** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/5, Social Studies | School: | Sacred Heart |
| Date: | Feb 24, 2022 | Allotted Time: | 45min |
| Topic/Title: | Fur Trade: Introduction | | |

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 | Connecting and engaging with others   * I talk and listen to people I know. I can communicate for a purpose. I can understand and share basic information about topics that are important to me, and answer simple, direct questions about my activities and experiences.   Students are expected to engage in discussion throughout the lesson contributing their thoughts and opinions on the topic of the fur trade as well as think critically about the relationship between Indigenous peoples and the Europeans before answering questions based on that. |

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. | These principles will be embedded in the lesson because learning about the fur trade requires students to understand that the Indigenous people in early Canada were central in the creation of Canada, and settlers would not have succeeded without the help of the Indigenous knowledge. As this lesson is a socials lesson it will utilize the idea that learning is embedded in memory, history, and story which can be emphasized by telling students the many ways one can remember history. |

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?* |
| Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.  OR  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?* |
| Students will demonstrate their learning by participating in discussion throughout the lesson, and they will know they are proficient when they can answer the prompting questions after the lesson. Evidence will be documented by giving students a worksheet with prompts that will compare the trade experiences of Indigenous peoples and Europeans. There will be an opportunity for feedback as the teacher circulates the room while students are doing their worksheet as well as on their worksheet when they are collected. This assessment will be formative. |

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.* |
| This lesson will be differentiated by allowing students to show their knowledge orally as well as students who struggle with writing can utilize the EAs in the room for their worksheet.  Students will also be encouraged to work with the partner beside them to complete the worksheet so if any student is struggling their partner can work with them.  All students: must listen to the presentation and fill their worksheet with a partner.  Most Students: can participate in the presentation by answering questions and fill their worksheet with a partner.  Some Students: could tell the class something new about the fur trade and complete the worksheet by themselves. |
| **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.* |
| * Have canva presentation completed * Create small questionnaire 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* | Slide 1 and 2-  Begin lesson with a question: Who has heard of the fur trade and what is it?  Students contribute what they know or do not know about the fur trade | 2min |
| **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* | Slide 3-  Introduce the fur trade as a business that brought settlers over from Europe.  Touch on how this was a give and take relationship in the beginning that fostered relationships between Europeans and the Indigenous people as this was the “New World” for Europeans who had lived up until that point mainly in Europe.  Students should be listening and asking questions as we go through the slides.  Slide 4-  Who was involved? Prompt students to answer their ideas first before revealing the pictures. Students should learn that exploration in the beginning stages of what was to become Canada was first done by the French before the British “won” that land in the war of 1812. (Fact Check that) Also mention that the representation of Indigenous people on this slide is varied because they did not have the concept of flags the same way Europeans do.  Slide 5-  Where was all this happening when it began? Prompt students to answer this first before showing the map.  Slide 6-  Before Canada became Canada talk about how this “new” land was called New France because it was so important to the French in the fur trading industry. Also talk about how the French sent settlers over to colonize their new land because they needed to show their presence there to claim it.  Students should be listening.  Slide 7-  Talk about what kinds of people the French sent to New France which included explorers but also missionaries which were important in exerting French influence over the Indigenous peoples.  Students should be listening and contributing to conversation.  Slide 8-  After going through the first 7 slides as a class gage whether students need a break. If they do offer them a choice between a break moving their body or one that calms their mind.  Students should be participating either in the active or mindfulness activity  Slide 9-  Begin by saying there were 2 types of explorers the coureurs des bois and the voyageurs. Prompt students to answer what is the difference between the 2? Answer: one (the voyageurs) was licensed by France while coureur des bois were unlicensed meaning they did not have permits from colonial authorities to trade so they could essentially trade with anyone for the right price.  Slide 10-  Ask students if they know what it means to be Metis.  Continue on to the role of Indigenous peoples in the fur trade as well as the Metis and how their relations with the French allowed them to be an influence on the French settlers. Talk about how voyageurs also adopted Indigenous technologies like moccasins and snowshoes. `  Students should be participating in conversation.  Slide 11-  Stress the importance of the Indigenous people and how the French would not have succeeded without the help of Indigenous knowledge. Emphasize how these relationships were both positive and negative with Indigenous peoples receiving European “technology”, but also having to protect their culture as Europeans tried to exert their influence.  Students should be engaged in conversation thinking of what it means for Indigenous peoples to protect their culture.  Slide 12-  What kind of items would be traded? From what we have talked about what kinds of items would each group want?  Students should be participating in discussion/  Slide 13-  After the French lost New France, they still maintained their links with Indigenous communities and Canadian society would retain their French links as an important part of their history. Prompt students to answer the link as Quebec.  Slide 14-  End the slideshow on how far European expansion went near the end of the fur trade in the 1750s. Make sure to mention that although the map provided says unsettled and unclaimed lands this did not mean people were not living there.  Give students some time to do a short worksheet after the lesson. (If time permits) | 2min  5min  2min  2min  2min  5min  3min  2min  5min  5min  2min  2min  15min |
| **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* | Finish lesson by collecting worksheets and review what we learned today.  Inform students that they will use this knowledge tomorrow when we play a game based on the fur trade. | 2min  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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*WORKSHEET:*

**Reasons for Trading**

Indigenous peoples adopted items of European manufacture because the technology often was convenient. For example, flintlock muskets, iron axes and knives and brass kettles were considered more efficient than the bows and arrows, stone tools and birchbark baskets they replaced.

For Europeans, their purpose for trading was to gain valuable furs. During periods of contact, some Europeans, like the voyageurs, adopted Indigenous technologies and clothing as well. This includes, for example, moccasins, types of buckskin clothing and snowshoes.

(excerpt from [Trade Goods of the Fur Trade](https://thecanadianencyclopedia.ca/en/article/indian-trade-goods), Canadian Encyclopedia)

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|  | **First Peoples** | **Europeans** |
| **Why did they want to trade?** |  |  |
| **What goods did they get?** |  |  |
| **What new knowledge did they get?** |  |  |
| **Who are the Metis?** |  |