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
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|  | **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**
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|  | **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
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|  | **Summative Assessment (Assessment of Learning):** |
|  | * *Canoe-Building Activity*
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|  | **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**
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| 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**
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| *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?)**
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| *Lesson 4* |  | **Continue with The Spirit of Cedar People*** **as a whole class answer question on the worksheet**
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| *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**
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| *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**
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|  | **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
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|  | **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)**
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|  | **Reflection** |
|  | **How did the unit go? How do I know?** |
|  | **Where to next?** |