** LESSON PLAN**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | grade 3, Social Studies | School: | Thornhill Primary  |
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| Date: | February 24,2025 | Allotted Time: | 25 min |
| Topic/Title: | Travel in the Pacific Northwest: How First Peoples Moved by Land and Water |

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.* |
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| The purpose of this lesson is for students to understand how the First Peoples of the Pacific Northwest traveled using canoes, trails and protaging.  |

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.* |
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| ☐ 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 ideas during discussions and explain their thinking when matching transportation methods to their uses
* students will analyze how the environment influenced Indigenous travel choices and reflect on which method they would prefer
* students will build an understanding of Indigenous knowledge and ways of life, fostering respect for First Peoples history and culture
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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?* |
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| *☐* 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 engage in discussion, reflection, and hands on learning to understand Indigenous transportation methods
* the lesson incorporates storytelling from the Time Immemorial and connections to Ms. Ashleys visit to bring Indigenous knowledge to life
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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?* |
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| Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. |

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?* |
| --- | --- |
| [Explain why people, events, or places are significant to various individuals and groups](https://curriculum.gov.bc.ca/curriculum/social-studies/3/core) (significance) | [oral history, traditional stories, and artifacts as evidence about past First Peoples cultures](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?* |
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| Formative assessment* observation and discussion
* answers during questioning
* think-pair-share
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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.* |
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| * will provide visuals
* have examples ready
* the peer discussions/support
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| **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.* |
| * Time Immemorial textbook
* visuals of canoes, trails, and protaging
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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* | IntroductionTeacher“Before we begin, let's think about how we travel today. How do you get to school?” (let students answer) Now imagine living long ago, when there were no cars, buses or bikes, just the land, river and ocean. How do you think the First Peoples got around?”show images of canoes and trailsconnect to Ms. Ashley’s visit“Remember when Ms. Ashely visited and talked about how the First Peoples used trails and rivers to travel?” (let students answer) “what do you remember about what she said?”emphasize travel by water and land, and using well established routes |  |
| **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*
 | Teacher Reads Aloud* read from Time Immemorial, chap 5, first few pages
* pause occasionally to check understanding

Teacher“Let's think about how the First Nations traveled. Imagine you are on a journey, you need to choose a way to travel. Let's brain storm opinions.”Draw 2 column on the board water travel / land travelcall on students to name ways First Peoples traveled (canoes, walking, portaging, trails)write answers in the columnAsks questions* “Why do you think canoes were the best for long trips?”
* “What do you think makes trials useful?”
* “What were some challenges of each way of traveling?”

look for students making connections (trails helped people trade, canoes were faster than walking…) |  |
| **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“great work today and participation in the discussion. As we keep learning in chapter 5 we’ll look deeper into how canoes were made, review the numbers in Sm’algyax, and build our own paper canoes.” |  |

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?*
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| During this lesson, I introduced chapter 5 by doing a read-aloud of the first part focusing on land and water transportation. The flow of the lesson went well, and the students were engaged in both the reading and discussion. Showing the photos of indigenous canoe-making helped students visualize the process and understand the importance of water travel for First Peoples. After reflecting on the lesson, I realized that incorporating a video of a local Indigenous person making a canoe would further enhance student understanding. Moving forward, I plan to integrate more multimedia resources like videos to support students learning and deepen their engagement.  |