

# 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](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	1
<b>Main Subject:</b>	Social Studies
<b>Big Idea:</b>	Connecting and Belonging—Indigenous Peoples in Canada
<b>Title:</b>	BEING INDIGENOUS
<b>Cluster:</b>	I Belong, My Environment, Connecting with Others
<b>Duration:</b>	2–4 weeks
<b>Materials:</b>	PowerPoint, BLMs, internet, paper, pencils, pencil crayons or markers,
<b>Short Description:</b>	In this learning experience, students explore connecting and belonging by focusing on what it means to be Indigenous in Manitoba and Canada. Students have the opportunity to discover, share, and reflect on First Nations, Metis, and Inuit peoples experiences in Canada, ending with a focus on National Indigenous Day, June 21. This unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student.

## LEARNING OUTCOMES

Social Studies: [www.edu.gov.mb.ca/k12/cur/socstud/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/socstud/framework/index.html)

1-KI-007, 1-KI-007A, 1-KI-009, 1-KH-017, 1-KH-018, 1-VI-003, 1-VI-005, 1-VH-009, 1-KC-002A, 1-KI-008, 1-KL-016A, 1-VL-007A, 1-KI-010, 1-VC-002, 1-VI-004, 1-VI-006, 1-VP-011A, 1-S-205

English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html)

Grade 1 Band Practices, Elements, and Descriptors: Language as Sense Making, Language as System, Language as Power and Agency, and Language as Exploration and Design

This project provides opportunity for rich learning through the following lenses: personal and philosophical, social, cultural, and historical, and environmental and technological.

Mathematics: [www.edu.gov.mb.ca/k12/cur/math/framework\\_k-8/index.html](http://www.edu.gov.mb.ca/k12/cur/math/framework_k-8/index.html)

1.N.1

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

VA-CR-1, VA-CR2, VA-CR3, VA-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

Original concept created by: J. Fast and K. Berezka

## LEARNING EXPERIENCES AND ASSESSMENT

### Question: What does it mean to be Indigenous?

#### Teacher's instructions:

The overarching goal of this entire learning experience is for:

- **Indigenous Students**—to develop a positive self-identity through learning their own histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge.
- **Non-Indigenous Students**—to develop an understanding and respect for the histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge of Indigenous peoples in Manitoba and Canada.

For more information, see **Integrating Aboriginal Perspectives into Curricula (2003) Manitoba Education, page 2, PDF page 8**, [www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab\\_persp.pdf](http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf).

**The PowerPoint, 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.

**Slides 2 and 23—Possible responses to the inquiry question that you may want to guide students toward:**

**“What does it mean to be Indigenous?”** There is not a single answer to this question. You ask different people, they will give you different answers. But here are some ideas you can discuss to explore the question:

Being Indigenous is about identity, culture, family, community, connection to the land, language, etc.

CBC video, What does being Indigenous mean? (2:46 min)

[www.youtube.com/watch?v=X-zwP6q1GkM&t=6s](https://www.youtube.com/watch?v=X-zwP6q1GkM&t=6s)

CBC Website—I Am Indigenous

[www.cbc.ca/news2/interactives/i-am-indigenous-2017/](http://www.cbc.ca/news2/interactives/i-am-indigenous-2017/)

**Slide 9, BLM #4—Examples of Urban Indigenous Spaces**

Show students the following pictures. Ask the students: What do you notice? What do you see? For example: circle, tipi, water, medicine wheel (colours), representing nature (plants, water, river, etc.)

**You may wish to do this BLM towards the end of the learning experience once the students have more background knowledge.**

University of Manitoba—Migizii Agamik Indigenous Student Centre  
<https://umanitoba.ca/indigenous/student-experience>



Treaty One—Naawi-Oodena  
<https://treaty1.ca/>  
[www.cbc.ca/news/canada/manitoba/kapyong-barracks-name-naawi-oodena-winnipeg-1.5997787](http://www.cbc.ca/news/canada/manitoba/kapyong-barracks-name-naawi-oodena-winnipeg-1.5997787)



Turtle Lodge—Sagkeeng First Nation  
[www.turtlelodge.org/about/](http://www.turtlelodge.org/about/)

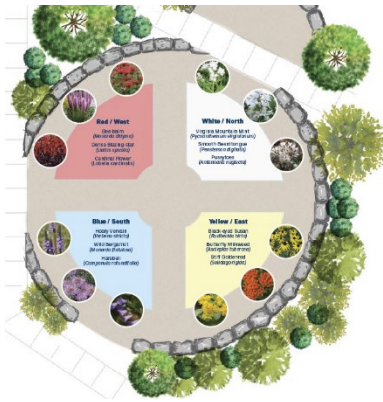


Aboriginal Peoples Television Network  
[www.prairiearchitects.ca/aptn-corporate-office-studio](http://www.prairiearchitects.ca/aptn-corporate-office-studio)



### Medicine Wheel Garden

<https://missionzero.sheridancollege.ca/biodiversity/medicine-wheel-garden-project/>



### Urban Circle Training

[www.urbancircletraining.com/](http://www.urbancircletraining.com/)



### Slides 21 and 22, BLM #7—National Indigenous Peoples Day

“June 21 is National Indigenous Peoples Day. This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of First Nations, Inuit and Métis peoples. The Canadian Constitution recognizes these three groups as Aboriginal peoples, also known as Indigenous peoples. Although these groups share many similarities, they each have their own distinct heritage, language, cultural practices and spiritual beliefs. In cooperation with Indigenous organizations, the Government of Canada chose June 21, the summer solstice, for National Aboriginal Day, now known as National Indigenous Peoples Day. For generations, many Indigenous peoples and communities have celebrated their culture and heritage on or near this day due to the significance of the summer solstice as the longest day of the year.”

[www.rcaanc-cirnac.gc.ca/eng/1100100013718/1534874583157](http://www.rcaanc-cirnac.gc.ca/eng/1100100013718/1534874583157)

It is important to have both a National Day to celebrate Indigenous Peoples and to celebrate Indigenous peoples throughout the whole year. Everyone wants to feel special and important everyday.

Often times, there is a celebration for National Indigenous Peoples Day at the Forks in Winnipeg. You can watch past celebrations on the APTN’s Indigenous Day Live website. Organizations, such as a local Friendship Centre, also often host gatherings for National Indigenous Peoples Day. You can also visit the Government of Canada’s website, to learn about where gatherings are being held (virtually and in person).

Aboriginal Peoples Television Network (APTN)—[www.indigenousdaylive.ca/](http://www.indigenousdaylive.ca/)

The Manitoba Association of Friendship Centres—<https://friendshipcentres.ca/>

The Forks Winnipeg—[www.theforks.com/](http://www.theforks.com/)

Government of Canada—[www.canada.ca/en/canadian-heritage/campaigns/indigenous-peoples-day.html](http://www.canada.ca/en/canadian-heritage/campaigns/indigenous-peoples-day.html)

**More Teacher Resources:**

[Get to know the Indigenous Peoples of Manitoba—Live & Learn \(livelearn.ca\)](#)

Live & Learn—[Indigenous Peoples of Manitoba: A Guide for Newcomers](#)

**Assessment:** The rubric in the appendix is designed to help you assess students' overall learning of the Social Studies, ELA, Math, and Art outcomes, with descriptions of the learning targets on the left. Space is provided for you to comment on individual student strengths and challenges under the applicable grade scale indicator to the right.

**Step-by-step instructions for students:**

Throughout the learning experience, think about the inquiry question, “What does it mean to be Indigenous?” Follow the teacher instructions, PowerPoint, and Blackline Masters. Enjoy learning, noticing, and wondering!

**APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)**

Grade 1: Being Indigenous PowerPoint Presentation.pptx

Grade 1: Blackline Masters.docx

Grade 1: Being Indigenous Rubric.docx

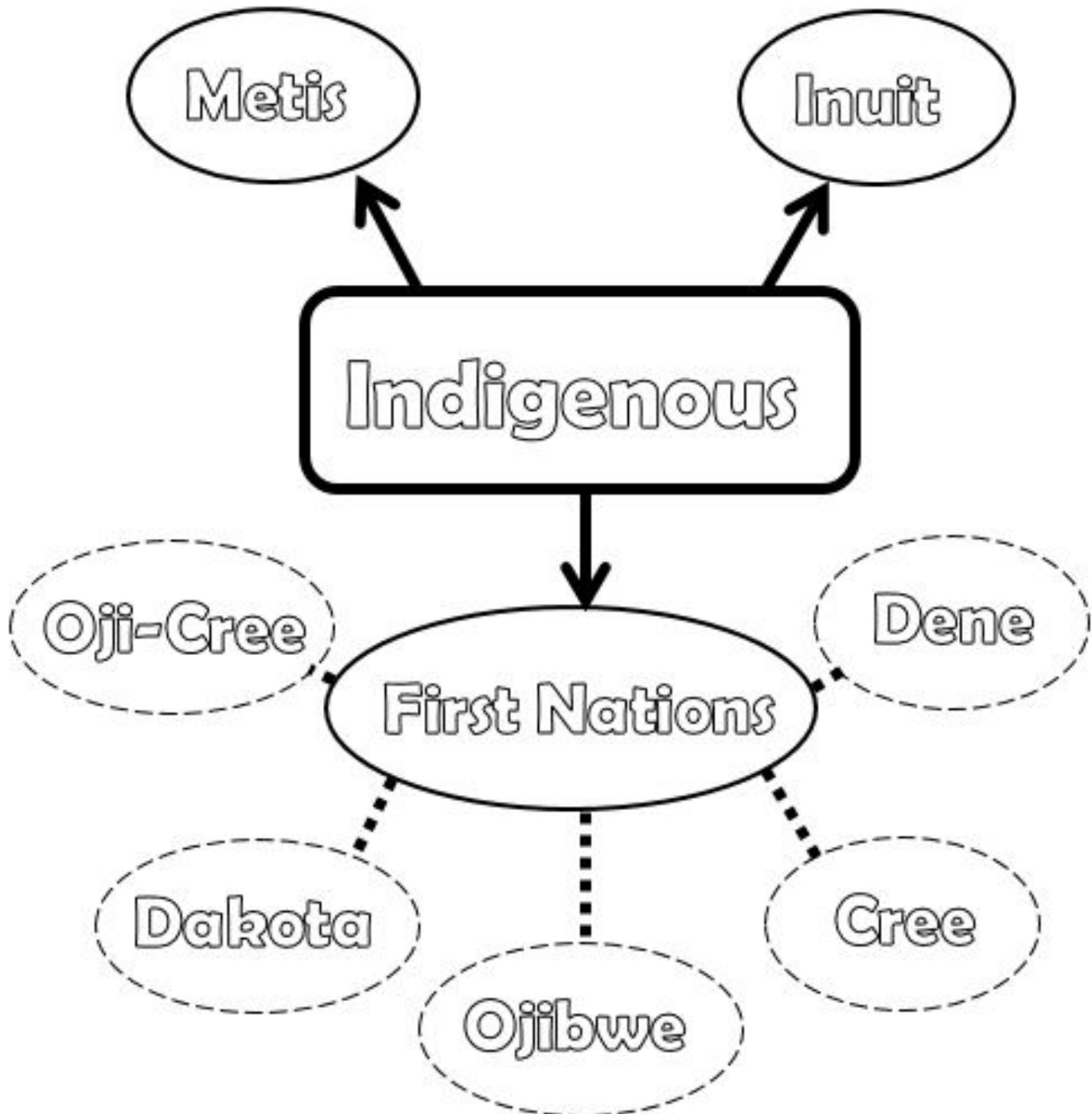
## Who is Indigenous?

BLM #1a

1. Indigenous peoples are people whose \_\_\_\_\_ have been \_\_\_\_\_ in a \_\_\_\_\_ for a really long \_\_\_\_\_. (slide 3)
2. There are \_\_\_\_\_ main groups of Indigenous peoples in Canada are:  
(slide 5) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. There are \_\_\_\_\_ First Nations groups in Manitoba. (slide 5) The First Nations groups in Manitoba are the C\_\_\_\_\_, Oji-Cree, D\_\_\_\_\_, Dene, and O\_\_\_\_\_.
4. There are over \_\_\_\_\_ Indigenous languages spoken in Canada. (slide 5)

Colour the words below.

# Who is Indigenous?



**(This activity requires an adult to read the instructions as the child works through the tasks. It may be used to assess parts of outcome 1.N.1.)**

The 2016 Census said more than 70 Indigenous languages were spoken across Canada. These Indigenous languages can be sorted into 12 language families. [Census in Brief: The Aboriginal languages of First Nations people, Métis and Inuit \(statcan.gc.ca\)](https://www.statcan.gc.ca/aboriginal-languages)

1. Count forward by 1s from 12 to 70.
2. Count forward by 1s from 70 to 100.
3. Count backward by 1s from 12 to 0.
4. Count backward by 1s from 70 to 55.
5. Use sidewalk chalk on a pavement somewhere, whiteboard marker on whiteboard, or another fun surface to write the numbers from 1 to 12 as you or someone else says them.
6. Use markers, crayons, or pencil crayons on a separate piece of paper to write the numbers from 12 to 70 as you or someone else says them.
7. Write the numbers from 70 to 100 using a pencil and some coloured paper.

As someone reads the following sequences, fill in the missing numbers:

- A) 9, 10, \_\_\_\_, 12, 13, \_\_\_\_, 15, 16
- B) \_\_\_\_, 68, 69, \_\_\_\_, 71, 72, \_\_\_\_
- C) 0, 2, 4, \_\_\_\_, 8, \_\_\_\_, 12, 14, \_\_\_\_
- D) 0, 10, 20, \_\_\_\_, 40, 50, \_\_\_\_, 70

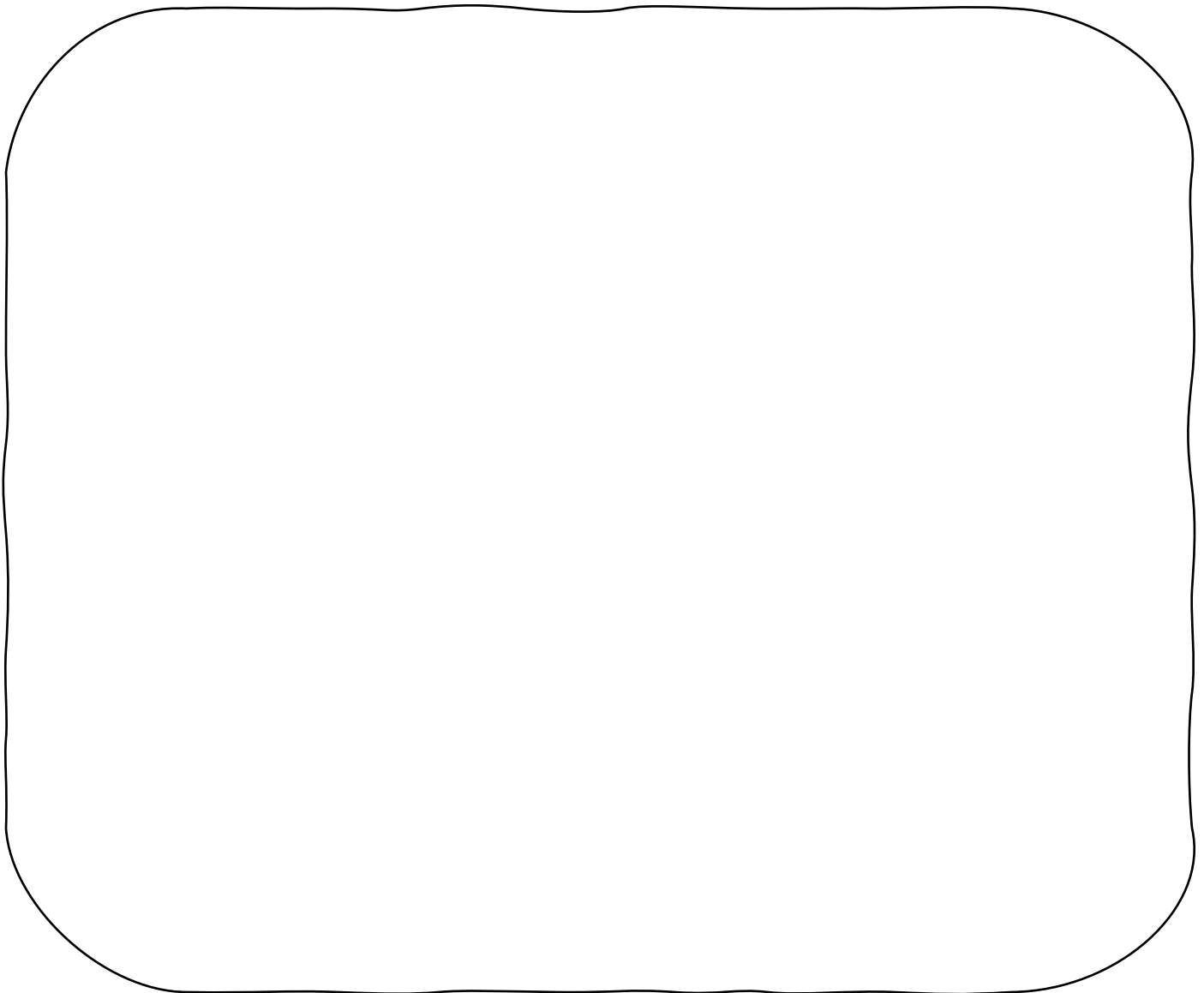
1. What are some Indigenous communities in Manitoba?

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2. Draw a map that includes your home, your school, and the closest Indigenous community to where you live.



Pretend you are an architect and design a building or space for a town or city that celebrates Indigenous culture.

- ☐ Will the space be inside or outside or both?
- ☐ Will you draw a building?
- ☐ What will you include to reflect Indigenous culture?
- ☐ What are things people can do here?

## **Celebrate Culture**

BLM #5

Culture is the way a group of people live—their ‘way of life’. What do you know about culture?

How do people celebrate culture and traditions?

Draw and write about your favourite way to celebrate.

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## **Choice Board Activities**

BLM #6a

Draw and write about what you learned and noticed from the Choice Board Activities.

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## **Choice Board Activities**

BLM #6b

Draw and write about your favourite choice board activity and explain why it was your favourite.

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## National Indigenous Peoples Day

BLM #7

1. National Indigenous Peoples Day is on J\_\_\_\_\_ 21 of every year.  
Many Indigenous peoples traditionally have celebrated on  
J\_\_\_\_\_ 21, which is the longest 'day' (summer solstice) of the year.
2. It is important to celebrate National I\_\_\_\_\_ Peoples Day  
because it is i\_\_\_\_\_ for all Canadians to celebrate the  
cultures and contributions of F\_\_\_\_\_ Nations, I\_\_\_\_\_, and  
M\_\_\_\_\_ peoples in Canada.
3. I will celebrate National Indigenous Peoples Day by:
  - ☐ Attending a gathering (virtually or in person)
  - ☐ Watching a video
  - ☐ Reading a book
  - ☐ Making a poster
  - ☐ Creating an art piece
  - ☐ Or \_\_\_\_\_

Being Indigenous Rubric				
Report Card Subject Category	Very good to excellent understanding and application of concepts (4)	Good understanding and application of concepts (3)	Basic—may require occasional peer or teacher support (2)	Limited—requires considerable, ongoing teacher support (1)
<b>Social Studies—Knowledge and Understanding</b> Student can synthesize, organize, and represent the important and significant vocabulary and information while exploring <u>the history, culture, contributions, and celebrations of the Indigenous peoples in Canada.</u>				
<b>Social Studies—Research and Communication</b> Student can synthesize and communicate important information and ideas about <u>the history, culture, contributions, and celebrations of the Indigenous peoples in Canada.</u>				
<b>Social Studies—Critical Thinking and Citizenship</b> Student thoughtfully recognizes and values how people, events, and ideas of the past shape the present and influence the future.				
<b>ELA—COMP. Listening and Viewing</b> Student uses strategies and cues before, during, and after listening and viewing to develop understanding about <u>the history, culture, contributions, and celebrations of Indigenous peoples in Canada.</u>				

<b>ELA—COMM. Writing</b> Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about <u>the history, culture, contributions, and celebrations of Indigenous peoples in Canada.</u>				
<b>ELA—COMM. Speaking and Representing</b> Student uses strategies and cues to generate, revise, organize, and clearly communicate, thinking, ideas, and information when speaking about <u>the history, culture, contributions, and celebrations of Indigenous peoples in Canada.</u>				
<b>ELA—Critical Thinking</b> Student insightfully interprets facts, analyzes viewpoints, and/or can draw a conclusion about <u>the history, culture, contributions, and celebrations of Indigenous peoples in Canada.</u>				
<b>Math—Knowledge and Understanding</b> Student accurately and clearly: <ul style="list-style-type: none"> <li>• says the number sequences by 1s forward and backward,</li> <li>• records the numerals presented orally</li> <li>• identifies omissions in the number sequences</li> </ul>				
<b>Arts Education—VISUAL ARTS</b> Student designs and creates original drawings that include important and relevant <u>historical, cultural, and/or geographical details related to Indigenous peoples in Canada.</u>				