

Nitsitapiisinni- Stories and Spaces: Exploring Kainai Plants and Culture could be used as a inquiry resource for the following new Alberta Social Studies Curriculum topics:

Kindergarten

K.1 I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

Specific Outcomes

Values and Attitudes

Students will:

K.1.1 value their unique characteristics, interests, gifts and talents

K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:

- appreciate feelings, ideas, stories and experiences shared by others
- value oral traditions of others

Knowledge and Understanding

Students will:

K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:

- How do culture and language contribute to my unique identity?

K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:

- What are the origins of the people in our school, groups or communities?
- How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities?
- How can we show respect and acceptance of people as they are?

K.2 I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

Values and Attitudes

Students will:

K.2.1 value how personal stories express what it means to belong

K.2.2 value and respect significant people in their lives:

- appreciate the important contributions of individuals at home, at school and in the community

K.2.3 appreciate how their participation in their communities affects their sense of belonging

- develop an awareness of the importance of sharing the responsibility for caring for the environment

Grade One

1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities

Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to?
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)?
- In what ways do we belong to more than one group or community at the same time?
- In what ways do we benefit from belonging to groups and communities?
- What are our responsibilities and rights at home, at school, in groups and in communities? , CC, I)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community?
- Why are these landmarks and places significant features of the community?
- What are some differences between rural and urban communities?
- Where is my community on a map or on a globe?

1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- recognize how their families and communities might have been different in the past than they are today
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
- recognize how their ancestors contribute to their sense of identity within their family and communities
- appreciate people who have contributed to their communities over time

- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character
- acknowledge and respect symbols of heritage and traditions in their family and communities

Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time?
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities?
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?

Grade 2

2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes

Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community's physical geography shapes identity
- appreciate the diversity and vastness of Canada's land and peoples
- value oral history and stories as ways to learn about the land
- acknowledge, explore and respect historic sites and monuments
- demonstrate care and concern for the environment

Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada?
- How are the geographic regions different from where we live?
- What are the major geographical regions, landforms and bodies of water in each community?
- What are the main differences in climate among these communities? (
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)?
- How does the physical geography of each community shape its identity? (
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (
- How does the vastness of Canada affect how we connect to other Canadian communities?

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)?

- What are the traditions and celebrations in the communities that connect the people to the past and to each other?
- How are the communities strengthened by their stories, traditions and events of the past?
- What are the linguistic roots and practices in the communities?
- What individuals and groups contributed to the development of the communities?
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)?
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity?

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)?
- What are the occupations in each of the communities?
- What kinds of goods and services are available in the communities?
- What impact does industry have on the communities (i.e., agriculture, manufacturing)?

2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present**
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community**
- 2.2.3 appreciate the importance of collaboration and living in harmony**
- 2.2.4 appreciate how connections to a community contribute to one's identity**
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another**

Knowledge and Understanding

Students will:

2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:

- What characteristics define their community?
 - What is unique about their community?
 - What are the origins of their community?
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)?
 - What individuals or groups contributed to the development of their community
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:**
- In what ways has our community changed over time (e.g., changes in transportation, land use)?
 - What has caused changes in their community?
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)?
 - How have the people who live in the community contributed to change in the community?

- How is the presence of Aboriginal and/or Francophone origins reflected in the community today?

Grade 4

4.2 The Stories, Histories and People of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Alberta's history and contemporary society.

Specific Outcomes

Values and Attitudes

Students will:

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity
- demonstrate respect for places and objects of historical significance

Knowledge and Understanding

Students will:

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- Which First Nations originally inhabited the different areas of the province?
- How is the diversity of Aboriginal peoples reflected in the number of languages spoken?
- What do the stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land?
- What movement or migration from within Canada contributed to the populating of Alberta?

4.3 Alberta: Celebrations and Challenges

General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes

Values and Attitudes

4.3.1 appreciate the factors contributing to the quality of life in Alberta:

- value and respect their own and other cultural identities
- demonstrate respect for the rights, opinions and perspectives of others

- demonstrate respect for the cultural and linguistic diversity in Alberta
- appreciate the influence of the natural environment and resources on the growth and development of Alberta
- value and respect their relationships with the environment

Knowledge and Understanding

Students will:

4.3.3 critically examine Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways have Aboriginal peoples and communities changed over time?
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Provincial Museum of Alberta, Head-Smashed-In-Buffalo-Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historical Site, Ukrainian Cultural Heritage Village)?
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places?
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time?
- How does living in a particular community, region or province help shape individual and collective identity?

Grade 5

5.2 Histories and Stories of Ways of Life in Canada

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

Specific Outcomes

Values and Attitudes

Students will:

5.2.1 appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contribute to their sense of identity
- acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada
- recognize how changes in society can affect identity

Knowledge and Understanding

Students will:

5.2.2 critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
- How are the Aboriginal cultures and ways of life unique in each of the western, northern,

central and eastern regions of Canada?

- How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?
- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples?