

Grade 6-8 Lesson for **A is for Aboriginal** – Joseph Maclean and Brendan Heard  
 Created by Rianna Garthus, 2019 Werklund Graduate

Resources used and possible concerns	Picture Book: A is for Aboriginal Joseph Maclean and Brendan Heard
Author/creator and/or literature background	<p>Joseph Maclean</p> <ul style="list-style-type: none"> <li>- Canadian born historian, storyteller and social entrepreneur</li> <li>- Studied Native Studies alongside a history degree</li> <li>- Award winning author, founder of nuMedia group and KidzBiz.com</li> </ul> <p>Brendan Heard</p> <ul style="list-style-type: none"> <li>- Canadian born artist that works in various mediums including oil, watercolour, clay and digital imaging</li> </ul>
UPE course connections (not exhaustive)	<p>Educ 445 – Individual Learning: Theories &amp; Applications</p> <ul style="list-style-type: none"> <li>- This resource fits into the idea of individual learning because of the nature of the project. It is an individual based research project that involves several literacies (written, visual, and digital) while being supported by a group component. It allows students to be creative and blend their individual learning while collaborating with their peers. This project will help students form strong research and work habits while being accountable for their own learning.</li> </ul> <p>Educ 420 – Issues in Learning and Teaching</p> <ul style="list-style-type: none"> <li>- This resource can be used to highlight the importance of inquiry based learning and evaluating the sources in which we obtain information from. It can be used to help students facilitate a critical thinking approach to the information they are researching and presenting and to be mindful of the false or misleading information readily available.</li> </ul> <p>Educ 435 – Literacy, Language &amp; Culture</p> <ul style="list-style-type: none"> <li>- This resource encompasses everything that this course entails. Not only are students expanding several literacies, they are doing so by exploring language and culture that they are surrounded by. This resource entangles the perspectives of the teacher and student with the very important Indigenous perspectives and histories while challenging students to develop their different literacies.</li> </ul>
K-12 Connections	Target age range: grades 6-8

	<p>This resource could really be used at any grade level K to 12. The graphics are suitable for younger audiences, while the content in the book can be scaled up or down to meet the curricular outcomes for any grade.</p> <p>Related curricular outcomes: Social, Language Arts, Art</p> <p><b>**Because this resource can be taken in many different directions, the curricular connections are quite broad. In completing the tasks required for this project, students will be attending to more processes and dimensions of thinking in the social studies stream; however it can be related to some more specific outcomes in each grade at the teacher’s discretion.</b></p> <p>Grade 6-8 Social Skills and Processes /Dimensions of Thinking  S.1 develop skills of critical thinking and creative thinking  S.2 develop skills of historical thinking  S.4 demonstrate skills of decision making and problem solving  S.7 apply the research process  S.8 demonstrate skills of oral, written and visual literacy  S.9 develop skills of media literacy</p> <p>Grade 6 Social  G.O. 6.1 Citizens Participating in Decision Making  G.O. 6.2 Historical Models of Democracy</p> <p>Grade 7 Social  G.O. 7.1 Toward Confederation  G.O. 7.2 Following Confederation: Canadian Expansions</p> <p>Grade 8 Social  Historical Worldviews Examined</p>
<p>Materials</p>	<ul style="list-style-type: none"> <li>- Picture book – A is for Aboriginal by Joseph Maclean &amp; Brendan Heard</li> <li>- Visual journals</li> <li>- Pencils and art supplies for colouring</li> <li>- Camera/Scanner</li> <li>- Access to computers and internet</li> </ul>
<p>Rationale</p>	<p><b>BIG IDEA:</b> to have students engage with history <b>and</b> current events surrounding Indigenous peoples and culture as an independent study.</p> <p><b>PURPOSE:</b> This resource is meant to help students take learning into their own hands and research things that they can relate to/are interested in. By allowing students to research these issues/people/events on their own, they are able to gain their own</p>

	<p>perspective and really understand and take away what is important to them.</p> <p>Whether we are looking at the past or present students are able to discover how everything is interconnected and how our understanding of the past can help guide us into the future. Indigenous culture is a very important part of our history and by breaking it down into smaller components students can begin to learn about these cultures in a less daunting way.</p> <p>This resource fits into social, language arts and art in grades 6-8.</p>
<p>Lesson/activities</p>	<ol style="list-style-type: none"> <li>1. Read book aloud to students (this may be done over more than one session, as there is a lot of information to digest)</li> <li>2. Discuss with students what they knew and didn't know from the alphabet, things they were curious about, questions they have, etc. (KWL chart could be used here)</li> <li>3. Explain to the class that they are going to participate in making their own alphabet based on Indigenous peoples, culture, language, social issues, etc. <ul style="list-style-type: none"> <li>- Teacher to decide if this will be done individually, in pairs or small groups depending on class size and how in-depth they want this project to be</li> </ul> </li> </ol> <p>***the overall end goal for this task may look different to different teachers - possible outcomes could be</p> <ul style="list-style-type: none"> <li>- group alphabets, each student gets 3-4 letters</li> <li>- one large alphabet with more than one word for each letter</li> <li>- each student gets assigned a letter depending on class size</li> </ul> <ol style="list-style-type: none"> <li>4. Creating a word bank <ul style="list-style-type: none"> <li>- Teachers can compile a list of words that directly relate to what they are teaching/learning currently, can give students the opportunity to find their own words, words can be taken from the glossary in the book A is for Aboriginal.</li> <li>- This can be done as a brainstorm with the entire class.</li> <li>- This can be tailored to local (Alberta), national (Canadian) or global Indigenous people, history, events, etc.</li> <li>- The point of creating this alphabet is to not limit students but to get them exploring Indigenous histories/culture they may not typically have much access to.</li> </ul> </li> <li>5. Alphabet requirements (exemplar included at end of doc):</li> </ol>

	<ul style="list-style-type: none"> <li>- Each letter has to have a word associated with it that students have researched and compiled a short paragraph for explaining what it is/means</li> <li>- A picture or drawing needs to accompany the word (this can be hand-drawn, photographed or sourced online)</li> <li>- Students will be asked to illustrate/stylize their page in the alphabet book in relation to the word they've chosen ***teachers should choose a specific size of paper to keep things consistent</li> <li>- References should be included for all research on a separate page ***depending on the class and teacher, this project could be staggered so students are less overwhelmed by the open ended nature of the task (ie. start with the research portion, secondly, source images/create the artwork, then stylize page)</li> <li>- Options for adding more requirements such as fun/interesting facts, quotes, statistics, etc. could also be included</li> </ul> <p>6. Once students have completed their letter, they will compile it into a digital presentation. To make things easier for group work and consistency, a google platform would be recommended</p> <p>OPTIONS/EXTENSIONS:</p> <ol style="list-style-type: none"> <li>1. Compile all letters/alphabets into one presentation for an assembly presentation to the whole school</li> </ol>

Supporting Sources (APA):

A is for Aboriginal: MacLean Mr., Joseph, Heard Mr., Brendan: 9780991858903: Books. (n.d.). Retrieved August 30, 2020, from <https://www.amazon.ca/Aboriginal-Joseph-MacLean-Mr/dp/0991858905>

Exemplar:

Created by Rianna Garthus, 2019 Werklund Graduate

\*\*Important to note that this exemplar could be interpreted many ways. I chose to use the letter "W" for water warrior, but the letter "A" could have been used for Autumn Peltier or Anishinaabe-kew for her tribe. The information listed was a summary of what she is known for, however there is plenty of information that could have been used to represent her and/or graphic imagery as well.

*"I've said it once, and I'll say it again, we can't eat money, or drink oil." - AP (Canadian Press, 2019)*



(Roy, 2019)

## ater Warrior

### *Awards & Recognition*

- Nominated for the International Children's Peace Prize, 2017, 2018, 2019
- Canadian Living Me to We Award Youth in Action under 12, 2017
- Ontario Junior Citizens Award, Ontario Newspaper Association, 2017
- Sovereign Medal of Exceptional Volunteerism, by Governor General of Canada and Lieutenant Governor Of Ontario, March 2017
- Ottawa Riverkeeper Award, 2018
- Water Warrior Award at the Water Docs Film Festival in Toronto, 2019
- Young Leader Award, Ontario Municipal Social Services Association Award, 2019
- Named Top 30 under 30 in North America for Environmental Education making a difference, 2019
- Named to the BBC 100 Women list for 2019, Maclean's list of 20 to Watch in 2020, Huffington Post's list of 15 Canadian Icons Who Stole our Hearts in 2019, Union of Concerned Scientists list of 2019 Science Defenders, Chatelaine 2019 Woman of the Year (Autumn Peltier, 2020)

"Water Warrior" and teen activist, **Autumn Peltier** is Anishinaabekwe and a member of the Wiikwemkoong First Nation. She is considered a water warrior due to her advocacy for water protection and clean water access, more specifically for Indigenous communities in Canada. At just 15 years old she has spoken internationally and attended several conferences with many world leaders.  
(Autumn Peltier, 2020)

## References

Autumn Peltier. (2020, August 06). Retrieved September 01, 2020, from [https://en.wikipedia.org/wiki/Autumn\\_Peltier](https://en.wikipedia.org/wiki/Autumn_Peltier)

Canadian Indigenous water activist Autumn Peltier addresses UN on clean water Social Sharing. (2019, September 28). Retrieved September 01, 2020, from <https://www.cbc.ca/news/world/canadian-indigenous-water-activist-autumn-peltier-addresses-un-on-clean-water-1.5301559>

Roy, L. (2019). *Autumn Peltier* [photograph]. Retrieved from <https://www.womenofinfluence.ca/2019/11/05/meet-autumn-peltier-14-year-old-internationally-recognized-clean-water-advocate-and-the-anishinabek-nation-chief-water-commissioner/>