



Relationship with Others - Instructional Unit

How We Lived With Other People

Introduction:

Through this unit, students will come to understand how, in living with other people (both First Nations and others), the Blackfoot culture, territory and way of life has been impacted, especially over the last two hundred years.

Students will reflect and comment on the changes the Blackfoot people have undergone and, at the grade six level, will be asked to compare the Blackfoot experience to another indigenous culture, somewhere else in Canada or the world.

Objectives:

The student will discover/ understand:

- Information about the Blackfoot people such as: what were some of the key historical events of the past two hundred years that have shaped the Blackfoot culture and way of life today
- Where some of the Blackfoot and other First Nations' territories were in North America, and are today
- What were some of the ancient protocols that guided trading relationships and Blackfoot tradition; and their purpose which was to establish and maintain peaceful coexistence with neighboring people
- Changes of the mid -1800's, including the social context of the plains which had changed as encroaching non-Natives dislocated First Nations populations and affected wildlife populations and created unwanted problems such as disease

Students will:

- Read and identify key pieces of information from resources (selected by the teacher) connected to the online website such as: *the Teachers' Toolkit Copy From the Glenbow Museum*, or the website itself, and *Additional Research Materials in the Glenbow Archives*
- Participate in the online web game activity relating to trade and "How We Lived With Other People"



Relationship with Others - Instructional Unit

- Engage in group work processes to plan, organize and carry out particular activities related to developing a timeline, historical and current day maps of Blackfoot and other connected First Nation's territories, and a trading role play.
- Present their group work and findings to other members of the class
- Synthesize what they have learned about the impact of change and 'living with others' on the Blackfoot people through a reflective writing assignment

Materials:

- banner paper for timeline
- markers or crayons
- computer access to Glenbow Museum website

Timeline:

This unit will take approximately two classes to finish.

Grade Level:

This activity was designed for a grade four to six target group.

Supporting the Learning Environment/Background Information:

Included with this unit is the document Others_Resources. It contains graphics and maps relating to Blackfoot life. They are provided to help enrich the students' experience. Please share these resources by printing them to create a display or have the students view them on a computer.

Method:

Connector: Build from the known

Introduce students to the Nitsitapiisinni website and have them explore the site. Divide the class up into three working groups each with a unique task:

Activities:

Timeline Activity (Group A):

- students will develop a timeline on a large banner of paper beginning with events that have been described through prehistory, and ending with the building of the Oldman River Dam in 1991



Relationship with Others - Instructional Unit

- students will read the historical overview documents from the Glenbow Museum or other selected materials and begin to identify key events
- students will review and select the information contained in the virtual game “How We Lived With Other People” **Territory Activity 2 (Group B):**
- students will build a map of the historical regions in North America, centered on the traditional land of the Blackfoot (pre-contact) drawing information from the website and the historical backgrounder documents; and
- construct a second, comparative map of current Treaty holdings and reserves

Trading Role Play (Group C):

- students will develop a trading role play working, if possible, in two languages, or silently in a sign language that they develop
- the role play activity could be the most challenging one and may need to be assigned to those students who are particularly creative, those who speak a second language and/or those who can work independently

Presentation Activities

Note: The included Presentation Rubric should be reviewed prior to the three activities beginning and reviewed again prior to student presentations

- each group will present their work
- students will be expected to use the information shared through the presentation process (and other resource materials) to build their reflective writing pieces

Student Reflection

Reflective Writing Assignment

- Focusing on one aspect of Blackfoot tradition and/or culture, students will describe some of the changes to the Blackfoot way of life that they have learned about through this unit. Students will provide their perspective on the skills and abilities that the Blackfoot people have had to use in order to adapt to, and live now, in the 21st century.

- or -

- Describe several examples of challenges that the Blackfoot have had to overcome and what you have learned from the Blackfoot people in terms of their ability to adapt to change.



Relationship with Others - Instructional Unit

Challenge Activity:

As global citizens, students will describe what each of us can do/should do when we come to understand the pressures on indigenous cultures from modern day events or other peoples.

Accommodating Diversity:

Students with special needs will be encouraged to collaborate with a student partner in their groups. They can be given roles suited to their strengths and thus help support the creation of the finished product or give the presentation. A parent or helper adult can also be used for this purpose.

Assessment:

Please see the assessment form (Presentation Rubric) included with this unit.



Relationship with Others – Curricular Links

Curricular Connections:

Grade Level of Learners and Related Curriculum Outcome(s)

(Revised Social Studies Curriculum)

Grade 4

Topic area: 4.2 The Stories, Histories and People of Alberta

Curriculum Outcome(s)

4.2.1: appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity.

1. recognize how stories of people and events provide multiple perspectives on past and present events
2. recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
3. recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity
4. demonstrate respect for places and objects of historical significance

4.2.2: critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues.

1. Which First Nations originally inhabited the different areas of the province?
2. How is the diversity of Aboriginal peoples reflected in the number of languages spoken?
3. What do the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land?

Grade 5

Topic area: 5.2 Histories and Stories of Ways of Life in Canada

Curriculum Outcome(s):

5.2.1: appreciate the complexity of identity in the Canadian context:

1. acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history

5.2.2: critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues



Relationship with Others – Curricular Links

1. What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
2. How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
3. How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?

Grade 6

Topic area: 6.1 Citizens Participating in Decision Making

Curriculum Outcome(s):

6.1.1: recognize how individuals and governments interact and bring about change within their local and national communities:

1. recognize the influence of historical events and legislation on democratic decision making in Canada

6.1.6: analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues.



Relationship with Others – Assessment

Student Name: _____

Presentation Rubric

	Above Standards	Meets Standards	Below Standards
Planning and preparation	Presentation shows obvious evidence of good planning and preparation.	Presentation shows evidence of planning and preparation.	Presentation shows little evidence of planning and preparation.
Structure of Presentation	Well structured presentation with a well defined form.	Signs of good structure but some awkwardness apparent.	Presentation is poorly structured and difficult to follow.
Accuracy of information	Information is correct according to the materials used for research.	Information has only slight errors in accordance with research materials.	Information has many errors in accuracy and content.
Presentation	Project is presented in an interesting way that is easy to follow.	Project is presented in an interesting manner. Some material has slight deviations from expectations.	Presentation is difficult to follow and has unexpected or very awkward aspects.