** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/5, Social Studies | School: | Sacred Heart |
| Date: | March 4/2022 | Allotted Time: | 1hr |
| Topic/Title: | Fur Trading Posts | | |

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 connect learning about fur trade with the larger trading post companies that made the fur trade possible in a meaningful way. |

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 | Questioning and investigating   * I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.   Thinking is embedded in this lesson by asking students to question their learning throughout the presentation and to fully engage themselves when creating their canoe by being reflective of their learning and the uses of their creation. |

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. | FPPL is embedded within this lesson by focusing on the relationships within the fur trade between peoples that made this time period possible as well as the relationship between the lesson and their canoe creation. Students are expected to understand that the canoe is the primary tool for explorers that was able to give us a sense of place and connection to the land we live on today. |

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: What were the two key companies involved in the fur trade and how did this finance the exploration of western 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?* |
| * Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)   Students are expected to ask questions throughout the presentation as well as draw conclusions on the relationships involved in the fur trade and how it affected the expansion into BC. | * the fur trade in pre-Confederation Canada and British Columbia   Students are expected to learn about the prominent companies within the fur trade and how they were able to spread across the North American continent in what would later become Canada. |

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 engaging with the lesson and asking questions throughout as well as when they create their canoe project. Students will know they are proficient when they can answer the guiding questions throughout the presentation and create their canoe. Evidence will be documented through the guiding questions and students will have a chance for feedback throughout the presentation as well as after when students hand their answers in. 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.* |
| All Students: must participate in class discussion and complete at least one comprehension question  Most Students: can participate in class discussion and finish the comprehension questions at the same time  Some Students: could contribute new ideas to class discussion and complete the comprehension questions.  EA’s will circulate the room helping students with questions before the activity and will also help students when we are creating our canoe’s. |
| **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.* |
| * Presentation * Comprehension questions * Canoe Supplies * Glue * Scissors |

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* | Give students a handout to complete during the presentation incentivizing it as the ticket to their canoe activity. | 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* | Introduce the idea of fur trading posts by connecting it with our fur trading game; how important was it for students to come to Miss Howards trading post in the game.  Prompt students to answer the second slide; what is a fur trading post and who often owned these posts?  Students answer these questions and contribute their ideas.  Two Rivals in Trade; talk about how these two companies were rivals with one another which meant they were competing resource. Prompt students to answer what these two companies were competing for.  Hudson’s Bay Company  After failing to obtain French support on their terms, they went to England in 1665 and interested Prince Rupert, cousin of Charles II. Rupert persuaded the king, several merchants and noblemen to back the venture.  Prompt students to answer which store in Prince George was created by this fur trading company.  The treaty of Utretch was a peace treaty signed to end a war that began in Europe; the French lost many of the gains they had made in North America.  Why was this company important?  Students ask questions and engage with the questions posed by the teacher.  Northwest Company  Managed primarily by Highland Scots who migrated to Montréal after 1760, or came as Loyalists escaping the American Revolution, it also drew heavily on French-Canadian labour and experience. Originally, the company’s 16 shares were held by nine partnerships, including business leaders Simon McTavish, Isaac Todd and James McGill.  \*McTavish would become a pivotal figure in the company.  Define what a canoe brigade is. Define pemmican is dried meat, traditionally bison pounded into coarse powder and mixed. Ask students if they have ever been to the area where fort Chipewyan is.  Talk about how the NWC were the first to explore across Canada including BC.  Students ask questions  Map; talk about the green area being the expansion of the HBC and the yellow lines being trading routes. Ask students to share their thoughts on this map what things do they notice?  Action Break!  The Northwest Passage  What common goal were these companies competing for?  Talk about the importance of the NWP and how when Canada was discovered they were looking for this passage in order to reach Asia which was a very profitable area. Also touch on how with climate change has finally revealed the passage which is only accessible in certain parts of the year when the ice has melted.  The Merge  Finish talking about the merging of both trading companies and prompt students to answer how this might have impacted both companies.  BC and Prince George  Give students some history on the discovery of BC and Prince George, and tell them the story of how prince George was “missed” the first visit through.  How did the explorers get around? Prompt students to answer canoes and horses.  Paper Birch Canoe Craft- Explain to students we will be doing a small craft where students will make their own canoe “made” of paper birch. Paper birch is unique because once you soak it for a time and then mold it to the shape you want it will dry into that shape so Indigenous peoples would use this material to create baskets and canoes among other things. When you see a black strip on a paper birch tree that part of the tree is dead forever, but some people cut it off on purpose because that part of the tree can create a fungus called Chaga which can be used to fight cancer.  Explain craft portion and go through it together as a class.  1st Students cut out their template; while students do this teacher will go to each desk and place 3-4 pieces of tape on each students desk.  2nd Place the template on the paper birch paper and use 2 pieces of tape to tape it in place for easy cutting.  3rd Cut the template out and fold along the template lines before removing the template.  4th Glue the ends together.  5th If time permits make holes in the sides to glue sitting places into the centre | 5min  2min  2min  2min  2min  2min  2min  5min  5min  2min  2min  2min  5min  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* | End day by allowing students to keep their creation and collecting any papers that have not been taken 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?* |
| This lesson went well in several ways; doing the trading post comprehension questions throughout the lesson and helped students understand what I was looking for as well as give them visual clues by answering the questions on the correct slides so students could see it as well as hear it. Front loading students with more information in the beginning and separating the lesson in half with an action break of the students choosing was also good as it gave students the chance to let out some energy before returning to finish the rest of the lesson. Making the canoe’s was also very successful and students were very engaged with it, and having extra’s on hand helped to give students the chance to take the template home if their canoe creation did not work out as much.  If I revised this lesson for another time, I would separate the canoe portion as a separate, but linked lesson as we went over time by quite a bit and that portion could be a complete lesson on its own. In a perfect world with lots of time I would also let the kids do both the calm my mind and move my body action breaks as the class really wanted to do both, but we did not have enough time for that. I would also try to simplify the slides in my power point as some of the slides were a bit wordy and I found myself skipping words when I said it so students would understand better.  Standards 3 and 6: I modeled these standards by including an activity break so students were not sitting the whole time during the lesson, and the break included age appropriate videos that focused on mindfulness and moving. I also modeled an understanding of this subject by including accurate information on fur trading companies as well as the importance of paper birch canoes in respect to exploration of Canada. |