** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | Grade 3, Social Studies | School: | Thornhill Primary |
| --- | --- | --- | --- |
| Date: | March 3, 2025 | Allotted Time: | 25 min |
| Topic/Title: | Transportation by land and Sea - Chap 5 Time Immemorial | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *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.* |
| --- |
| Through guided reading, discussion, and group activity, students will deepen their understanding of the significance of land and water travel. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

| **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 | * students will share their thoughts and participate in whole class discussion * students will reflect on learning with the exit ticket * students will analyze and reflect on the importance of transportation for indigenous peoples * students will think critically about how transportation impacted their daily lives * students will respect others viewpoints during the discussion |

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)

| **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. | * students will learn traditional ways of Indigenous peoples focusing on transportation * lesson uses storytelling from the the text book From Time Immemorial to teach about transportation methods of Indigenous peoples * refection allows students to engage in the new material and knowledge over time |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| --- |
| Indigenous knowledge is passed down through oral history, traditions, and collective memory. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| --- | --- |
| [Make value judgments about events, decisions, or actions, and suggest lessons that can be learned](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) (ethical judgment) | [cultural characteristics and ways of life of local First Peoples and global indigenous peoples](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core#) |

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>

| *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? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? 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?* |
| --- |
| Formative Assessment   * observations during class discussion, reflection, and showing understanding through participation * answering questions during discussion and review * Exit ticket |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *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.* |
| --- |
| * will use document camera for visual support to display the text book * will read exit ticket out loud to class, will be true/false and multiple choice * will use popsicle stick cup to help with participation * peer support during discussion and questions * will have EA support in room for student that needs one-on-one support, will have different exit ticket for this student |
| **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.* |
| * text book From Time Immemorial (chapter 5) * chalk board and chalk * exit tickets * document camera |

1. **LESSON OUTLINE**

| **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* | Introduction and Review  Teacher  “Today, we’re going to continue talking about the different ways Indigenous peoples of the Pacific Northwest Coast traveled. We already learn that they used canoes for water travel on rivers and oceans, now we will read about how they traveled by land.”  Review  “Who can remember the steps of making a canoe? Lets think back to our reading last lesson.”  (key points)   * cedar tree * no blueprints * a master carpenter would build the canoe * canoe maker worked alone (sometimes with help) * first tree was chosen (no rot) * second was to cut down the tree (wedges and controlled burning was used) * third wedges used to split the log, outside of canoe was shaped first, then the inside was hollowed out and fire was used to char the wood to make it easier to move * water was in the bottom of canoe and then hot rocks to steam the wood so it was soft and easier to work with * outside of canoe with burnt and sanded to make it smooth * the canoe was moved with many men to the beach   “How many men would fit in a large freight canoe or war canoe?”   * could hold up to 50   “What were canoes used for?”   * hunting * trading * fishing * gathering * towing logs * raids on villages * log distance * travel * funerals | 5 min |
| **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* | Read aloud and discussion  Teacher - read aloud about land transportation from chapter 5  “As I read, pay attention to the different types of land transportation the Indigenous peoples of the Pacific Northwest used.”  Review a few key points about land transportation   * provided a connection inland and coastal groups * trails led to valleys or hunting grounds * people traveled by foot * used hand-drawn sleds in winter * large skin bags or baskets were carried on a person back by a tumpline   Activity - Water travel/Land travel “T chart”  Teacher   * write water/land travel on the board * teacher will pull key words from a bag and as a whole class we will sort the words into our chart   water   * canoe * river * ocean * waterways * coastal * fishing * vessel * paddle * dugout canoe * sea routes   land   * trails * travel by land * inland * valleys * hunting grounds * travel by foot * hand-drawn sleds * skin bags * tumpline | 17 min |
| **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* | Closing - Exit ticket  Ask whole class an exit ticket question  True or false  Indigenous peoples of the Pacific Northwest only traveled by canoe?  thumbs up for true , thumbs down for false  Multiple choice  Why were canoes important to Indigenous peoples?   1. they were used for travel and trade 2. they were used for decoration 3. they were to slow to be useful 4. they were used in winter   students show fingers 1-4 for answering  “Next time we will be answering our chapter questions as a whole class.” | 3 min |

1. **REFLECTION** *(anticipate if possible)*

| * *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?* |
| --- |
| I have enjoyed going through my Social Studies unit because there have been many cross curricular connections, activities, and special guests that have come in. It makes it fun for the students and for me. The flow of this lesson went really well, with students engaged in reading and discussion about land transportation. After my post meeting with Melanie and her suggestions to use a concept map, I see the value in this. In my next Social studies lesson I included a concept map for a story I read aloud to the class. I selected a few key words, and as a class, we explored their synonyms, antonyms, and used them in sentences. This approach worked really well, and the students enjoyed it. |