

Grade 6 Science

Earth Systems

*Activity 4: Climate Change
and FNMI Practices (Research)*

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Activity #4
Climate Change and FNMI Practices (Research)

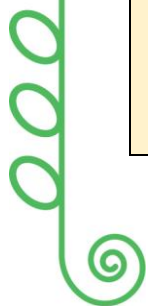
Duration: 120 minutes

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"> - Think, Pair, Share: What do you know about how indigenous peoples gather food? What do you think happens when the animals/plants change where they are? 	Students think about the question, find a partner and share their thoughts.
Development (30 minutes)	<ul style="list-style-type: none"> - Story Stations: Around the class, the teacher displays some hypothetical statements of FNMI communities: <p>1. The sea ice is melting earlier. It's harder to travel to hunt seals. We need snowmobiles, but sometimes the ice is too thin.</p> <p>2. The summers are hotter and drier. The berries we used to gather are harder to find, and they grow later in the year.</p> <p>3. We fish for salmon, but the warmer water and rising sea levels are changing where they swim. Some rivers are too warm now.</p> <p>4. The caribou don't follow the same path anymore. It's harder to find them where we used to hunt.</p> - Students are asked to walk around the class and read the quotes and answer the following questions for each statement: <p>a) Who is being impacted and in what area are they most likely</p> <p>b) What's happening in this place?</p> <p>c) How is climate change involved?</p> <p>d) What can people do to adapt or help?</p> - Teacher brings the class together as a large group to share and discuss their thoughts about the statements. 	<ul style="list-style-type: none"> - Students circulate around the class and answer the 4 questions for every statement. - Students share their ideas in full class discussion.
Independent Work (60 minutes)	<ul style="list-style-type: none"> - The teacher separates the class into 4 groups. Each group will be responsible to research and present information about their respective topic to the class. - Topics include: <p>1. Rising Sea Levels in Coastal Inuit Communities</p> <ul style="list-style-type: none"> - Focus on erosion, ice thinning, and relocation. 	Students work with their groups to do research and prepare a short presentation for the class.

	<p>2. Changing Migration Patterns of Key Species -Focus on caribou, moose, geese, and fish.</p> <p>3. Access to Traditional Hunting & Fishing Areas -Focus on permafrost melt, forest fires, and altered landscapes.</p> <p>4. Impacts on Harvesting/Foraging Traditional Foods - Focus on plant availability, growing seasons, and climate zone shifts.</p> <p>Useful links: Inuit - Climate Change / Assembly of First Nations / Metis Nation / Indigenous Climate Hub / NCCIH / Canadian Geographic / Climate Atlas</p>	
Conclusion: (20 minutes):	<ul style="list-style-type: none"> - Teacher has students present their research to the class. - Teacher tells students that they need to write 1 piece of information that they learned for each of the other groups. 	<ul style="list-style-type: none"> - Students present what they have learned. - Students write down 1 thing that they have learned from all the other groups.

Extension: Film Study

<https://www.isuma.tv/inuit-knowledge-and-climate-change/movie-no-subtitles>

