

Grade 6 Science

Earth Systems

Activity 3: Climate Change and FNMI Practices

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Activity #3
Climate Change and FNMI Practices

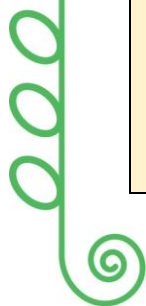
Duration: 60 minutes

Objective	Overview:
<p>By the end of the activity, students should be able to:</p> <ul style="list-style-type: none"> - Understand the FNMI traditional ways of living off the land. - Understand how climate change has impacted these traditional practices in FNMI communities around Canada. 	<ul style="list-style-type: none"> - This activity introduces students to the concept of how climate change is impacting FNMI communities around Canada. Students will explore different hunting and gathering practices in different regions and how they are changing. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the impact of climate change on the FNMI communities.

Science Guiding Question	Learning Outcome
What relationships exist between climate and changes on Earth?	Students investigate climate, changes in climate, and the impact of climate change on Earth.
Knowledge	<ul style="list-style-type: none"> - Traditional ways of living off the land, including hunting and gathering practices of First Nations, Métis, and Inuit communities, have been impacted by climate change in various ways, such as: rising sea levels in coastal areas, changing migration patterns, access to hunting, harvesting, and fishing.
Understanding	<ul style="list-style-type: none"> - Climate change over time can affect land, plants, humans, and other animals in a variety of ways.
Skills and Procedures	<ul style="list-style-type: none"> - Research how climate change is affecting ways of living in northern, Inuit, and/or coastal communities in Canada. - Discuss the effects of climate change on traditional ways of living off the land.



ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none"> - How can text form and structure improve understanding of content? - What relationships can be made between skillful oration and communication content, style, and delivery? 	<ul style="list-style-type: none"> - Students analyze how text form and structure clarify information and support connecting with self, others, and the world. - Students connect the quality and efficacy of oral communication to oral language skills.
Knowledge	<ul style="list-style-type: none"> - Texts can have more than one purpose and may have one that stands out. - Reading a variety of texts for enjoyment can support academic development. - Literary text forms can be digital or non-digital and include <ul style="list-style-type: none"> -articles -speeches -hybrids - First Nations, Metis and Inuit communication processes and protocols can preserve shared knowledge and include practices such as <ul style="list-style-type: none"> -ongoing conversations -sharing circles -respectfully acknowledging all voices -waiting to take turns -active listening -focusing on the idea rather than on who gave the idea -ending with consensus
Understanding	<ul style="list-style-type: none"> - Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information. - Oral traditions can enhance relationships and preserve shared knowledge.
Skills and Procedures	<ul style="list-style-type: none"> - Analyse the purpose of a variety of digital or non-digital texts. - Make connections between texts read for enjoyment and academic development. - Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.



Timing	Instructional Element	Student Tasks
Introduction (10 minutes)	<ul style="list-style-type: none"> - Talking Circle Prompt: How is climate change affecting Canada? Which communities are being most affected by this change? - Pose the question and ask the student on the left to be the first to respond. The teacher may encounter student responses such as: Canada is warmer, animals are dying, plants are dying, people on the coast and to the north of Canada would be impacted. - As the teacher is to respond last, summarize what students have shared and consolidate with what the teacher would like the students to know. Highlight how we will be focusing on the impact of global warming on First Nations, Metis and Inuit communities - See link below for classroom talking circle guidelines: Talking Circle Pedagogy 	Students participate in the talking circle. They are also listening respectfully.
Development (20 minutes)	<ul style="list-style-type: none"> - Teacher passes out a blank map of Canada to students. Blank Map of Canada - Teacher presents a map of FNMI communities in Canada and has students point out the different communities, focusing on some of the coastal communities, interior communities and northern communities. Also colour in areas where people would fish (blue), hunt (red) and gather (green) FNMI Communities - Canada - Teacher explains how some of these communities are being impacted by things like rising sea levels, changing migration patterns, access to hunting, harvesting, and fishing due to climate change. Useful links: Inuit - Climate Change / Assembly of First Nations / Metis Nation / Indigenous Climate Hub 	<ul style="list-style-type: none"> - Students follow along with the teacher and using colours, identify the different communities highlighted by the teacher. - Students listen to the teacher.
Independent Work (10 minutes)	<ul style="list-style-type: none"> - The teacher places students in random groups of 3 so that they can share their thoughts about how these communities are being impacted. 	<ul style="list-style-type: none"> - Students talk to others in their groups about their

	<ul style="list-style-type: none"> - After 5 minutes, the teacher reorganizes the groups so that every student has 2 new group members. - The teacher asks the students to share what their groups talked about in the first group with the second group. 	<p>thoughts of the impact these FNMI communities face.</p> <ul style="list-style-type: none"> - Students then share their first group's thoughts with their second group.
Conclusion: (20 minutes):	<ul style="list-style-type: none"> - Journal Entry: You are writing a letter that is going to a Canadian from the past. You need to warn them about what climate change is, what it is doing to the world and the impact it is having on the FNMI communities. 	Students write their journal entries about what they have learned.

