

Title: Climate Change Impacts on FNMI Communities

Outcome 4 – Impacts of Climate Change and Sustainable Practices

Outcomes Learning Goals:

4.3 - I can assess impacts of climate change on communities in Canada, including First Nations, Métis, and Inuit communities

4.4 - I can investigate and explain sustainable practices used by various communities, including First Nations, Métis, and Inuit communities

4.5 - I can explain and analyze how human activities contribute to climate change

Description of Activity: In this lesson, students will use an interactive Climate Atlas to explore and learn about the impacts of climate change on FNMI (First Nations, Métis, and Inuit) communities. Students will summarize what they have learned into multiple graphic organizers.

This is a rich data source! There are multiple ways that this activity could be extended, for example, students could summarize their findings in a creative format (awareness poster) which could be shared with their peers/school. Students could also be challenged to create an action plan on how to reduce their own impact, or learn about sustainable practices used by local indigenous groups.

Suggested Length of Activity: 2 - 75 minute periods

Supplies:

Teacher Background resources:

<https://climateatlas.ca/indigenous-knowledges-and-climate-change>

- [Indigenous Climate Atlas Demo](#)
- [About the Climate Atlas of Canada](#)
- [Climate Atlas Guidebook](#)

Student Resources

- Computer or Tablets
- Warm-up Reading Fact sheet on [“Climate Change and Indigenous Peoples in Canada: Health Impacts”](#).
- [Indigenous Climate Atlas Demo](#)
- Graphic Organizer: Climate Change Impacts on Local Indigenous Communities
- Graphic Organizer: Climate Change Impacts on FNMI Indigenous Communities

Assessment: Rubric

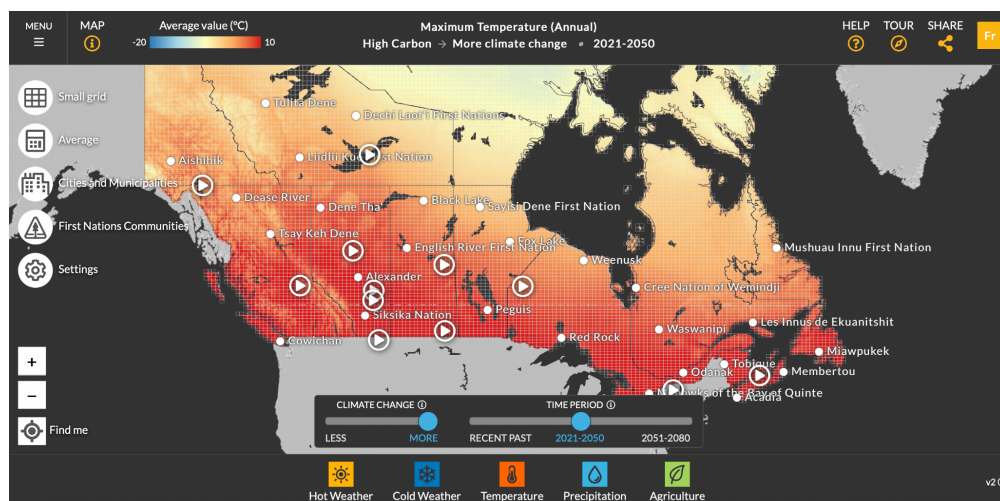
Teacher Instructions

Begin by reading with the class the following fact sheet on [“Climate Change and Indigenous Peoples in Canada: Health Impacts”](#). Students could also be divided into small groups to discuss the article. This article will give students a brief overview of how climate change impacts First Nations, Inuit, and Métis peoples of Canada.

Next, introduce the Climate Atlas. The Climate Atlas of Canada is an interactive tool for citizens, researchers, businesses, and community and political leaders to learn about climate change in Canada. It combines climate science, mapping and storytelling to bring the global issue of climate change closer

to home, and is designed to inspire local, regional, and national action and solutions. It provides data on 634 Indigenous communities from coast to coast.

Teachers should watch this demo video before sharing this resource with their students. It would also be valuable to watch this demo video as a class. In the top right corner, the icon called “TOUR” provides another opportunity for teachers and students to familiarize themselves with the features of this map.



Demo Video <https://youtu.be/cj8eXBYMf14>

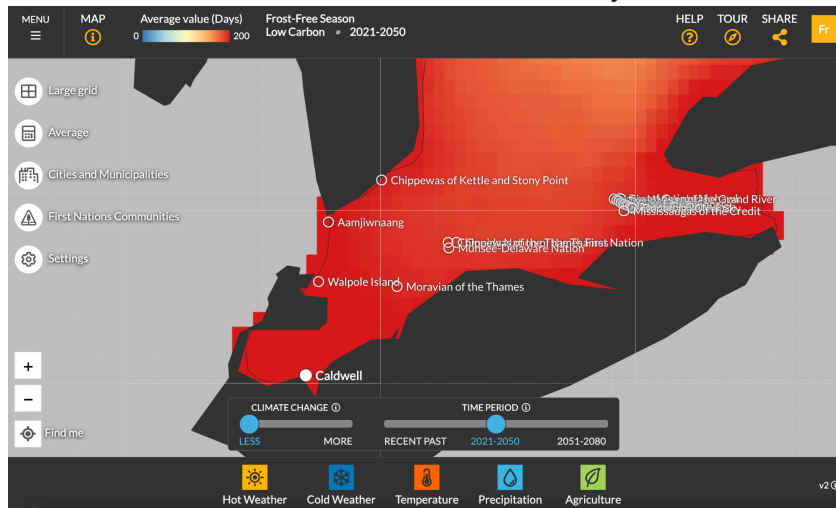
Climate Atlas Map https://climateatlas.ca/map/canada/plus30_2030_85#

Once students are familiarized with this tool, students will use the map to explore the impacts of climate change on FNMI communities both at the national and local levels. Students will organize their learning in multiple graphic organizers.

Part 1 - Local First Nation Communities

Students will investigate variables related to cold weather, hot weather, temperature, precipitation, and agriculture. This will be studied for all local indigenous communities. Students should differ the variables they select from community to community to deepen their understanding of the impacts of climate change. Give each student a copy of the graphic organizers titled “Climate Change Impacts on Local Indigenous Communities”, with local indigenous community names already added. Get students to zoom into our local area and record data into the organizer.

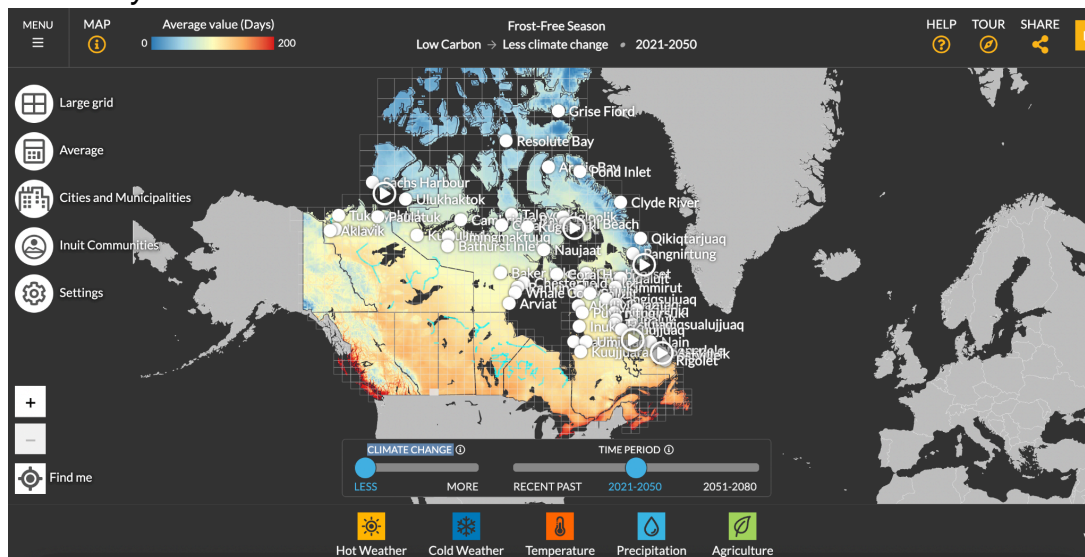
This is the view that students will see when they zoom to see local First Nation communities.



Part 2 - Analyzing the Impacts Coast to Coast

Students will begin by refining the map view by selecting either the First Nations, Metis, or Inuit markers. Next, students will choose one of the videos to watch and then summarize what they have learned on the graphic organizer titled “Climate Change Impacts on FNMI Communities”. Guiding questions are included in the graphic organizer to help students summarize key ideas.

This is the view that students will see when Inuit Communities are selected. Students would then choose one of the visible play buttons to learn more about what is happening in that community.



Graphic Organizer - Climate Change Impacts on Local Indigenous Communities

Indigenous Community Name	Bkejwanong / Walpole Island
First Nations, Metis, or Inuit	
Nearest Ontario City	
Time Period Selected	
Variable Selected	
Summarize the importance of this variable.	
What do you notice?	

Indigenous Community Name	Aamjiwnaang
First Nations, Metis, or Inuit	
Nearest Ontario City	
Time Period Selected	
Variable Selected	
Summarize the importance of this variable.	
What do you notice?	

Indigenous Community Name	Chippewas of Kettle and Stony Point
First Nations, Metis, or Inuit	
Nearest Ontario City	
Time Period Selected	
Variable Selected	
Summarize the importance of this variable.	
What do you notice?	

Indigenous Community Name	Moravian of the Thames/ Delaware Nation at Moraviantown
First Nations, Metis, or Inuit	
Nearest Ontario City	
Time Period Selected	
Variable Selected	
Summarize the importance of this variable.	
What do you notice?	

Indigenous Community Name	Munsee-Delaware Nation, Chippewas of the Thames
First Nations, Metis, or Inuit	
Nearest Ontario City	
Variable Selected	
Summarize the importance of this variable.	
What do you notice?	

Graphic Organizer - Climate Change Impacts on FNMI Communities

Indigenous Community Name	
First Nations, Metis, or Inuit	First Nations
Location in Canada	
Video Title	
Summarize what you learned from the video <ul style="list-style-type: none">• <i>What is the main idea of the video?</i>• <i>Who was interviewed? What is their role?</i>• <i>What indigenous knowledge is shared?</i>• <i>How is the indigenous community being impacted?</i>• <i>Is there a sustainable practice shared? What is it?</i>• <i>What do you find interesting? surprising?</i>	

Indigenous Community Name	
First Nations, Metis, or Inuit	Metis
Location in Canada	
Video Title	
Summarize what you learned from the video <ul style="list-style-type: none">• <i>What is the main idea of the video?</i>• <i>Who was interviewed? What is their role?</i>• <i>What indigenous knowledge is shared?</i>• <i>How is the indigenous community being impacted?</i>• <i>Is there a sustainable practice shared? What is it?</i>• <i>What do you find interesting? surprising?</i>	

Indigenous Community Name	
First Nations, Metis, or Inuit	Inuit
Location in Canada	
Video Title	
Summarize what you learned from the video <ul style="list-style-type: none">• <i>What is the main idea of the video?</i>• <i>Who was interviewed? What is their role?</i>• <i>What indigenous knowledge is shared?</i>• <i>How is the indigenous community being impacted?</i>• <i>Is there a sustainable practice shared? What is it?</i>• <i>What do you find interesting? surprising?</i>	

Rubric

Student Name: _____

Outcome/ Learning Goal Checklist of Achievement	Level 4 High Degree of Effectiveness (80 - 100%)	Level 3 Considerable Effectiveness (70 - 79%)	Level 2 Some Effectiveness (60 - 69%)	Level 1 Limited Effectiveness (50 - 59%)	R Not Yet Demonstrated (0 - 49%)
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Feedback: