UNIT PLANNING TEMPLATE

|  | **Unit Topic / Guiding Question: Social Studies - Travel in the Pacific Northwest- By land and Sea** | | | | | | |
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|  | **Rationale:**  **Students will understand how Indigenous Peoples of the Pacific Northwest Coast have historically used land and waterways for travel, trade, and survival. Students will learn about canoe-building, the importance of cedar, and oral traditions that pass down this knowledge.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Indigenous knowledge is passed down through oral history, traditions, and collective memory. | | | How did Indigenous Peoples of the Pacific Northwest use that land and waterways for travel, and why was this important to their way of life? | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating * students will listen and respond to oral stories * students will share through discussions, reflections * students will learn and practice indigenous vocabulary words | * Creative Thinking * Critical & Reflective Thinking * students will analyze how Indigenous Peoples adapted to travel * students will make connections between past and present transportation | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility * students will develop cultural awareness and appreciation for Indigenous knowledge and traditions * they will work collaboratively on discussions and activities | |
|  | **Learning Standards – Curricular Competencies:**  [**Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  [**relationship between humans and their environment**](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) | | | | | |
|  | **First Peoples Principles of Learning** | * *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.* | | | | | **Comments on how you will address the FPPL:**   * **the unit emphasizes the connection between Indigenous Peoples, the land and their use of natural resources for travel** * **students will explore environment, and the importance of only taking what you need** * **students will explore how indigenous communities shared knowledge about travel, canoe-building, and land stewardship over time** * **the use oral histories and traditions through stories and examples** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * brainstorming and class discussions * worksheets for chapter reading * worksheet for traditional story reading | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * *Canoe-Building Activity* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| Lessons 1 | Understanding the importance of travel by land and water for Indigenous People | | | **Introduction to Travel in the Pacific Northwest**   * **Show a map of the Pacific Northwest Coast.** * **discuss how people traveled before roads and modern transportation** * **reading from chapter 5 From Time Immemorial** | | | |
| Lesson 2 |  | | | **Continue with Travel in the Pacific Northwest**   * **review of last lesson** * **reading from chapter 5 (should finish up chap)** * **let students know we will be doing the work sheet next class** | | | |
| *Lesson 3* | *Explore the culture and spiritual significance of cedar and canoes* | | | **Read aloud - The Spirit of Cedar People**   * **show an image of a traditional canoe and ask - What do you notice? Why might it be made of cedar?** * **Read The Spirit of the Cedar People** * **pause to questions (why is cedar important? What does the story teach us about respect for nature?)** | | | |
| *Lesson 4* |  | | | **Continue with The Spirit of Cedar People**   * **as a whole class answer question on the worksheet** | | | |
| *Lesson 5* | *Introduce students to local Indigenous words related to travel and nature* | | | **Indigenous Language**   * **teach students a few key words in the Indigenous Language spoken (Sm’algyax)** * **students will create Tsimshian Basic Origami Finger Game** * **students will practice and play the game with friends** | | | |
| *Lesson 6* | *Reinforce understanding of traditional travel by creating a model canoe* | | | **Canoe-Building Activity**   * **as a whole class teacher will walk students through making the paper canoes** * **when finished the folding process students will decorate their canoes with traditional indigenous designs or personal artwork** * **as the activity is happening teacher will ask questions to review and reinforce understanding** | | | |
|  | **Resources needed:** | | | | | | |
|  | * supplies for the origami finger game   + glue   + instructions (CMDS 82 website)   + paper   + scissor   + word squats in Sm’algyax * supplies for Canoe craft   + paper   + scissors   + glue   + markers or crayons   + images to decorate * text book - From Time Immemorial * worksheets | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **English Language Arts**   * **reading comprehension** * **oral language** * **writing worksheets**   **Fine arts**   * **Visual arts (canoe activity)** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |