

Lesson Plan Components - Grades 1-12

Subject/Course: Language	Name: Brittany McNeil
Grade Level: 4/5	Date(s) & Time(s): Oct 23, 2024
Topic: Composition	Length of Lesson: 50 minutes

EXPECTATION(S)

Specific Expectation(s):

D1.1: Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.

Learning Goal(s)/Refined Expectations(s):

We will understand the purpose and audience of land acknowledgments and identify how the structure and form of their writing can best communicate respect and recognition of Indigenous peoples and their lands.

Success Criteria (if appropriate):

I can identify the topic, purpose, and audience of the school's Land Acknowledgment.
 I can explain why Land Acknowledgments are important.
 I can write a Land Acknowledgment with an understanding of the audience (school community).
 I can select and explain the appropriate form, style, and language for my Land Acknowledgment.

ASSESSMENT/EVALUATION

Curriculum

Strategy: Class Discussion Recording Device: anecdotal notes

Learning Skills

Skill(s): Independent Work Recording Device: anecdotal notes

DIVERSITY AND INCLUSIVITY

Some students are hearing impaired; a Philips speaker system is in use.
 Students will be given the choice to handwrite or type.

LEARNING ENVIRONMENT (Physical Space)

Classroom

RESOURCES AND MATERIALS

- Chrome books
- Google Classroom
- Copy of school Land Acknowledgement (on slide deck)
- Video: <https://www.youtube.com/watch?v=i7juFo9nKmM>

TEACHING/LEARNING SEQUENCE

Note: before this lesson, students have been learning about the 7 Grandfather Teachings during their library time.

Beginning/Activation (10 minutes):

Link to slide deck:

<https://docs.google.com/presentation/d/1crkKvtxQjAMsT8TA1QP9xz9FN7SQplMfinkCjpyLiUdg/edit?usp=sharing>

Begin with a brief class discussion on why we do land acknowledgments.

Ask students, **What do you know about land acknowledgments? Why do we say them? Who are they for?**

Advise students that Land Acknowledgements are a form of writing, but to answer the purpose and importance we need to delve deeper.

Watch this video: <https://www.youtube.com/watch?v=i7juFo9nKmM>

Middle/Action/Application/Exploration (40 minutes):

Show over the projector the school's Land Acknowledgement.

"Simcoe County District School Board acknowledges that we are situated on the traditional land of the Anishnaabeg people. We acknowledge the enduring presence of the First Nation, Metis and Inuit people on this land and are committed to moving forward in the spirit of reconciliation and respect."

Give students 2 minutes to Think, Pair, Shar: Ask students: **What is the topic? What is the purpose? Who is the audience?** Ask them to share in a class discussion.

On an anchor chart, write out the answers. Continue class discussion. **What do you think is good about this Land Acknowledgement? What do you not like about this Land Acknowledgement? Does this acknowledgment suit its purpose and audience? How does the form help us communicate our message? Do you think it is authentic? Thinking about the video we watched, how can we add action and meaning?**

Introduce the task: students will write their own land acknowledgment, using what they've learned about purpose, audience, and form. The teacher will show them the Graphic Organizer that is available on Google Classroom, which all students are already registered on. See appendix "A" for the graphic organizer/assignment.

Students will identify the topic, purpose, and audience. They will begin drafting their land acknowledgment, ensuring they keep their audience (school community) and purpose (respect, recognition) in mind. Review success criteria with them before letting them begin. Students will be given the rest of the period to complete

the assignment. They will be given 1 week to turn in. They will be reminded that they can attend homework club, and finish on “ketchup” period.

End/Consolidation/Communication (10 minutes):

Give students the opportunity to share their Land Acknowledgment. Engage in a reflection discussion: **What choices did you make to suit your audience? How did you decide on the language and form of your acknowledgment?**

Extension: Perhaps students, if comfortable, can share their Land Acknowledgment over the announcements or at an assembly. Once they are complete, we can assess which ones would be appropriate and propose to the principal.

REFLECTION

This lesson was a success, as students were highly engaged, articulate, and thoughtful in their discussions. I was especially impressed by their ability to brainstorm and generate deep insights on equity and inclusion. Their willingness to participate and share their ideas demonstrated a strong connection to the topic.

Next Steps

- Incorporating a "How to Brainstorm" Mini-Lesson: While most students were on the right track, some might benefit from explicit strategies on how to generate ideas and structure their thinking. A short session on brainstorming techniques could support those who feel unsure about how to contribute.
- Small Group Support: Pulling small groups for targeted discussions would provide additional guidance and confidence-building for quieter students.
- Adjusting Time Allocation: The depth of student discussions exceeded my expectations, and I didn't want to interrupt their flow. In the future, I would extend the lesson time or adjust the pacing to allow for richer conversations without feeling rushed.

Overall, this lesson reinforced the importance of student voice and meaningful discussion, and I look forward to refining it further!

Anecdotal Observation

Learning Skills/Habits

- ✓ + high degree of effectiveness
- ✓ considerable degree of effectiveness
- ✓ - some degree of effectiveness
- L limited degree of effectiveness

Independent Work	
Following and adhering to instructions	Staying focused

Appendix “A” - Example for Students

Language: Composition Writing Your Own Land Acknowledgement Due: Wednesday, October 31, 2024

In this assignment, you will be writing your own Land Acknowledgment. The purpose of this assignment is for you to identify the topic, and explain the purpose and audience for a Land Acknowledgement.

In the box below, you will write the topic, purpose, and audience. In the space below the title “My Land Acknowledgement”, you may begin writing your personalized Land Acknowledgement. You are welcome to change the title.

Success Criteria:

I will be successful when...

- I can identify a topic
- I can explain the purpose of a Land Acknowledgement
- I can identify the audience of a Land Acknowledgement
- I can communicate clearly and with organization
- I can write at least 7 sentences
- I can write using proper spelling and grammar

Topic: Land Acknowledgement

What is the **purpose** of a Land Acknowledgement:

The purpose of my Land Acknowledgement is to recognize and honor the traditional territory of Indigenous peoples and acknowledge their enduring presence and contributions on behalf of myself and Codrington Public School. It serves as a respectful reminder of the histories and rights of Indigenous peoples on the land we now share.

Who is the **audience** of a Land Acknowledgement:

My audience is the students of Ms. Redmond’s Grade 4 class and anyone present in the space where the acknowledgment is given, including students, staff, community members, and other participants. The acknowledgment speaks to all individuals as a reminder of our collective role in reconciliation.

My Land Acknowledgement

Example 1 (Teacher):

We respectfully acknowledge that the land on which we learn and grow is the traditional territory of the Anishnaabeg people. We honor their long-standing relationship with this land and recognize the continued presence of First Nation, Métis, and Inuit peoples. We are grateful for the opportunity to live, work, and learn on these lands. Moving forward, we commit to learning about Indigenous histories and cultures with open hearts and minds. We pledge to foster reconciliation by taking meaningful actions that respect and uplift Indigenous communities. **We can take action by** buying from Indigenous-owned businesses or supporting Indigenous artists and creators by purchasing their work or attending their performances. This acknowledgment is not just words, but a call to act with respect, understanding, and responsibility for the land and its people. We can build a future rooted in respect, justice, and harmony.

Example 2 (Student):

I would like to acknowledge that the land we learn on belongs to the Anishnaabeg people. I respect their strong connection to this land and recognize that First Nation, Métis, and Inuit people are still here today. I am thankful to live, study, and play on these lands. Going forward, I promise to learn more about Indigenous peoples and their cultures. **One way I will do this is by** participating in school-led projects that focus on Indigenous culture. This includes organizing a fundraiser for Indigenous organizations, taking part in a reconciliation walk, or planning events that raise awareness. This acknowledgment reminds me to always act with kindness, fairness, and care for the land and the people who have lived here for so long.

Appendix B - Student Sample

Language: Composition
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Topic: Land Acknowledgement

What is the **purpose** of a Land Acknowledgement: The purpose of the Land Acknowledgement is so that we can always be reminded that the land we are on now is not ours, and that the Indigenous people are the rightful owners of the land.

Who is the **audience** of a Land Acknowledgement: The audience of a Land Acknowledgement is anyone listening to the Land Acknowledgement, which in this case would be the students, staff, and anyone else present.

My Land Acknowledgement

We recognize that we are on the traditional land of the Anishinaabeg people, who have cared for this land for many generations. We honor their connection to the land, which is an important part of their culture and identity. We also acknowledge the First Nations, Metis, and Inuit people who live on this land peacefully. As we come together, we should listen to Indigenous voices, support their rights, and work towards real reconciliation in our communities. We acknowledge and remember the dark parts of our history, and that the way many of the Indigenous people were treated in the past was wrong. One way we could be more inclusive is, learning more about indigenous peoples, like in projects. We will not forget and instead we will remember and learn from our mistakes. We need to respect one another and live responsibly. Together, we can work towards an inclusive and better future for all.