** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/5, Social Studies | School: | Sacred Heart |
| Date: |  | Allotted Time: | 30- 40min |
| Topic/Title: | Fur Trading Game: Review | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| To introduce the fur trade and give students the knowledge they need to understand the context of the fur trade within Canadian history.  https://www.thecanadianencyclopedia.ca/en/article/indian-trade-goods  https://lawlessons.ca/curriculum/grade-4/fur-trade |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Reflecting and assessing   * I can use my observations and experience to draw conclusions and make judgments.   As this is a review lesson students are expected to reflect on the game they played in a previous lesson and draw conclusions based on that experience on how the fur trade operated. Students must also exert their critical thinking skills to connect their experience with the realities of the fur trade. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one's actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one's identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | As this a reflective lesson students are expected to recognize how their actions in the game affected their success which parallels how the actions of fur traders often had unforeseen consequences. It is also important in this lesson that students recognize the intricacies of the relationships people had in the fur trade and that these relationships were the most important aspect in the success of the fur trade. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.  Essential Question: Why is the trading between European and Indigenous people central to creating what will later become Canada? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)   Students are expected to identify why early interactions between Indigenous peoples and the French were both positive and negative. | - early contact, trade, cooperation, and conflict between First Peoples and European peoples  - the fur trade in pre-Confederation Canada and British Columbia  Students are expected to learn that trading and cooperation was key to the success of the fur trade. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| I can reflect on my experience playing the fur trading game to answer questions.  Students demonstrate their learning by participating in class discussion and will know they are proficient when they can answer the questions in their fur trade journal based on the discussion. Evidence will be collected through the worksheets which will gage student understanding. Students will be given an opportunity for feedback throughout the lesson as teacher circulates the room as well as during the discussion and teacher will assess understanding by marking fur trading journal. This lesson will be summative as it will complete the learning the students gained in the fur trading game played previously. |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| All Students: must participate in class discussion and answer a question based on that  Most Students: can contribute new ideas and relate their experience to the fur trade  Some Students: could contribute new ideas and write detailed answers based on their fur trade experience in the game. |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * My Fur Trading Journal worksheet |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Greet students and prompt them to remember the game we played the week before. Was it good? Bad? Fun? Too complicated?  Ask students to give their scores from the previous day. \*If students have lost this piece that is OK. | 2min  5min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Give students feedback of teacher observation of game: Most students worked well as a team, and some must remember that staying together is the goal of a cohesive unit. Students did well in the trading portion with all groups displaying the skills needed to negotiate, although some teams got confused on what items they were trading for. In all; Participation was fantastic! Teamwork was very good. All students were successful playing the game.  (?) Review the first handout (Reasons for fur trading) orally - not sure about that part yet it might be too much.  Why did the groups want to trade? E= to gain new knowledge and furs I= to gain new technologies to use against their enemies  What goods did they get? E= variety of furs and new knowledge I= new materials they did not have before (ie axes, gun powder, etc)  What new knowledge did they get? E= how to survive in the “New World” and to trap furs I= how to make new materials for new technologies. \*\*Students really struggled with that one previously.  Students are expected to engage in this part by asking and answering questions demonstrating how their learning has progressed since filling this worksheet out the first time.  Have a class discussion:   * Whose scores were better? Why? * Who were you competing against? Who’s help did you need to succeed? How was this similar to the fur trade? * What were your favorite cards? Did you prefer the knowledge cards or technology cards? What was the most valuable item? * What did you think only being able to collect certain cards and not others? * How easy was it to find the more valuable items at the end of the game? How was this similar to the fur trade? * Working as a team was at the core of this lesson how did that work out for you? Did teams have a harder time if they were not working together? * How does this simulate what the fur trade was really like?   Students are expected to answer these questions and relate their experience playing the game to these questions.  Give students time to finish filling out their worksheets that were given on the previous day. | 5min  5-10min  10-15min  10min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Wrap up by collecting answers and giving sheet as homework if it is not done yet. | 2min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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