

What does Aboriginal mean?

Learning Intention:

I can explain what Aboriginal means.

I can explain who Aboriginal people are.

I can reflectively write about what I learned and show what I know.

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Aboriginal



FOCUS SLIDESHOW:

Who is Aboriginal?

Several slides explaining who Aboriginal people are in Canada. There are notes on each slide for a teacher to use to explain each slide.

Concepts and Content

Students will know and understanding the following concepts related to:

Kindergarten Identity and Family

- people, places, and events in the local community, and in local First Peoples communities

Grade 1 Local Communities

- key events and developments in the local community, and in local First Peoples communities

Grade 2 Regional and Global Communities

- diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Grade 3 Global Indigenous Peoples

- cultural characteristics and ways of life of local First Peoples and global indigenous peoples

Grade 4-7

- Students will need to understand who Aboriginal people and their connection to land before they can tackle concepts in

Materials

1. *Who is Aboriginal?* Thinking Sheet BLM (see separate document for full 11x17 version)
2. *Who is Aboriginal?* Powerpoint
3. Artifacts—Métis sash, Inukshuk, cedar basket if available. Or images if artifacts not available.
4. Video: Land of our Ancestors https://www.youtube.com/watch?v=1NC5_g-32V8
5. *Transforming Your Thinking* BLM
6. Bead Timeline

Before Slideshow:

1. Discuss learning intention
2. Show the video, Land of Our Ancestors, to spark discussion and need to know to answer the question...Who is Aboriginal?
3. As formative assessment, students can do "Thumbs up" to indicate their knowledge and comfort level about "Who is Aboriginal?". Students turn and talk to share their background knowledge at this point. (See on thinking sheet). There are two sets of thumbs up for before and after the lesson.
4. Students do thinking Sheet: *Who is Aboriginal?*

During Slideshow:

1. Show 3 artifacts and discuss what you know about these artifacts, pass them around the class, students Turn and Talk in small discussion groups or partners. If you do not have these artifacts, you can find images of these artifacts on the 2nd page of the slideshow.
2. Go through slideshow with students. Slide notes for teachers are found on each slide. To view notes while on slideshow is projected you have to choose dual screen option. Share Bead timeline story on first page.

After Slideshow

1. Students can share out and with a coloured pencil add new ideas to their thinking sheet.
2. Complete the after, "Thumbs up" image on the thinking sheet.
3. Optional, if doing a few lessons in a row, students can add their first thoughts to the *Transforming Your Thinking* BLM. See explanation on page 8.



Our Learning Intention:

- . I can explain who Aboriginal people are.
- . I can reflectively write about what I learned and show what I know.

What are you thinking? What is important to know?



What does the term Aboriginal mean? Why is it important to know who the Aboriginal people are in our community and country?



Make a connect on ... Make an inference... Ask a question ...

Sketch thoughts... Determine importance...

Make a prediction... Synthesize ... Transform ... Use nonfiction text features ...

Land of Our Ancestors

https://www.youtube.com/watch?v=1NC5_g-32V8



OUR STORY
YOUR EXPERIENCE

Land of Our Ancestors

Aboriginal Tourism BC

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Transforming

This BLM from Adrienne Gear can be used over a series of lessons. Have students write down their thinking about a topic, big idea, essential unit question, before you start and then after each main part of unit or learning activity. Then finally have them reflect on how their thinking has changed from beginning to end.



Transforming your Thinking



Name: _____

My first thoughts....

On second thought...

On third thought...

My transformed thinking....