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| Subject/Grade: 6 Lesson Title: United Nations Declaration of the Rights of Indigenous peoples | | |
| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **PA6.3** - Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.  Indicators:  (b) Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.  (d) Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).  **TR61**: Analyze the concepts, structures and processes which have been developed for the purpose of treaty implementation.  Indicators:  b) Describe how the full implementation of the treaties is expected to bring positive economic implications for all people of Saskatchewan.  **HC63**: Analyze how the movement towards the fulfillment of treaty obligations has positively affected all people in Saskatchewan.  Indicators:  b) Examine how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties.  c) Investigate how parties to treaty are utilizing the land for economic development opportunities. | | |
| **Key Understandings: (‘I Can’ statements)**  *I can express conclusions about the success of two different health promotion strategies.*  I understand that no relationship is more important to Canada than the one with the Indigenous peoples.  I can explain the intent of United Nations Declaration of the Rights of Indigenous peoples.  I can explain how the Federation of Saskatchewan Indian Nations (FSIN) and other organizations supports the fulfillment of Treaties.  I can research laws that specifically affect minority groups  I can express my opinion on the relationship between people and their governments in Canada | **Essential or Key Questions:**  Why relationship between citizens of one country is important?  Why is relationship with the Indigenous peoples important to Canada?  What is the relationship between people and their governments in Canada?  What is the intent of United Nations Declaration of the Rights of Indigenous peoples? | |
| Prerequisite Learning: Students have a basic understanding of Treaties between the First Nations peoples and the British Crown;  Students have an understanding that relationships are affected when treaty promises are kept or broken;  Students understand the Aboriginal heritage of Canada;  Students have a basic understanding of the concepts of colonization and decolonization and their effects;  Students have a basic understanding of the purposes and functions of governance structures in Canada, including First Nations systems;  Students have researching and presenting skills. | | |
| Instructional Strategy(ies) Video demonstration, Discussions, Group work, Researching, Presentation, Exit slips (RVL Connect) | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| **Formative:**  Teacher observation (participation in discussions, researching information); exit slips in order to check understandings. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement): Length of Time: 5 minutes**  Begin by posing questions to the class: “Is relationship between citizens important? Why? Why is relationship with the Indigenous peoples important to Canada?Have students brainstorm ideas about relationships and share with the class.  **Development: Length of Time:45 minutes**  Have students watch a part of the video: (10 min)  <https://www.youtube.com/watch?v=mJM8nZxM0GQ>  Discuss with students how far Canada has come and how far it intends to go from the time when most Indigenous peoples were actively discouraged from participating actively in the society.  Ask how they understand this statement from the video: “no relationship is more important to Canada than the one with the Indigenous peoples. It is time for renewed relationship with Indigenous peoples based on recognition of rights, respect, cooperation and partnership.”  Distribute copies of United Nations Declaration of the Rights of Indigenous peoples. Have students examine the Declaration closely, find a part / article that speaks most to them and make them question the content.  Group work (25 minutes)  Divide students into small groups (4-5 members) and ask them to conduct research (as a part of researching laws that specifically affect minority groups)of the part / article that they were interested in mostly and present their findings at the end of the class. The teacher will provide students requirements for their research. Students can use computers or mobile devices to access the Internet. Reputable resources will be provided; also students can use library resources.  Class sharing and discussion (10 minutes)  Groups will present their findings.  The teacher will ask the students to express, in their own words, what is the intent of the United Nations Declaration of the Rights of Indigenous peoples. Does it support the fulfillment of Treaties?  Then, have students think about the relationship between people and their governments in Canada and express their opinions.  **Learning Closure: Length of Time: 5 minutes**  As an exit slip ask each student to share what they learned today using RVLConnect form. They need to write what was new to them, what they agree/disagree with, what questions they have, and what they wonder now. | | **Instructional Strategies:**  Video demonstration  Researching-presentation  Group discussions  Exit slips (RVL Connect)  **Materials/Resources:**  Class projector  Copies of United Nations Declaration of the Rights of Indigenous peoples.  Requirements for the research  List of web resources  Access to the Internet/library  **Possible Adaptations/**  **Differentiation:**  Allow students to work outside the classroom in a quiet space to take notes and complete work.  Write instructions on the board.  If the group is uncomfortable with public presentation, they can create a video on Flipgrid.  Have tactile tools available for students who need tactile stimulation for them to stay focused.  **Management Strategies:**  Teacher will circulate checking whether students staying on task  Maintain eye contact  Have student sit apart during video so they are not distracted by each other during the video.  **Safety Considerations:**  Researching provided trustworthy resources on the Internet. |
| **Stage 4: Reflection** | | |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)* | | |