** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/5, Social Studies | School: | Sacred Heart |
| Date: | Feb 25, 2022 | Allotted Time: | 1hr |
| Topic/Title: | Fur Trade: Game | | |

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 | Supporting group interactions  -I work with others to achieve a common goal and can evaluate our group processes and results.  Students are expected to work as a cohesive team to be able to successfully trade with other groups as well as to record these achievements. Communication is at the core of this lesson as students need to be able to communicate with their team, with other teams, and with the teacher to be successful. |

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. This lesson is also focused on the connectedness of the groups and examines the relationships the groups have with each other as Indigenous peoples and Europeans had a complicated relationship. |

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 work in a team to achieve my goals”  Students will demonstrate their learning by working as a team and completing the fur trade log book as well as helping the recorder finish the trading log. Students will know they are proficient when they have successfully traded at least once with another group. Evidence will be documented orally as students are expected to engage in trade negotiations in front of the teacher who will provide feedback throughout the activity; it will also be documented in written form through the fur trade logbook which students are expected to fill out during and at the end of the lesson. 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 is differentiated with the fur trader log books as every student will get a book with a special role for them in their team. Working as a team also allows students to work with each other on aspects of the lesson they do not understand.  This lesson is also historically accurate with the intricacies of the game related to how the actual fur trade operated such as getting the students in the Indigenous teams to start 5min early because Indigenous groups would often forage furs in the winter when the fur was thick before the French travelled to New France in the spring to trade for these furs.  All Students: must participate in their team and answer the questions in their journal.  Most Students: can participate in their team with a specialized role and they can answer the questions in their journal with detail.  Some Students: can be a leader in their team or take on the role of recorder as well as answer the questions in their journal with detail. |
| **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.* |
| * Fur Trading Journal * Trading Cards/ Special Cards * Presentation |

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* | Begin lesson by introducing that we will be playing a fur trading game today.  Review that in the fur trade the Indigenous people and French traders had to work together to achieve their goals. Talk about how we will be learning how the traders and Indigenous people of the fur trade had to forage for goods so they could trade with the other group.  Students can ask questions and answer any prompts from the teacher by raising hands. | 5-10min |
| **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* | Explain that students will be divided into different teams Indigenous and European along with their real life counterparts. Ask students why I might have separated them like this.  Students ask questions and answer the teachers prompt.  Explain the 4 roles the students can hold during the game. Emphasize that students are to help the recorder complete the trading log and the importance of teamwork in this game.  Recorder- Student who records what items the group has found and traded  Trade master- Student who holds the trade cheat sheet  Card holder- Holds the cards found and traded  Knowledge/Technology holder- Holds special cards  Students ask questions and roles as well as repeat why teamwork is important.  Explain the role of special cards that are specific to each team.  Knowledge Cards:  Give knowledge cards to several students in the Indigenous group who will have the “knowledge” to explore other areas ex: Europeans have to trade something to get a knowledge card to explore certain areas like the playground or the garden.  Technology Cards:  Technology cards make it easier to “collect” furs and can double the value of a card that the group chooses; these cards will be held by the European groups which can be traded.  Students need to trade if they want to access the “locked” areas which will have 1 or 2 more cards than other areas to show that Indigenous knowledge was very important in gaining more furs as well as to explore the new world.  Students ask questions.  Go over the main rules of the game.  1) Groups explore the playground looking for their respective items based on their team.  2) Students will also be competing against the group with the same focus.  EX: European team vs European team  3) Each group can only find the items related to their team and must leave the other to be found.  4) When a group is ready to trade they must find the trading post  5) Beaver and axe cards are the most valuable for each group while cloth and deer cards are least valuable.  6) Students are to negotiate with eachother to get items.  7) Each team must end the game with at least 1 of each item.  Students ask questions and give examples of items they are allowed to find.  Explain how students are expected to trade in front of the teacher and that this is a collaborative experience that needs the cooperation of the whole team as well as the negotiation with the other teams.  1) When students are ready to trade they must find Miss Howard on the playground  2) After approaching Miss Howard group must wait for another trade partner to arrive (In this time they can decide as a group what they want to trade)  3) After 2 groups come to Miss Howard they must decide what they want to trade and what they want to get.  4) Both groups must agree on their trade transaction before trading and help their reporter record this OFFICIALLY  Students ask questions and give examples of what negotiating looks like.  Explain proper boundaries where students are not allowed to go. Please stay on school grounds! Students stay within fenced area within teachers eyesight. Knowledge Cards: Groups who have a knowledge card can explore the garden, soccer field, and playground based on what the card says. Ie: The Knowledge: Garden card can access the garden.  Students repeat where they can and cannot go.  24 students total divided into 4 groups:  Covid ver if ½ students are sick and 4 groups is impossible= 2 large teams OR 3rd Metis team that gets the bonus of each group  -This particular ver is possible because this particular lesson at the time of creation is immediately after lunch time so Courtney has time to change rules if needed.  Students are separated into 4 teams: 2 Indigenous and 2 European  Answer any questions the students might have before heading out. Allow the Indigenous teams a 3-5min head start to show that Indigenous teams would look for furs in the winter when they were at their thickest before the Europeans would arrive in the spring to buy them. 1 teacher should stay with students in class while another goes outside with the others.  Students separate with 2 groups going outside and the other 2 staying before joining the rest of the class outside.  Play Game  Get initial thoughts and feedback of the game before allowing students to score their team and compare answers. | 2min  5min  2min  5min  5min  2min  5-10min  5min  20-25min  5min |
| **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* | If time permits question students on how they felt considering certain factors of the game like starting later than the Indigenous team or their preference of knowledge cards or technology cards.  Students answer questions.  End with some time for students to finish the questions in their journal or assign it for homework the next week. | 5min  10-15min |

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 taught me the importance of engagement as I felt students understood the fur trade so much better after the game where they applied the knowledge from the previous lesson. It also taught me the importance of review as students had so much fun with this game I found it was very beneficial to have a complete lesson on just reviewing what we did in the game and what aspects the students found important or hard to understand.  This lesson went really well engagement wise as students were very excited and engaged throughout the whole thing even in transitions to different areas. This lesson also went well with student understanding despite the different facets of the game students understood instructions and roles very well as well as the importance of teamwork throughout the game. It also went well frontloading them with a lesson on fur trading before the game so students understood why certain aspects of the game were in place.  If I was to revise this lesson I would allow for more time as it took much longer than I was expecting to explain the game, play the game, and allow for specific time to trade. I did not foresee it but students needed specific time set out separate from the game to just focus on trading. I also would have tried to simplify the instructions a little more as they were a bit lengthy and it took quite a bit of time and questions for students to fully understand what I wanted.  Standards 5 and 6: These were modeled by planning this lesson thoroughly down to the small details that relate to the fur trade as well as the effective instruction needed to teach a game like this that includes several components including transitions from inside to outside. By emphasizing the importance of Indigenous relationships in the game as well as during the lesson before this I modeled standard 6 by teaching students about the fur trade in the previous lesson and then adding to that knowledge for the game learning was strengthened. |