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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Olivia Bruce** |

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| **Grade** | 4/5 | **Topic** | Social Studies |  | |
| **Date** | January 2019 | **Allotted Time** | 85 minutes |  | |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | | |
| BC Curriculum, <http://www.lheidli.ca/>, <https://www.princegeorgecitizen.com/news/local-news/tree-carvings-offer-glimpse-into-carver-s-character-1.2301732>, <https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.princegeorge.ca%2FThings%2520to%2520Do%2FDocuments%2FParks%2520Trails%2520and%2520Sports%2520Fields%2F2017%2520Tree%2520Bark%2520carvings%2520Cottonwood%2520Island%2520Park%2520brochure.pdf%3Ffbclid%3DIwAR19xpsl1xVQhUxhgNGd3E3Jzcas8fOrziAWPRhgC2iSNGr1uxyODY9rMQ0&h=AT3ycSPoToXe9nzAJw-ls8uU-27LEb-87ul4Ua-1SwRwJ7D2BZ_DGNV4MZzEqYW7oFvkDC4bITP4S5_3n9NIqIp4NGg1i6JnLl3wYFhKE0PSEsb3y0BZF1LGLE5_zWS6fxk>, | | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Puts place (local land)(traditional territory of lheidli t’enneh) into context of the world and gives relevance for subject matter |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***  Big Ideas: The pursuit of valuable and natural resources has played a key role in changing the land, the people, and communities of Canada.  Essential or Guiding Questions:  What’s the story? Who are the Lheidli T’enneh peoples? Tell me what you know about the community. |
| ***Do***  Core Competency (Communication, Creative and Critical Thinking and Personal and Social Responsibility):  Communication: I can ask and respond to simple direct questions  Critical Thinking: Background knowledge  Curricular Competencies:  Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |
| ***Know***  Content Standards: Physiographic features and natural resources of Prince George. How the Lheidli T’enneh community is interwoven throughout the community students will relate to on a deeper level which is known as Prince George. |

Fir*st Peoples Principles of Learning:*

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| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). |

**STAGE 2: Assessment Plan**

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| **Learning Intention:**  What will students learn? | I can tell about/ name some of the things the land gives us in our local community. |
| **Evidence of Learning:**  How will students show their learning? | Participate in class discussion, create soap carvings, exit slip |
| Criteria: What criteria will help students know how to be successful? | Listen and respond to questions and prompts; done through yes/no/attempt chart  Responses are on topic  Exit slip in Jar: 1 think they learned, or wondered  Optional: One thing they were confused about |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Sheets to complete drawings responses, print off information, print off maps, soap bars and carving tools, |

**Organizational/Management Strategies:** *(anything special to consider?)*

What will I do if students already have a strong grasp on who the Lheidli T’enneh peoples are? Know which students can work individually with minimal support and which students need the extra support.

**Lesson Development**

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | | | **Pacing** |
| **Teacher will**  Ask students to find a place to sit where they can comfortably listen and participate in the lesson. Explain the importance of listening to each other respectfully and show students the sign from ASL for connection that they can use to agree with someone or show that they have some sort of connection to their idea.  **Introduce the local indigenous culture:**  “I would like to begin by recognizing that we are on the traditional territory of the lheidli t’enneh. Has anyone heard this saying before and can they tell me why someone may choose to say this?”  “Does anyone know where the Lheidli T’enneh peoples are from? Who they are? And Why I might be asking you about them?”  **KWL Chart**  Chart will only include know and wonder—learn is to be written down on exit slips at the end of the lesson  The Lheidli T’enneh peoples are a local indigenous group whose traditional territory stretches over 4.3 million hectares, from the impressive Rocky Mountains to the beautiful interior plateau, including the City of Prince George. (USING MAP OF TERRITORY FOR REFERENCE)    There is actually a translation to English from the title of these peoples, the word Lheidli means "where the two rivers flow together" and T'enneh means "the People".  “Does anyone know the two rivers that Lheidli is talking about?” (Fraser and Nechako)  The Fort George Indian Band Reserve was first established in 1892 where the Fraser and Nechako rivers meet. Downtown Prince George, neighbourhoods, and parks now reside on this site.  The history of the Lheidli T’enneh peoples is a big part of the history of the City of Prince George and the entire region.  So today’s lesson will focus on a local park that is on the traditional territory of the Lheidli T’enneh peoples.  **Take a look at the park, cottonwood island for example:**  *Use article 2017 Tree Bark Carvings*  \*Ask if anyone knows what is so special about cottonwood island park\*  Talk about the carvings and this traditional form of art. Discuss the carvings being surface level only and carved into just the bark to make sure not to harm the trees and respect the land. Respect is very important in the Lheidli T’enneh and other indigenous cultures.  “Can anyone tell me why it is so important to respect the land?”  Elmer Gunderson—the local carver—always makes sure to honor the First Nations people since the park is on Lheidli T'enneh territory, he said. He also has done faces of trappers in the past and this time he did a couple of whimsical people, he added.  Describe soap carving activity to students and set out carving tools/materials for all students.  Each carving must have a story, why is it important? What makes this carving special?  Pick someone that you respect in your life and carve this with the intention that you could gift it to them.  Teacher divides students into small groups or partners to talk about their carving  If there is extra time, invite students to share to entire class about their carving. Who is it for? What is the carving of? Why is it special?  Inform students of their exit slip (1 thing they learned and 1 thing they are confused about) and collect once they are finished | | **Students will**  Find a position that they feel they can best learn in  Students will listen and respond if they have ideas on the local culture  Students will listen and be encouraged to express their ideas about stuff they know.  Students are encouraged to contribute their own ideas about what they know and what they wonder about  Students will raise their hands and state something they know or that they wonder about  Students look at the map available for a visual reference of the land and can share a connection they may have.  Students may choose to respond yes, no, or varying answers  Students will respond with connections to cottonwood island park.  Students will observe resources provided for them  Students will respond to question with any ideas they may have about the importance of respecting the land  Students listen and make connections  Students will listen to instructions and then get set up for the activity by collecting the materials they need to create a carving out of the soap bar  Students start carving and may choose to share about their soap bar carving with a partner or in small groups of 3  Students may choose to share the story of their carving with the rest of the class.  Students fill out exit slip and then transition to the rest of their day in their regular classroom setting. | | 2-5 minutes  5-8 minutes  5-8 minutes  10 minutes  5-8 minutes  1 minute  10 minutes  5-8 minutes  35 minutes  10 minutes |
| |  | | --- | | **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Students will show evidence of learning through participation in discussion and activities. Students will participate in the ‘carving’ of the soap bars and writing down what they learned on the exit slips. Responses will be differed per personas this is a personal perspective activity. | | | | |  |
| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | | | Pacing |
| *Students need to*  Access | *Students can do*  Most | | *Students could do*  Few |  |
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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to next learning.* | | | | |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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