

First Nations, Métis and Inuit Women in what is now known as Canada

Teacher:	Date	Period:	Location:
Course and section: English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 University Preparation NBE3U	Unit:		
Lesson Title: Narrative and Photo Blog - Charlotte Small		Number of periods: this assignment can vary from one or two or even 3 periods Or it can be used as a summative task	
<p>Background Briefing for Educator</p> <p>David Thompson is credited with surveying and mapping much of what is now Western Canada. For background, start here; https://www.hbcheritage.ca/people/explorers/david-thompson</p> <p>Storytelling as pedagogy: Many First Nations, Métis and Inuit cultures use storytelling as ways of preserving and sharing information. 'Man/Person/Character vs. Nature' is a common theme in literature.</p>			
Curriculum Overall Expectations			
<p>A-1 Explore themes related to First Nations, Métis, and Inuit identities, relationships, and self-determination, sovereignty, or self-governance, as reflected in text forms created in Canada, formulating questions and comparing perspectives to stimulate a well-reasoned exchange of ideas about these topics</p> <p>A-2 Demonstrate an understanding of how representations of First Nations, Métis, and Inuit individuals, communities, and cultures in text forms created in Canada are influenced by perspectives related to or shaped by historical period, cultural background, and social and political conditions and events, including perspectives related to gender and the role of women</p>			
Learning Goals			
<p>Students will create a blog that explores expression using narrative and photos.</p> <p>Students will write from the perspective of '<i>character/person with nature</i>'.</p> <p>Students will discuss and explore how narrative would have been different if Charlotte Small's voice/experience had been included in Canadian history.</p> <p>Students will unpack the implications of Small's voice/experience being absent.</p>			
Vocabulary/ Specific Terminology/ Prior Knowledge			

Terms: Indigenous, Cree	
Instruction Strategies	Assessment Strategies <i>C-conversation O-observation P-Product F-formative S-summative</i>
Discussions Individual work	C- formative conversations with students during their work on the blog O - create a checklist of skills to see during the lesson P - formative (self evaluation / reflexion) or summative (blog)
Time	Lesson Sequence
	<p>Getting Started</p> <ul style="list-style-type: none"> • Discussion – as a class, explore and establish a foundation of knowledge about David Thomas - who he was and what he has been credited with accomplishing (see link above as starting point) • Map of Canada – on Smart board or paper copy for each student <p>Now</p> <ul style="list-style-type: none"> • Examine what his wife Charlotte Small has been credited with <p>Links that could be helpful:</p> <p>http://www.experiencemountainparks.com/charlotte-small-woman-of-historic-significance/</p> <p>https://dbpedia.org/page/Charlotte_Small</p> <ul style="list-style-type: none"> • ** Small's father was a Scottish man, Patrick Small. Reference to her mother is simply 'unnamed Cree woman'. It is quite likely that Charlotte learned how to live and survive on the land from her mother. Yet, her name is missing from Canadian history. Is this significant? Discuss.

	<p>Keep in mind that storytelling plays an important role in Indigenous methods and pedagogy (King, 2010; Kovach, 2009).</p> <p>As well, a common theme in literature is 'Man vs. Nature'</p> <p>However, Indigenous pedagogy describes Indigenous people living <i>with</i> nature (Smith, 1999) and not <i>against</i> it. How might 'story' be different if it was written with the theme of 'person with nature'?</p> <p>Imagine you are Charlotte Small and you are trekking across Canada's west, leading your husband and his crew to the west coast.</p>
<p>40-80 mins (or can be done outside of class)</p> <p>This can even take place over an extended period of time.</p>	<p>Working on it</p> <p>Take a walk, through forests and near water. Take photographs. Listen and be still in nature. What do you hear, smell, see and feel?</p> <p>Write a narrative-style blog, as Charlotte Small. Include photographs you have taken. In the blog, describe your relationship with your environment, your children and your husband.</p>
<p>15 minutes</p>	<p>Consolidate & Reflect on it</p> <p>This can be done in small groups, individually (written) or as a class.</p> <p>How does the lens of Charlotte differ from that of her husband? What effects would there have been on Canadian history and geography if Small's story had been included?</p>
<p style="text-align: center;">Universal Design Accommodations (For all) Resources</p>	
<p>extra-time chunking exemplars verbal instruction with visual support checklists to monitor task initiation, progress and completion graphic organizers copies of notes advanced notice for assessments and evaluations</p>	<p>Book with short bios of First Nations women: https://goodminds.com/products/1896764819 https://goodminds.com/products/9781897187258</p>
<p>Educator's Lesson Reflections</p>	
<p>Modifications for other courses</p>	

With very few modifications, this lesson plan could easily be used for: History, geography and/or gender studies curricula.