

Lesson Plan

Grade	First Nations Studies 12	Topic	The Indian Act & Reserves
Date		Allotted Time	80 min
Cite sources used to develop this plan:			
Campbell, K., Menzies, C., & Peacock, B. (2003). <i>B.C. First Nations studies</i> . Victoria: British Columbia Ministry of Education.			
Case, R., Clark, P. (2008). Nurturing Personal and Social Values. <i>The anthology of social studies: Issues and strategies for secondary teachers</i> (2nd ed., pp. 170-182). Vancouver: Pacific Educational Press.			

1. Rationale: *Why is this lesson relevant at this time with these students?*

This lesson is relevant because it is intended to promote empathy and understanding towards First Nations people in Canada. The Indian Act and the creation of land reserves for the First Nations of Canada had such a huge impact on the lives of the First Nations people, and also on the rest of Canada. The policies implemented by the government have led to so many problems which are still evident in society. The Indian Act of 1867 was a huge turning points in Aboriginal history, so it is important that students understand how it impacted them and what its legacy is today. Hopefully they will also feel a social responsibility to act against discrimination.

2. Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

A1: Apply critical thinking- including questioning, comparing, summarizing, drawing conclusions, hypothesizing, and defending a position- to make reasoned judgments about a range of issues, situations, and topics.

A3: Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.

C4: Analyse post-Confederation government policies and jurisdictional arrangements that affected and continue to affect BC First Nations.

3. Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
Students will be able to: 1) Evaluate the effects and impact of colonization on the First Nations of Canada. 2) Demonstrate empathy for the First Nations	1-2) Think/Pair/Share to discuss the Eporuvian story questions. Reflection journals	1-2) Students discussing their perspective and feelings. Thoughtful journal responses Evidence of reflection and connection: how the lesson impacted them.

<p>people of Canada.</p> <p>3) Identify the major aspects of the Indian Act of 1876, and describe the effects these aspects had on the lives of First Nations people in the areas of: land (reserves), local government, and rights.</p>	<p>3) Guided notes & questions (attached)</p>	<p>3) Correct answers (in answer key attached)</p>
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4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

Resources/Materials

- Powerpoint Presentation (Eporuvian story, Indian Act, Video Clips all included)
- Guided notes
- Eporuvian Story & Questions (my copy to read- also on the powerpoint)

Preparation:

- Outline written on the board:
- The Eporuvians: Story & Discussion
- Review
- The Indian Act
- Videos
- Reflection Journal

5. Lesson Development	Pacing
<ul style="list-style-type: none"> • Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Get class settled, go over the outline for the day.</p> <p>Start with the Eporuvian activity: telling students the story. Read each slide then get them to discuss their answers to the question at the bottom in their groups.</p> <ul style="list-style-type: none"> • Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> <p>1. Video clip: Wab Kinew (on the lead up to the Indian Act) http://www.youtube.com/watch?v=xmYu-Wppp3c</p> <p>(Hand out guided notes for them to complete before starting powerpoint)</p>	<p>5 minutes</p> <p>15 minutes</p> <p>3 minutes</p>

<p>2. Powerpoint: Key points about Indian Act Review: How were relations between the First Nations and Europeans during the Fur Trade era? What do we know about Douglas and Trutch? (in regards to land) What occurred in 1867? 1871?</p>	<p>5 minutes</p>
<p>Go in to slides about the Indian Act & Reserves</p>	<p>10 minutes</p>
<p>Video clip: summary of land issues in Indian Act http://www.youtube.com/watch?v=BnfITZOIaO4</p>	<p>2 minutes</p>
<p>Students have time to work on the guided notes</p>	<p>15 minutes</p>
<p>Tying it in to today and why it is relevant: many of the issues faced by the First Nations people today are consequences and results of the Indian Act. Show video clip from 8th Fire: Indigenous in the City http://www.cbc.ca/player/Shows/Shows/Doc+Zone/8th+Fire/ID/2186429161/</p>	<p>15 minutes</p>
<ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> 	
<p>5. Reflection Journal Students will reflect on what they learned today, thinking about the Eporuvian story and the Indian Act & Land Reserves.</p>	<p>10 minutes</p>

6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

Learning/behaviour difficulties: Students are pre-assigned groups to sit with, which will allow those students with difficulties to get help from and participate with those students who are stronger academically.

Language (international students): Repetition of questions throughout the powerpoint & presentation, guided notes follow along with the powerpoint and also the textbook. Grouped with students who can help them with understanding; also allowed to use translators on their phones (only during the work portion).

Using a variety of ways to teach the material: powerpoint presentation, videos, note sheets: visual, written, audio, multimedia.