



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template: Allison Hubenig

Grade(s): 5 Date(s):		Lesson Topic/Title: Land Acknowledgement and Reconciliation Decolonization	
Subjects: Social Studies		Duration: 4-5 lesson blocks	
		Number of Students: 25	
Big Ideas:			
<ul style="list-style-type: none"> • Develop an understanding of the connections between the past, present, and future, including developing an understanding of the history and culture of Canada’s Indigenous peoples. • Develop an understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment. • Canada’s policies and treatment of minority peoples have negative and positive legacies. 			
Curricular Competencies:			
<ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond 			
Content Objectives			
General Objectives:		Specific Objectives:	
Students are expected to know: <ul style="list-style-type: none"> • Human rights and responses to discrimination in Canadian society (SS) • Applied Design Process (ADST): <ul style="list-style-type: none"> ○ Understanding context 		<ul style="list-style-type: none"> • SWBAT identify that the Canadian Charter of Rights and Freedoms includes a collective right (Aboriginal Rights) for Indigenous peoples in Canada. • SWBAT identify that Indigenous people, globally, have rights. • SWBAT explain the importance of land acknowledgments. 	

- Defining
- Ideating
- Prototyping
- Testing
- Making
- Sharing

- SWBAT articulate its own land acknowledgment and commitment to reconciliation and/or decolonization.
- SWBAT share their land acknowledgment in a clear, engaging manner appropriate to their audience.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*

Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

- **Global Citizenship** - Students will come to find their place as Indigenous to the land or settlers on the land. Through the land acknowledgment activity, they will come to appreciate their use of the land.
- **Metacognition and Reflection** - Students will make connections between the land and their identities.
- **Communication** - Students will communicate orally, in writing, and multimodally to express their understanding
- **Critical Thinking and Problem Solving** - Students will think critically through the reflective activities and problem-solve during the maker challenge

LEARNING GOAL(S) I can... I will...

- I can explain that Indigenous peoples are the first people to live on this land and have special rights as part of the Canadian Charter of Rights and Freedoms.
- I can acknowledge the first peoples of the land on which I live, work, and play.
- I will identify an action I can take toward reconciliation and/or decolonization.
- I can share my product in a clear, engaging manner appropriate to my audience.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students will have prior knowledge and understanding of land acknowledgments and the TRCs calls to action (introduced earlier in the year).
- Technology tools that have been used before include Makey Makey, Scratch, Padlet, taking photos, and recording audio.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

This lesson utilizes EDIDA frameworks by recognizing the many first peoples who lived on and with the land before colonization. By taking action to acknowledge the land and committing to action to create a decolonized space, we are upholding the TRC Calls to Action. Setting the intention to consciously honour the space we are learning, students create a space of empathy that will carry over into learning about other groups of people who have been discriminated against in their journey to Canada. The classroom space created is connected through the land and is a space where all voices are heard. Content from this lesson is delivered through the lens of Indigenous knowledge and wisdom. Local Elders and Knowledge Keepers can be invited into the class and on the walking field trip to share their knowledge of the land, if possible. The CARE Framework is utilized in this lesson and stresses embracing historical truths, which can be addressed in the students' emerging understanding of the importance of the land to the Indigenous communities and uninvited settlers that have used the land in the past, are present on the land today, and who will care for the land in the future.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Multimodal materials:

- Videos include captions
- Oral and visual instructions paired with written instructions

Student choice of Maker activities including:

- creative expression
- writing
- audio/video recording

Multiple ways to demonstrate understanding:

- no, low, and high-tech options for Maker Challenges
- technology available for reading and writing support (Read&Write for Google)

Final Evaluation

- Students can express their understanding orally in a circle debrief or write/record a written, audio, or video response for their journal.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

a) Inclusion Guide

<https://docs.google.com/document/d/1DwVhnu6oEmTcsSBY4dIUba7kmksNX386/edit?usp=sharing&oid=110274116019379306578&rtpof=true&sd=true>

b) Accommodation Checklist: <https://drive.google.com/file/d/1fKQvX2vxWcdULxjbekNiUK8yWzEOpioY/view?usp=sharing>

Make note of specific student needs in this space.

Examples:

- BA - needs paper copies photocopied at 4x zoom (visual impairment)
- MD - when speaking look directly at them (hearing impairment)
- KM - AAC to communicate
- PT - needs AED on-site during field trip

MATERIALS

Slide Deck: <https://docs.google.com/presentation/d/1Mml1wTxX1BORbDdgGMEdQg0dciny1A2rq8lcDjIUxqY/edit?usp=sharing>

Videos

- Delta Animation: <https://www2.moa.ubc.ca/musqueamteachingkit/delta.php>
- CBC Kids News - Land Acknowledgements: <https://www.youtube.com/watch?v=i7juFo9nKmM>
- Honourable Harvest: <https://www.youtube.com/watch?v=cEm7qblax0o>
- CBC Kids News - Reconciliation: <https://www.youtube.com/watch?v=WEj5vjc2EDk>
- Virtual Forest Walk (indigenous Perspective) <https://www.youtube.com/watch?v=z4Jni8ggInA>

Websites

- Padlet: www.padlet.com Sample: https://padlet.com/ahubenig/eoe1_land_acknowledgements-fdmd60k0dqb667dj
- Native Land: <https://native-land.ca/>

Maker Materials

- Items from nature
- Arts and craft supplies

Technology

- Makey Makey
- Chromebook
- Scratch
- Padlet
- Camera/Devices (for photos, videos, and audio recording)
- Read&Write for Google (Universal support for all students)

INTRODUCTION/MINDS-ON

Look at the [identity puzzle piece from Lesson 1](#) and the student creations from Lesson 1 on Identity. Engage students in a discussion by posing the Critical Guiding Questions, providing time to think, and inviting students to share. Make note of student understandings or misunderstandings about identity.

Introduce the Lesson 2 topic: Land Acknowledgement and Reconciliation and/or Decolonization. Explain that we are starting this unit by learning about the history of the First Peoples on this land to honour the place where we will be learning.

Connect to the [Canadian Charter of Rights and Freedoms](#) and the [UN Declaration on the Rights of Indigenous Peoples](#) to remind students that Indigenous people have the right to their land, culture, and ways of life. Acknowledging the land allows uninvited settlers to begin reconciliation.

CRITICAL GUIDING QUESTIONS:

1. What elements of identity do you see in the creations?
2. Does your creation represent all the elements in the picture?
3. Are there elements of your identity that are not represented?

<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) <u>My Place on the Land: A Provocation</u> - This provocation offers extensions to the activities included in the lesson.</p> <ol style="list-style-type: none"> 1. Students will view this delta animation: https://www2.moa.ubc.ca/musqueamteachingkit/delta.php <ol style="list-style-type: none"> a. Before: What do you notice about this map? b. During: Watch how the map changes and raise your hand when you recognize something (a landform, name, year, etc...). Note: Teachers read the words aloud to provide students with another way to access the information. c. After: Notice that all the students recognized something on the map 2. Students will learn about the First Peoples who lived on the land before them <ol style="list-style-type: none"> a. Visit https://native-land.ca/ to explore your home and learn the names of the First Peoples lands you live on. b. Students can extend to learn the pronunciation of the names of the First Peoples' land on which they reside. 3. Students can answer the critical guiding questions alone or in groups, using a method of their choosing <ol style="list-style-type: none"> a. Reflection Journal b. Placemat c. Online collaborative document d. Blog or article for a larger audience. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>A) <u>My Place on the Land: A Provocation</u></p> <ol style="list-style-type: none"> 1. Before: What do you notice about this map? 2. During: How does the map change? 3. After: Why is the history of the land important? 4. What are three ways you can acknowledge the history of the land?
<p>B) <u>Connecting with the Land: A No-Tech Maker Challenge</u></p> <ol style="list-style-type: none"> 1. Introduce Land Acknowledgements and the purpose and procedure of impactful Indigenous Land Acknowledgements through the CBC Kids News Video: https://www.youtube.com/watch?v=i7juFo9nKmM <ol style="list-style-type: none"> a. Students can complete a placemat activity to write down words, phrases, images, and ideas during the video. b. Note two parts: Acknowledgment of the Land and a Commitment to Action 2. Explain the Maker Challenge - 3 Parts <ol style="list-style-type: none"> a. Part One - walk on the land and collect materials using the principles of the Honourable Harvest.* https://www.youtube.com/watch?v=cEm7gblax0o b. Part Two - select the 2-5 items that represent the area you are from. c. Part Three - Display the items in a creative way to honour the land on which you live, work, and play. This could be with an art piece, a poem, an interpretive dance, or a monologue. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>B) <u>Connecting with the Land: A No-Tech Maker Challenge</u></p> <ol style="list-style-type: none"> 1. What are the places on the land that are special to you? 2. What feelings and memories do you have when you are on the land? 3. How does the land provide for living things in the area? 4. How is the land affected by living and non-living things? 5. Why is it important to honour the land?

<p>*This phase of the Maker Challenge can take place on school grounds, as a field trip, or at home. For trips that require special permission, advance planning is necessary.</p>	<p>6. What actions can be taken to elevate the land acknowledgement?</p>
<p>C) <u>Connecting with the Land: A Lo-Tech/Hi-Tech Maker Challenge</u></p> <ol style="list-style-type: none"> 1. Reflect on the no-tech Maker Challenge to use items from nature to acknowledge the land. 2. Circle back to the video from the last challenge to remind students that Land Acknowledgements are a) necessary to ensure the Indigenous presence in the past, present, and future is remembered and b) that action needs to follow acknowledgment. 3. Watch the video to review reconciliation from CBC Kids News https://www.youtube.com/watch?v=WEj5vjc2EDk 4. Explain the Maker Challenge - 3 Choices <ol style="list-style-type: none"> a. Lo-Tech - Add your land acknowledgment and commitment to reconciliation to the class Padlet using words, pictures, or video Sample Padlet: https://padlet.com/ahubenig/eoe1_land_acknowledgements-fdmd60k0dgb667dj b. Hi-Tech - Use Scratch and Makey Makeys.* Making ideas include: <ol style="list-style-type: none"> i. Connect your 2-5 items to the Makey Makey and assign each a sound (nature sound, music notes, or drum beats). Complete a short song/tune/melody using the Makey Makey so that when your items are touched (using the copper tape) ii. Connect an item to a Makey Makey and use Scratch to program a Walkabout with a recording of the students' Land Acknowledgements and commitment 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>C) <u>Connecting with the Land: A Low/High-Tech Maker Challenge</u></p> <ol style="list-style-type: none"> 1. How might I clearly communicate my respect for the land and my commitment to change? 2. Who is my audience? 3. Is there anyone left out? 4. How does my selected technology help me enhance my message? 5. Is my product and message accessible to all? 6. Why might this message be important?
<p>CONSOLIDATION/CONCLUSION:</p> <p>In a Pedagogical Learning and Sharing Circle, students will share one of their maker creations and explain the importance of the land acknowledgment, their commitment to Reconciliation/Decolonization, and their experience with the land acknowledgment.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why is a Land Acknowledgment important in Canada? 2. How might you articulate your personal land acknowledgement and your commitment to reconciliation and/or decolonization?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Diagnostic- Think-Pair-Share activity (observation and anecdotal notes)

Formative - Reflection Journal entry, response to critical thinking questions

Summative - Sharing during debrief OR Exit slip (student choice) combined with the final product

EVALUATION OF THE LESSON

Student Evaluation

After completing the final Maker Challenge to the level of the student choice/experience, students will share their experience and answer these questions:

- How are Indigenous rights protected in the Canadian Charter of Rights and Freedoms? Globally?
 - The Charter includes a collective right (Aboriginal Rights) for Indigenous peoples in Canada.
 - UN declaration on the rights of Indigenous Peoples
- Why is a land acknowledgment important?
 - Land Acknowledgment is the first step to reconciliation and repairing the harms done by colonizing land that we were not invited to and creating systems to harm Indigenous peoples.
- How will you communicate your personal land acknowledgment and commitment to reconciliation/decolonization?
 - Students identify the land they live on and the action they can take to create a more inclusive space.

Use this conferencing guide or co-create a rubric with students.

- Students can fill out their portion based on their sharing (with the full group or with the teacher).
- Teacher can fill out their part during the course of the lesson and activities.
- Evidence provided can be reflection journals, exit slips, artifacts created, photos, or an oral discussion/reflection

Learning Objectives	Student evidence of this Learning Objective	Teacher evidence of this Learning Objective
I can identify that Indigenous people have rights in Canada and globally.		
I can explain the importance of land acknowledgments.		
I can articulate my own land acknowledgment and commitment to reconciliation and/or decolonization.		
I can share my land acknowledgment in a clear, engaging manner appropriate to their audience.		

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

References

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