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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | Social Studies, Turtle Island Creation Story & Map Making |  |
| **Date** | Feb. 24, 2021 | **Allotted Time** | 40 min. |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://curriculum.gov.bc.ca/curriculum/social-studies/2/core>  <https://curriculum.gov.bc.ca/curriculum/social-studies/3/core>  <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>  <https://www.oneidaindiannation.com/the-haudenosaunee-creation-story/>  <https://www.thecanadianencyclopedia.ca/en/article/turtle-island>  <http://dhseagles.kpdsb.on.ca/about/aboriginal/creationTurtleIsland.html> | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students have been learning about the 7 Sacred Teachings from our school’s Aboriginal Resource Teacher, Mrs. Baglee. Following Mrs. Baglee’s most recent teaching on Trust and the Turtle in connection with this, I will facilitate this extension lesson to teach students about the Aboriginal creation story of Turtle Island. It is important that students learn about various First Nations peoples in Canada and their cultures. Students will hear of 2 Turtle Island stories (from the Haudenosaunee and Ojibway peoples) to compare these. In this lesson students will reflect on previously learned information of maps in Social Studies in the creation of their own map of Turtle Island. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | I can get new ideas to create new things. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in  new ways.  *This lesson will incorporate creative thinking skills as it asks students to create a map based on imaginative perspective of the Turtle Island creation stories. Students will also have this time to play and experiment with their creativity in relation to Social Studies knowledge of maps.* |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning is embedded in memory, history,  and story. | This lesson will focus on some of the First Nations people’s versions of the Turtle Island creation story and how these compare amongst communities. Students will learn more about how First Nations peoples use and value oral stories in their culture. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.  Indigenous knowledge is passed down through oral history, traditions, and collective memory.  *Essential or Guiding Question(s):*  How are these stories similar?  Why are these stories culturally important to First Nations peoples?  What does a map need? |
| ***Do***  Curricular Competencies (Learning Standards):   * Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions * Explain why people, events, or places are significant to various individuals and groups (significance) |
| ***Know***  Content (Learning Standards):   * oral history, traditional stories, and artifacts as evidence about past First Peoples cultures * relationship between humans and their environment |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* Students should be participating in class discussions around the learning of the Turtle Island creation stories.
* Students should demonstrate that they understand the significance of such stories in First Nations cultures – why information was presented in this way, why it is important, and where do we see similar things in other cultures?

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Students creation of their own Turtle Island map will be assessed as it is an extension of previous learning from this school year, will have co-created criteria to follow, and will incorporate features based off the creation story of Turtle Island.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | * How First Nations peoples used stories and oral retellings to communicate cultural understandings/ways of knowing * The creation story of Turtle Island * How to create a map using their imagination (extension from previously learned material in SS) |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | * Participate in class discussions about the content of the Turtle Island creation stories and how other cultures are similar * Students are thinking deeply about the learning material and making connections * Providing examples for criteria for maps – reflecting on their previous learning of maps |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * Listen to creation story of Turtle Island and engage in discussion about it (significance, meaning, comparisons, connections, questions, etc.) * Help to co-create the criteria for the map (what to include, what I should be checking/marking) * Create Turtle Island map that follows our co-created structure |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Listen to read aloud of creation stories  Create basic map using most of the co-created criteria  Access/All | Students can do  Listen to read aloud of creation stories, participate in discussions on stories  Create map using co-created criteria, legible writing, good colouring (somewhat consistent), effort is present  Most | Students could do/try to  Listen to read aloud, participate in discussions on stories, making connections, asking questions (showing deeper engagement)  Create map using all criteria, neat writing, good/consistent colouring, excellent use of imagination, great effort put forth  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Large white paper to create map on  Co-created criteria list – I will write this on chart paper to be used as reference  Pencil crayons  Sharpies  Rulers |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Have Haudenosaunee Turtle Island story printed and ready to read off in class * Have Ojibway version of Turtle Island video up and ready to watch before beginning lesson * Hand out large sheets of paper after giving instructions to class |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  -Ask students about what they remember learning about the other day with Mrs. Baglee (Trust, Turtle)  -Allow time for discussion  -Lead into learning of today: Turtle Island creation story  -Inform students of the Big Ideas we will be focusing on; Learning about indigenous peoples nurtures multicultural awareness and respect for diversity & Indigenous knowledge is passed down through oral history, traditions, and collective memory. | **Students will**  -Think back to their learning with Mrs. Baglee and discuss  -Understand that today’s SS will be connected to past learning with Mrs. Baglee  -Understand that they will be learning about the Turtle Island creation stories of First Nations peoples  -Know the Big Ideas that will be focused on | 5-10 min. |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  -Read aloud the Haudenosaunee Turtle Island story and then show students the video creation story of the Ojibway  -After each story pause and allow time for discussion (What did you find interesting? What parts of the stories were similar? What one did you connect with the most? Etc.)  -For each story I will tell the students what First Nations peoples it belongs to and a bit about each of these communities and show them where there traditional lands are on a map  -After discussing both stories open discussions about connections/thoughts/wonderings  -Explain to students that we will now be thinking back to a couple of months ago when they were learning about maps, what features they had, what various symbols meant, etc.  -Explain that they will be tasked with creating their own maps of Turtle Island | **Students will**  -Listen to the read aloud and video of Turtle Island creation stories  -Discuss ideas surrounding the story when prompted  -Talk about what interested them, made them wonder, questions, etc.  -Learn about various First Nations peoples in Canada that are connected to these creation stories  -Ask questions about these peoples  -Engage in discussion about all the stories as a whole – what they thought, questions, wonderings, etc.  -Begin to think back and reflect on previous learning of maps  -Think about what sort of features are on a map or needed for a map  -Understand that they will be creating their own map of what they might imagine a place called Turtle Island to look like | 15 min. |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  -Ask students to help you co-create the criteria for their maps (What do all our maps need? What places should be included? What should our island look like/resemble? Etc.)  -*Criteria I need to see on map \*reminder for myself*   * *Legend* * *Compass rose* * *At least three towns/cities* * *At least 1 river* * *At least 1 lake* * *At least 3 different types of symbols used in legend*   *\*I would like students to use characters in the Turtle Island creation story to inspire aspects of their map, ex. Muskrat Cove, Swimming Swan Lake, Busy Beaver City, etc.*  -I will write the criteria on chart paper to be used as reference  -Reiterate to students that they will need to follow our class-created criteria in their maps because I will be looking for it when I check their final work  -Explain to students that we will be creating the outline of our map together in a step-by-step fashion – this will help students to create a map that is large enough to fill in with various features and will help those that feel overwhelmed by the task  -Instruct students that I will hand out blank paper and that they must first create their map using pencil, once I have checked their work they may use a sharpie to outline the outside/border of their map  -Instruct students that after outlining their work they may begin to colour their map using pencil crayons  -Remind students to label their areas in pencil that is dark enough to see even after colouring in (colour lightly) | **Students will**  -Help teacher to co-create the criteria for their maps  -Think about what their maps need to have, what sort of places should be included, what their island should look like, etc.  -Participate by giving ideas or providing constructive comments for the creation of the criteria  -Understand that they will need to use this list of “needs” in their maps and that teacher will be checking work to see that they included everything (know they can reference this list when needed)  -Understand that after being given their paper they will wait to begin drawing their map – will begin to draw map along with teacher and class  -Understand that they will first use pencil to create their map and can then go over the outside of their map in sharpie  -Will begin colouring map with pencil crayons after finished pencil and sharpie work (final step)  -Will try to write neatly and hard enough so others can see their writing on their map | 20 min. |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  -When students have completed their maps I will collect them and put them up on the board for the day so others may see their work  -At end of lesson I will ask students to tell me at least 3 things they learned about the Turtle Island creation story and the value and importance placed on oral stories in Indigenous cultures | **Students will**  -Hand completed maps into teacher (consent to having it put on the board for others to see)  -Participate in end of lesson discussion – giving examples of things they learned today or something they found interesting  -Reflect on the importance/significance of such stories in Indigenous cultures | 5 min. |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**