they wonder.
 - Discuss these ideas as a class and provide clarifications to students if needed. (5 minutes)
 - Show the photographs of indigenous artifacts and festivals in Saskatchewan. Repeat the step where students write what they see, think, and wonder. (7 minutes)
2. Explain the importance of each artifact, the Powwow festival, and the Treaty 4 territory. (20 minutes)

Assessment:

Formative and summative assessments will be done at the end of the lesson.





PRE-FIELD TRIP LESSON PLAN- TUESDAY: ELDER VISITS THE CLASSROOM



Grade: 6

Subject: Social Studies
Lesson Length: 40 minutes

Date:
April 9, 2024

Topic: The culture and traditions of Indigenous peoples in Saskatchewan

Essential Question: What is the importance of hearing stories about culture firsthand?

Lesson Focus and Goals: Cross-curricular and Treaty Education Outcomes: To analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.
(DR6.2, RW6.1, RW6.2, HCG, TR7, TPP8)

For students to learn and expand their knowledge of Treaty 4 Grounds and to provide them with useful information that would help them gain helpful insights during the field trip.

Essentials/Materials required:

- An Elder invited to the classroom to share stories about their culture and traditions
- tobacco as a gift to the Elder

Learning Objectives:

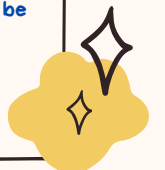
1. To teach students that specific protocols are to be followed when inviting an Elder to share their stories and for students to take this seriously.
2. For students to learn Indigenous peoples' culture and traditions first-hand by listening to the stories shared by the Elder which aims to promote emotional, spiritual, and respectful learning.

Structure / Activity:

1. Cultural Connections (30 minutes)
 - Following protocols, an Elder is invited to the classroom to share about their culture and traditions.
 - Students can ask 1 question each if time allows.
 - Thank the Elder for taking the time to share stories about their culture.
2. Preparation for the field trip (10 minutes)
 - Assign students their groups for the field trip and inform them that each group will have one parent volunteer to help them while at the museum. (Parent volunteers have been emailed of the field trip details)
 - Inform students to bring a pencil to answer the questions that will be handed out to them during the field trip. Inform students that 1 hour will be spent at the museum, so they can bring their water bottles as we will be back at the school in time for lunch.
 - Remind them to wear comfortable shoes as there will be lots of walking.
 - Inform students that they can bring a camera or a cellphone for the purpose of taking pictures of the artifacts or exhibits that they will be using for their project.

Assessment:

Formative and summative assessments will be done on day 4 and 5 of this weekly plan.





FIELD TRIP DAY- WEDNESDAY: EXPLORING THE CULTURE AND TRADITIONS OF INDIGENOUS PEOPLES AT THE ROYAL SASKATCHEWAN MUSEUM



Grade: 6

Subject: Social Studies
Lesson Length: 3 hours

Date: April 10, 2024

Topic: Exploring Indigenous peoples' culture and history through artifacts at the museum.

Essential Question: What shapes our identities?

Lesson Focus and Goals: Cross-curricular and Treaty Education Outcomes: To examine Indigenous peoples' beliefs and values as it relates to historical contexts. (IN6.1, IN6.4, TR6, SI6, HP6)

1. For grade 6 students to have hands-on experience regarding Indigenous peoples' culture and history through the artifacts and exhibits at the museum that showcases Indigenous peoples' way of life.
2. For grade 6 students to be able to follow instructions outside the school setting and to work in harmony with their group during the field trip.

Materials Needed:

- First aid kit
- Field trip questionnaires- photocopied and handed out to students at the museum
- *** questionnaire is on page 8 of this plan
- Map of the Royal Saskatchewan Museum
- Donation money for the Museum

Learning Objectives:

1. For students to personally see artifacts relating to Indigenous peoples' culture and be able to determine what shape identities, that would then enable them to choose and briefly describe 4 artifacts that they will use for their collage project.
2. For students to gain insights about the way of life of Indigenous peoples, how they relate to the land, and the importance of festivals in Indigenous culture.

Structure / Activity:

1. Gather grade 6 students in the classroom and give final reminders. Assign them their groups and inform them to sit beside each other on the bus as each parent volunteer will be sitting with their assigned group.
2. Take attendance before leaving the classroom and submit it to the office.
3. Lead students to the bus and do a head count to make sure everyone is in the bus with the designated parent volunteer.
4. Once at the museum, remind students not to touch anything or go beyond barricades to prevent the alarms from going off.
5. Hand students out the field trip questionnaires along with a clipboard that can be requested from the museum's front desk. Let the students know that they need hand it in when we get back to class.
6. Remind students to be thinking of 4 artifacts and the artifacts' details as they will be working on an individual collage project after the field trip.
7. Walk around with the students to answer any questions or clarifications they have during the field trip.
8. At the end of the field trip, thank the museum staff, gather all students and parent volunteers, and lead them to the bus.
9. Once back at the school, thank all your parent volunteers and lead students back to the classroom.
10. Give students 40 minutes to finish up their field trip questionnaires and collect it from them. If the students are done early, they can start thinking about what they will do for their collage project.

Assessment:

Formative and summative assessments will be done at the end of the lesson. However, feedbacks will be given to the class on how they did during the field trip.

A completion mark worth 5 points will be allotted for the field trip questionnaires.



**POST-FIELD TRIP DAY- THURSDAY:
WORK PERIOD ON THE COLLAGE TO SHOWCASE THE
CULTURE AND TRADITIONS OF INDIGENOUS PEOPLES
THROUGH ARTIFACTS**



Grade: 6

Subject: Social Studies
Lesson Length: 40 minutes

Date: April 11, 2024

Topic: Exploring the culture and tradition of Indigenous people through a picture collage of artifacts seen at the museum.

Essential Question: What is the purpose of preserving artifacts and traditions?

Lesson Focus and Goals: Cross-curricular and Treaty Education Outcomes: Students will be able to examine how culture is reflected in personal beliefs and identity.
(CH6.1, CP6.9, TR6, SJ6, HP6)

For grade 6 students to thoughtfully work on a picture collage showcasing 4 Indigenous peoples' artifacts or traditions they have seen during the field trip. Each artifact or tradition must have the name, a 1-2 sentence description of the artifact.

Materials Needed:

- Art supplies (crayons, pastel crayon, color pencils, pencils, cardstock)
- Sample collage projects showcasing Indigenous culture through artifacts
- Chromebooks (to find stock images of artifacts they have seen during the field trip)

Learning Objectives:

This lesson aims to allow students the opportunity to thoughtfully express their creativity through a 4-picture collage showcasing Indigenous peoples' artifacts or traditions, to correctly name each and to write a maximum of 2 sentences to describe each item.

Structure / Activity:

1. Explain how the students will be evaluated with this project by providing them the rubric for assessment. Inform students that they will be doing a short presentation (maximum 2 minutes each) of their project in class the next day
(Rubric for this assignment is attached at the last page)
2. Show sample collage projects to students to reference to. Set it in front of the classroom so they can easily access it when needed.
3. All art materials and Chromebooks will be at the front of the classroom for students to access.
4. This is an individual work period for students to complete their collage project showcasing Indigenous peoples' culture using artifacts or traditions or a combination of artifacts and traditions that they have seen during the field trip at the Royal Saskatchewan museum.
5. Walk around the classroom to check if students have questions regarding the project.

Assessment:

Formative assessment: In-the-moment feedback as students are working on their collage.
Make suggestions on how they can improve their project and compliment them on areas they are already doing well at.



POST FIELD TRIP- FRIDAY: PICTURE COLLAGE PRESENTATIONS



Grade: 6

Subject: Social Studies
Lesson Length: 50 minutes

Date: April 12, 2024

Topic: Expressing Indigenous Culture
Through Thoughtful Arts & Music

Essential Question: How are Indigenous artifacts and traditions similar or different from my culture?

Lesson Focus and Goals: Cross-curricular and Treaty Education Outcomes: To present created visual and written texts of Indigenous peoples' culture through artifacts and traditions.
(CC6.1, IN6.1 CH6.1, CP6.9, TR6, SI6, HP6)

For students to present their picture collage project to the class and learn about Indigenous peoples' culture

Materials Needed:

- Students' collage projects
 - photocopied and cut exit slips for each student
- *** exit slip is on page 9 of this plan

Learning Objectives:

1. For students to practice the skill of sitting quietly and respectfully while the presentations are on.
2. Students will reflectively think how similar or different their culture is from the Indigenous peoples.
3. Students will answer the exit ticket handed out at the end of the class on what is the most important thing they learned on this lesson of Indigenous peoples' culture.

Structure / Activity:

1. Ask the students who want to present first. If none volunteers, start from the front row of the class.
2. Live-mark while students are presenting and show the students their marked rubrics at the end of the class.
3. Hand-out the exit slips after all the presentations are done and students will answer it individually using a 1 sentence response.

Assessment:

*** Summative assessment will be used to evaluate the picture collage project and presentation. The picture collage will be 20 points and the presentation will be 10 points. The exit slip and field trip questionnaire will have a completion mark of 5 points each. The overall grade that students can get for this lesson is 40 points.

Field Trip Questionnaire- Culture and Traditions of Indigenous Peoples

Name: _____

Date of Fieldtrip: _____

Total: /5

1. What is the purpose of our field trip?

2. Name 4 artifacts you see during the field trip and a description of each artifact in point form. You will use these for your collage project.

Artifact #1:

Artifact #2:

Artifact #3:

Artifact #4:

3. What stood out most to you about the culture of Indigenous people during our field trip?

Thank you for being part of this field trip.

Exit slip- Culture and Traditions
of Indigenous Peoples

Name: _____

Date: _____

Total: /5

Write a 2-sentence summary about the culture of Indigenous people?

Exit slip- Culture and Traditions
of Indigenous Peoples

Name: _____

Date: _____

Total: /5

Write a 2-sentence summary about the culture of Indigenous people?

Exit slip- Culture and Traditions
of Indigenous Peoples

Name: _____

Date: _____

Total: /5

Write a 2-sentence summary about the culture of Indigenous people?

Collage Project and Presentation Rubric- Artifacts and Traditions of Indigenous Peoples

Name of Presenter: _____

Date: _____

Use of Time

- 5- student used time effectively and productively
- 4- student used most time effectively and productively
- 3- student used some time effectively and productively
- 2- Student did not use time effectively and productively. Student is often off task.

Pictures/ Illustrations

- 5- student used 4-5 artifacts that are clear and relevant
- 4- student used 3 artifacts that are clear and relevant
- 3- student used 2 artifacts that are clear and relevant
- 2- student used 1 artifact and did not show clearness and relevance

Name and description of artifacts

- 5- student named 4 artifacts and described each in 1-2 sentences
- 4- student named 3 artifacts and described each in 1-2 sentences
- 3- student named 2 artifacts and describes each in 1-2 sentences
- 2- student named 1 artifact and described it in 1-2 sentences

Visual Clarity and Appeal

- 5- the collage has an excellent design and layout. It is neat and easy to understand
- 4- The collage has nice design and layout. It is neat and easy to read.
- 3- The collage needs improvement on the design, layout, and neatness
- 2- The collage needs significant improvement on the design, layout, and neatness.

Presentation

- 10- Student demonstrated excellent knowledge of their project. Excellent posture/gesture, eye contact, and timing.
- 7.5- Student demonstrated proficient knowledge of their project. Good posture/gesture, eye contact, and timing
- 5- Student demonstrated fair knowledge of their project. Fair posture/gesture, eye contact, and timing
- 2.5- Student demonstrated knowledge on their project that needs improvement. Posture/gesture, eye contact, and timing needs improvement

Comments:

Total Score: /30

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