

Lesson Plan – Aboriginal Studies

Topic: Aboriginal – Land Acknowledgement		Level: CLB 5-8
Materials Jacques Cartier from Heritage Minutes https://www.historicacanada.ca/content/heritage-minutes/jacques-cartier Naskumituwin (Treaty) from Heritage Minutes https://www.historicacanada.ca/content/heritage-minutes/naskumituwin-treaty Treaties in Canada – Learning Tool from Historica Canada http://education.historicacanada.ca/en/tools/260 Treaties PDF from Historica Canada’s Learning Tool http://education.historicacanada.ca/files/31/Treaties_English.pdf CAUT Guide to Acknowledging Traditional Territory https://www.caut.ca/docs/default-source/professional-advice/list--territorial-acknowledgement-by-province.pdf?sfvrsn=12		Duration: approx. 3 hours
Timing	Activity	Alternatives/Extensions
10 minutes	Watch the video: Jacques Cartier from Heritage Minutes Discuss assumptions that were made and how that impacted Canada as we know today. What symbolism does the true meaning of Kanata provide for us in Canada today?	Use closed captioning so students can read the subtitles.
5-10 minutes	Have students provide the name of their country in their language. Write this on the board alongside the English translation. Discuss the translations. Are there differences/similarities? Does the meaning hold?	
10 - 20 minutes	Watch the video: Naskumituwin (Treaty) from Heritage Minutes Discuss what was happening in the scene. Use the Learning Tool documents to help you. Show an image of the Two Row Wampum belt. Have students discuss what they think this treaty talks about. (This can also be found in the Treaties PDF from Historica Canada on page 6.)	Use closed captioning so students can read the subtitles. If you’re using the PDF, there are some great extension questions there about the Wampum belt.

30 minutes	<p>Read the excerpt of Treaty 9 (addressed in the video and found on the Treaties PDF from Historica Canada on page 10).</p> <p>Ask students how this treaty connects to the Two Row Wampum and compare and contrast the two accounts provided on page 10 of the PDF.</p>	<p>This could be something you give to students ahead of time. The document also provides highlighted words for vocabulary, so you can have students add those to their word banks or lists.</p>												
5 minutes	<p>Discuss the concept of territory and what it means to people.</p>	<p>As a lesson extension, address reserves and what that means to both the Aboriginal People and Canada.</p>												
40-60 minutes	<p>Have the class research (or you can prepare ahead of time) which Nations are part of the land you are studying on.</p>	<p>Research can be done through the Internet, guest speaker from the community, or printed write ups on different sheets of paper for students to look at. If you have a guest speaker, please allow for the longer duration to give them a chance to really share their knowledge.</p>												
5 minutes	<p>Write the name(s) of the Nations on the board and practice saying them aloud with the class by using pronunciation techniques.</p>													
30 minutes	<p>Using the information they researched or you provided, have students find out information about those Nations using a simple chart:</p> <table border="1" data-bbox="381 1003 1003 1150"> <thead> <tr> <th>Name of Nation</th> <th>Language Spoken</th> <th>Boundary of Territory</th> <th>Notable Fact</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of Nation	Language Spoken	Boundary of Territory	Notable Fact									
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5 minutes	<p>Use the CAUT document to write a land acknowledgement statement with the class.</p> <p>Use this at the start of the next class.</p>													