

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	3
Main Subject:	Social Studies
Big Idea:	Indigenous Peoples of the World
Title:	INDIGENOUS PEOPLES OF THE WORLD
Cluster:	Communities of the World
Duration:	5–6 weeks
Materials:	PowerPoint, BLMs, internet, paper, pencils, pencil crayons or markers, and possibly materials/tools to make a diorama, video, audio clip, etc.
Short Description:	This project allows students to discover and explore Indigenous Peoples of the World. Students participate in many activities that illuminate the importance of Indigenous Peoples' connection to the land and their culture, past, present, and future. The project focuses in on Indigenous Peoples from 6 continents: First Nation, Métis, and Inuit of North America; Maya of Central America; Sami of Northern Europe, Maasai of East Africa; Hmong of Southeast Asia; and Aboriginal and Torres Strait Islanders of Australia. The unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student.

LEARNING OUTCOMES

Social Studies: https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr3

KI-007, KC-005, KL-014, KL-015, KG-027, KG-028, KG-030, VG-009, VG-010, KI-009, KI-010, KI-011, KI-012, KI-013, KL-017, KL-018, KL-019, KL-020, KE-035, KE-036, KE-037, VI-004, VL-006, VL-006A, KH-021, KH-022, KH-026, VH-007, VH-008

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Grade 3 to 5 Band Practices, Elements & Descriptors – Language as Sense Making, Language as a System, Language as Power and Agency, Language as Exploration and Design

Mathematics: www.edu.gov.mb.ca/k12/cur/math/index.html

3.N.1, 3.N.13

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html

3-1-03

Arts Education: <https://www.edu.gov.mb.ca/k12/cur/arts/index.html>

a-C1, a-C2, a-C3

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X	X		X			X	X	X

Original concept created by: Jill Fast and Kim Berezka

LEARNING EXPERIENCES AND ASSESSMENT

Question: How is the connection to the land and culture important to the Indigenous Peoples of the World?

Teacher's instructions

Please note that there are very sensitive topics in this learning experience. Educators need to be mindful of such things as stereotyping and cultural appropriation.

Before beginning this project/unit, you may wish to do a read aloud and/or have discussions with students about being sensitive to and aware of diversity in the world, school community, and classroom. (Slide 4 of the PP has videos and books to support those discussions.)

Follow the PowerPoint and slide notes for extra information, links, suggestions, or alternate ideas. **The BLMs, rubric, activities and learning experiences may be adapted, rearranged, or reduced to only a few of the activities as makes sense for your context.** Expectations may be amended up or down depending on student interests, skills, and availability. When possible, it is suggested to co-create criteria for the activities with the students.

After each learning experience in the project/unit, we recommend that the teacher discusses the following with the class. You could also model how to complete a reflective journal entry about these questions using jot notes, mind maps, etc.

- 1) **What can we learn from Indigenous Peoples' connections to land and culture?**
- 2) **What is the interrelationship between the land and Indigenous Peoples?**
- 3) **How is the connection to land and culture important to Indigenous Peoples?**

Cautionary note regarding the videos: It is difficult to find videos that portray Indigenous peoples accurately. The videos in this PowerPoint were selected because they do a relatively good job of portraying Indigenous peoples, but they are not perfect. There is diversity within Indigenous groups, just as there are between groups. Therefore, it's important to have discussions with students about the videos and these topics. Teachers are encouraged to preview the videos. Keep in mind, some of the videos were produced with a promotional agenda.

Teacher Resources

The following resources may help educators facilitate this learning experience:

- [Creating Racism-Free Schools through Critical/Courageous Conversations on Race \(gov.mb.ca\)](https://www.gov.mb.ca/education/creating-racism-free-schools-through-critical-courageous-conversations-on-race)
- [Diversity Education: Belonging, Learning & Growing | Manitoba Education \(gov.mb.ca\)](https://www.gov.mb.ca/education/diversity-education/belonging-learning-growing)
- [Education for Sustainable Development \(ESD\)—Manitoba Ed](https://www.gov.mb.ca/education/esd)
- Indigenous Ally Toolkit: [Montreal non-profit launches toolkit on how to be an Indigenous ally | CBC News Indigenous Ally Toolkit PDF](https://www.cbc.ca/news/indigenous/ally-toolkit-pdf)

Essential Understandings for this Learning Experience

It is important for educators to be mindful of and have class discussions where appropriate with regards to the following:

Peoples of the World

- We are all individuals. We are part of a collective community (We are all unique, just like everyone else!)
- Happiness and wanting to do well resides in all of us.
- Recognize there are different ways to live and that's okay. Life is about being happy and healthy with family and friends.

Diversity and Balance

- There is diversity within Indigenous groups, just as there are between groups.
- All cultures adapt and change overtime. Some Indigenous peoples continue to live a more traditional life-style, and some live a more modern life-style. Often times, Indigenous peoples combine both life-styles.
- It is important to portray Indigenous peoples in the present, and not only in the past. Use the present tense as much as possible and where appropriate.
- Hearing peoples' stories can give us new perspectives on the way people live. Empathy is thinking about how it would feel to be in someone else's shoes. Empathy is encouraged because it helps develop understanding.

Cautionary note regarding Cultural Celebrations: Cultural Celebrations are a good idea, but you must be mindful of stereotypes and cultural appropriation. It is preferred that each student chooses their own culture to celebrate and involves their family to decide which aspects of their culture they want to share. It's also important to recognize that some children may not know about their culture, so they may choose another culture to learn about and share with their classmates.

For Teachers (optional, but valuable):

[The danger of a single story | Chimamanda Ngozi Adichie—YouTube](#)

[Ernesto Sirolli: Want to help someone? Shut up and listen!—YouTube](#)

Documentary: <https://schoolingtheworld.org>

Additional Points of Interest:

Organizations:

- United Nations for Indigenous Peoples
www.un.org/development/desa/indigenouspeoples/
- 15 Indigenous Human Rights Organizations to Follow
www.humanrightscareers.com/issues/indigenous-human-rights-organizations/

Indigenous Art:

- Indigenous Artists: It's OK to Buy, Wear Indigenous Art. Just Make Sure It's Authentic.
www.huffingtonpost.ca/2018/09/28/indigenous-art-knockoffs-backlash_a_23541472/
- Awareness Campaign in Canada: www.reclaimindigenousarts.com/home
- Buy Maasai Jewelry: www.themaasaimarket.com/

Children's Movies:

NOTE: If you are going to show a children's movie involving Indigenous Peoples, do so with a bit of caution as the portrayals are not always completely accurate. You will want to have a debrief or discussion with the students about the movie and the accuracy of the portrayal of Indigenous Peoples.

Video Links

Below is the complete list of videos. Teachers are encouraged to preview the videos. Teachers do not have to show all of the videos. Teachers can pick and choose which ones they would like to show.

Slide 3 Indigenous Peoples

- [The following video explains the word Indigenous from a Canadian perspective—CBC Kids-2:26 min YouTube](#)

Slide 4 Culture

- [Scenes from schools around the world 5:12 min\)—YouTube](#)
- [Show and Tell Foreign Languages | Show and Tell | 5:54 min—YouTube](#)
- [Whoever You Are by Mem Fox \(3:01 min\)](#)
- [The Day You Begin by Jacqueline Woodso \(7:11 min\)](#)

Slide 5 World

- [7 Continents Song—\(2:07min\) YouTube](#)

Slide 6 Land

- [Elder Dave Courchene \(3:32 min\) CBC Manitoba](#)

Slide 8 UNDRIP

- [United Nations—explained | CBC Kids News \(2:30 min\)—YouTube](#)
- [FAO, Indigenous Peoples and the Free, Prior & Informed Consent \(FPIC\) 2:50 min—YouTube](#)
- [Assembly of First Nations UNDRIP YouTube Video 0:57 min](#)

Slide 10 First Nations, Métis, and Inuit

- [Meet Indigenous kids from all across Canada TVO Raven's Quest](#)
- [Indigenous Hunter Keeps Traditions Alive in Boreal Forest \(6:17 min\)—YouTube](#)
- [The Pimachiowin Aki Profile \(1:54 min\)—YouTube](#)
- [Ste. Madeleine Metis Days 2019 \(6:31\)—YouTube](#)
- [The Métis Homesteads \(2:49 min\)](#)
- [Living in the Arctic—Silagqi, Teacher in Nunavut, Canada \(3:25 min\)—YouTube](#)

Slide 11 Maya

- [The Maya People \(2:54 min\)](#)
- [A Day in the Life Mayan Mother with 12 Kids \(9:55 min\)](#)

Slide 12 Sami

- [Expedition Norway—The South Sami People \(14:23 min\)—\(parts of reindeer carcass\)YouTube](#)
- [People under the northern lights: Story of a Sami reindeer herder \(0:45 min\)](#)
- [Will this be the last generation of Sami reindeer herders? 4:49 min—YouTube](#)

Slide 13 Maasai

- [Maasai Life Through A Child's Eyes YouTube \(3:33 min\)](#)
- [Amboseli Masai Village Visit \(3:13 min\)](#)
- [Beads tell stories of Maasai culture \(3:15 min\)](#)
- [Maasai in 360 VR \(2:04 min\)](#)
- [Maasai Wilderness Conservation Trust \(3:31 min\)](#)

Slide 14 Hmong

- [Hmong Culture in the US "Sound of Colors" \(5:35 min\)—YouTube](#)
- [Rice Planting Season in Sapa \(1:41 min\)](#)
- [Ker's House \(1:39 min\)](#)
- [Adventures in the mountains \(2:26 min\)](#)
- [Foraging in the mountains \(1:50 min\)](#)

Slide 15 Aboriginal and Torres Strait Islanders

- [Australian kids explain Aboriginal culture \(1:43 min\)](#)
- [National Aboriginal and Torres Strait Islander Children's Day Launch Video Clip \(1:12 min\)](#)
- [Connection to Country \(Land\) \(3:13 min\)](#)
- [Music Videos 'Identity Matters' Series](#)

Slide 19 International Day

- [YouTube Video 1:19 min](#)

Step-by-step instructions for students:

Think about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture. Enjoy the learning by noticing, wondering, asking questions, sharing your thinking during discussion times. Follow the teacher instructions, PowerPoint, and Blackline Masters.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

- Grade 3 Indigenous Peoples of the World.pptx
- Grade 3 Indigenous Peoples of the World Blackline Masters.docx
- Grade 3 Indigenous Peoples of the World Rubric.docx

BLM 1a: Indigenous Peoples of the World



K

- What do I already know?
-



W

- What do I wonder?
-

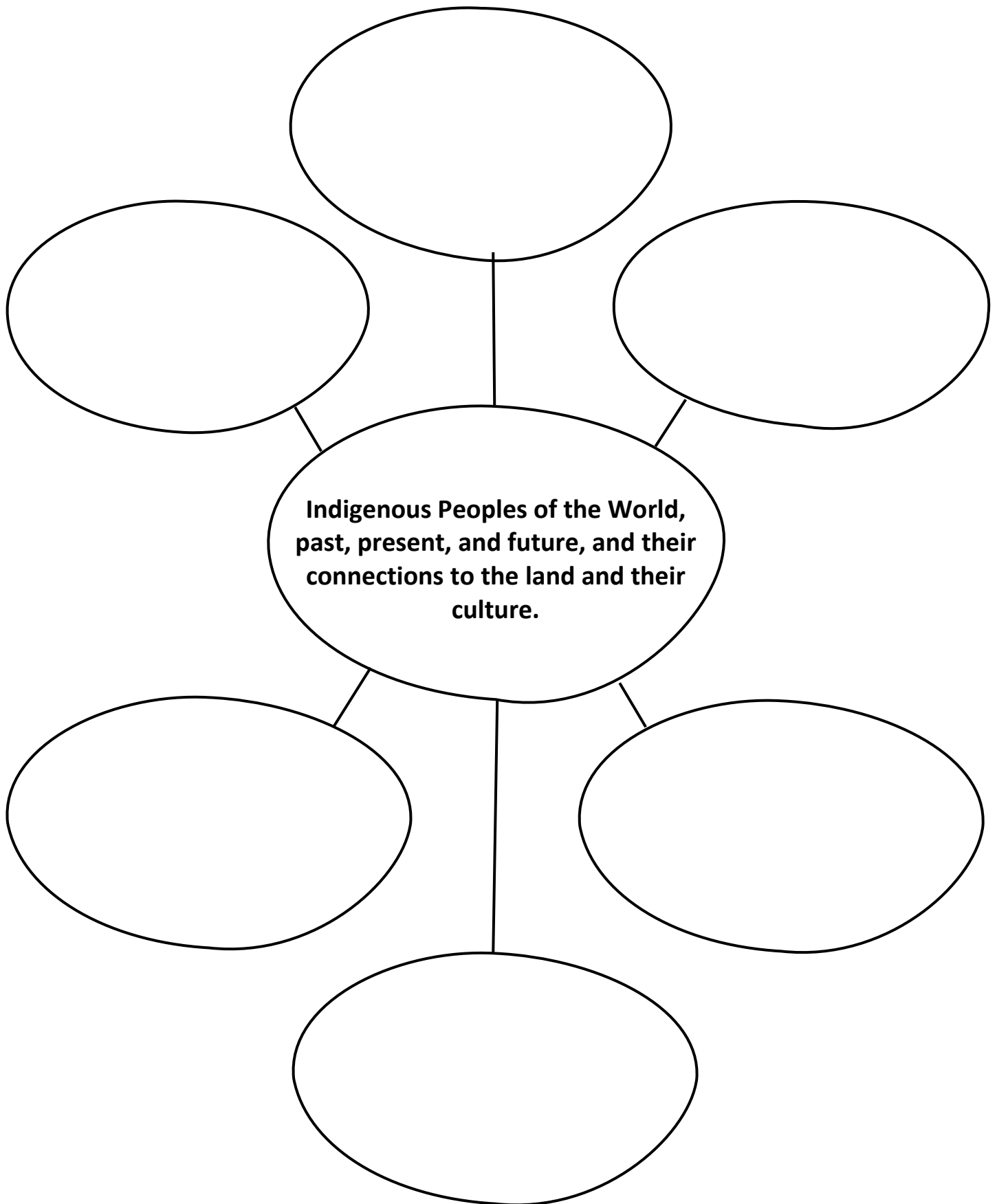


L

- What have I learned?
-



















BLM 1b: Mind Map

How is the connection to the land and culture important to the Indigenous Peoples of the World?



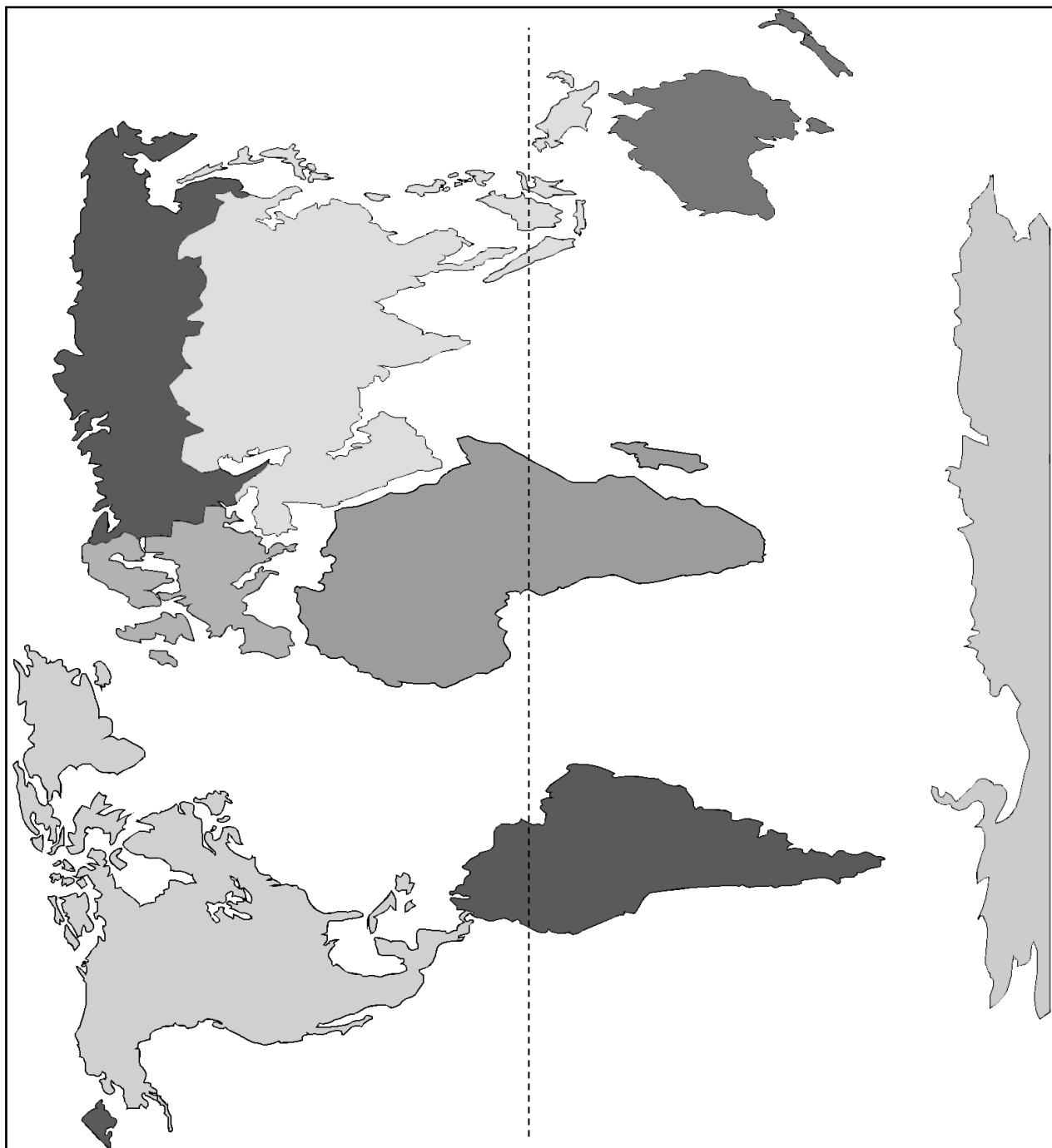
BLM 2: Cultures around the World

After you watch the videos or listen to the read alouds about culture, talk with classmates, family, friends or schoolmates about what art, food, clothing, languages, beliefs, and celebrations are their favourites. Write or draw pictures of the examples they give you in the table below.

Art   	Food   
Clothing   	Language   
Beliefs   	Celebrations   

BLM 3a: Continents of the World

Label and shade the 7 continents of the world (North America, South America, Africa, Australia, Asia, Europe, and Antarctica) as well as the equator and the northern and southern hemispheres.



Adapted from Manitoba Education Social Studies BLM 3.2.1b.

[Social Studies Gr 3 BLMs Manitoba Education \(gov.mb.ca\)](http://gov.mb.ca/social/studies/gr3/blms/)

BLM 3b: Indigenous Peoples of the World: Math Activity

- 1) More than **370 million** people in the world are Indigenous. That is about the same number of people that live in Canada AND the United States in the year 2021. That seems like a lot of people, and it is! But, when you look at the population of the whole world, Indigenous peoples only make up **5%**. That's like saying, out of 100 people, 5 are Indigenous; or **5/100** of the world population is Indigenous. **100 squares, shade 5 of them:**

- 2) Did you know, there are more than **5,000** different Indigenous groups? How many can you name? In Canada? In the World?

- 3) Did you know, Indigenous peoples live in more than **90** countries? Can you count to 90? Can you also count to 90 by 3s or 4s? How many countries can you name?

- 4) There are about 200 countries in the world. That means **9/20** of the countries have Indigenous peoples living in them. **20 squares, shade 9 of them:**

- 5) Did you know, the places where Indigenous peoples live make up **80%** or **8/10** of the world's biodiversity (animal and plant life)? **10 squares, shade 8 of them:**

BLM 4: Connections to the Land

Draw a picture of the land where you live. Even in a town or city, nature is everywhere!



Questions:

1) What is your favourite part about nature? Explain.

2) What can you do to help protect the environment? Why is it important?

BLM 5: United Nations and the Rights of Indigenous Peoples

What does UNDRIP stand for? Make bubble letters to complete each word.

U _____

N _____

D _____

R _____

I _____

P _____

Which Indigenous peoples right connects with you the most and why?

BLM 6a: Indigenous Peoples of the World

During and after watching the videos about _____
Indigenous peoples, use words or drawings to answer the following questions.

What do you see in the videos?	
What are the people doing/ experiencing?	
How is the importance of the connection to the land and culture shown in the videos?	

BLM 6b: Indigenous Peoples of the World

	What is one thing you learned about each of the Indigenous Peoples and their connection to land and culture?
First Nations, Métis, and Inuit	
Maya	
Sami	
Maasai	
Hmong	
Aboriginal and Torres Strait Islanders	

BLM 7: Where in the World?

Matching Activity

Match the pictures of the places shown on the PowerPoint with the Indigenous groups that live there.

1) _____	First Nations, Métis, and Inuit
2) _____	Maya
3) _____	Sami
4) _____	Maasai
5) _____	Hmong
6) _____	Aboriginal and Torres Strait Islanders

Making Connections Question

If you could live anywhere in the world, where would you live and why?

BLM 8: International Day of the World's Indigenous Peoples

Held August 9th of every year.

What will you do to celebrate and raise awareness?

Choose one of the following to make:

- ☐ Poster
- ☐ Brochure
- ☐ Video
- ☐ Poem
- ☐ Song
- ☐ Other: _____

Share what you made with the class.

Grade 3 Indigenous Peoples of the World Rubric

	Extending	Expanding	Emerging	
Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)
Social Studies— Knowledge and Understanding	Student skillfully and objectively synthesizes, organizes, represents, and connects the important and significant vocabulary and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student accurately synthesizes, organizes, represents, and somewhat connects important vocabulary and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Social Studies— Research and Communication	Student collects relevant and important information from various sources, accurately and comprehensively records, organizes, and innovatively communicates information and ideas about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student collects relevant information, accurately records, organizes, and communicates information and ideas about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Social Studies— Critical Thinking and Citizenship	Student questions, analyzes, draws conclusions, and revises ideas and opinions about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student considers, questions, and reflects on Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to consider, question, and/or reflect on Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to consider, question, and/or reflect on Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Language Arts— COMP. Reading	Student uses strategies and cues before, during, and after reading to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Language Arts— COMP. Listening and Viewing	Student uses strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Language Arts— COMM. Writing	Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture with very few convention errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and organize thinking, ideas, and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture with some convention errors.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture and correct convention errors.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture, and correct convention errors.

Language Arts— COMM Speaking and Representing	Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Language Arts— Critical Thinking	Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.
Mathematics— Knowledge and Understanding	Student accurately counts to 90 by 3s or 4s and clearly pictorially represents fractions of common information about Indigenous peoples of the world.	Student counts to 90 and pictorially represents fractions of common information about Indigenous peoples of the world.	Student requires occasional teacher or peer support to count to 90 and/or pictorially represent fractions of common information about Indigenous peoples of the world.	Student requires considerable, ongoing teacher support to count to 90 and/or pictorially represent fractions of common information about Indigenous peoples of the world.
Mathematics— Mental Math and Estimation	Student efficiently and flexibly chooses and uses mental math and estimation strategies to count to 90 and represent fractions of common information about Indigenous peoples of the world.	Student chooses and uses mental math and estimation strategies with some prompting to count to 90 and represent fractions of common information about Indigenous peoples of the world.	Student requires occasional teacher or peer support to choose and use mental math and estimation strategies to count to 90 and/or represent fractions of common information about Indigenous peoples of the world.	Student requires considerable, ongoing teacher support to choose and use mental math and estimation strategies to count to 90 and/or represent fractions of common information about Indigenous peoples of the world.
Science— Knowledge and Understanding	Student logically connects and clearly explains understanding, appreciation, and respect for plants as living things in nature while learning about Indigenous Peoples’ connections to the land.	Student, with occasional prompting, makes connections and explains understanding, appreciation, and respect for plants as living things in nature while learning about Indigenous Peoples’ connections to the land.	Student requires occasional teacher or peer support to make connections and explain understanding, appreciation, and/or respect for plants as living things in nature while learning about Indigenous Peoples’ connections to the land.	Student requires considerable, ongoing teacher support to make connections and explain understanding, appreciation, and/or respect for plants as living things in nature. while learning about Indigenous Peoples’ connections to the land.
Arts Education— Visual Arts	Student designs and creates original drawings that include important and relevant historical, cultural, and/or geographical details about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student designs and creates drawings that include important and relevant historical, cultural, and/or geographical details about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires occasional teacher or peer support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.	Student requires considerable, ongoing teacher support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about Indigenous Peoples of the World, past, present, and future, and their connections to the land and their culture.