# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Unit Plan Template

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| **Unit Title:** | Canadian Resources | **Number of Lessons** | 10 | **Time** **(in weeks):** | 3 |
| Name: | Jennilee Fraser | Subject(s): | Social Studies | Grade(s): | 5/6 |

Rationale

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| My goal for this unit is to introduce students to Canada’s natural resources, how we use/extract those resources and what we use them for (electricity/housing/technology etc), look at how different Indigenous nations view and use natural resources within each territory and how this practice is impacted by Canadian resource practices. This unit also incorporates how to research responsibly using Google, and how to determine whether information is credible or not. This will generate a better understanding of how Canada impacts the environment and how our resource practices affect Indigenous communities. This is important to me because the way we use our natural resources is having a large impact on the planet and on the Indigenous communities of every region. We need to understand how to use our resources sustainably, and how to work with Indigenous communities for the mutual benefit of all people.  |

Overview:

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| This unit will work towards teaching students about what natural resources are most important to the economy of your community, while showing them how to research responsibly on the internet and be aware of what they are reading. They will look at how technology has affected the discovery, extraction, processing, and marketing of selected natural resources and compare the Indigenous perspective of natural resources and how has these technologies affected how the Indigenous people use their resources. Lesson 1 we will use a Kahoot quiz to activate their schemas and assess what they already know about Canadian resources and Indigenous resource use. I will have students engage in a game of “pin the person on the province” to determine which province they will research and who will be in their groups. I will provide students with leading questions to answer in their research, project criteria (rubric) and giving them choice to present in any medium that is most interesting to them. Lesson 2 will work to help students brainstorm ideas for their presentation and organize their thoughts and information in a concept map that they can continue to add to throughout their research process. Lesson 3 and 4 will introduce students to how to conduct research, how to distinguish if sources are credible, and how to use ideas from sources in ways that are authentic to their way of thinking and how to cite their sources (ie plagiarism).Lesson 5 will give students a chance to present information to peer and spend some time researching and building their projects. Lesson 6 will introduce them to the 7 landforms of Canada to help scaffold their research project.Lesson 7 will introduce them to the Indigenous perspective, having them look at the Indigenous groups within their province and how they use resources and how those practices are affected by economic demand. Lesson 8 will give them another scaffolding to organize information with the use of a Venn Diagram, in which they will compare Indigenous resource use and economic, colonial use and how the two can work together in mutually beneficial and sustainable ways. Lesson 9 gives them another opportunity to practice their presentation skills with their peers and practice their descriptive feedback by giving students one to two sentence feedback on their Venn Diagrams. Lesson 10 wraps up the completion of the unit through student presentations, where students will present their findings using a presentation method of their choice through a variety of different media options, giving students the opportunity to express themselves in ways that connect with them. |

CORE COMPETENCIES

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| Communication | Thinking | Personal & Social |
| Connecting to **Seklép (coyote)** who represents our active communicator. Students will listen actively and be encouraged to share ideas with peers.***Connecting and Engaging with Others:****Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.** Throughout this unit, students are working in groups to help each other during the research process. Students will be asked to share their thoughts, reflect on what they’ve learned, and give each other descriptive feedback on their presentations. I have also incorporated a lot of classroom discussion and debriefing into each lesson so students can listen, connect, and learn from their classmates.

***Acquiring and Presenting Information****Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology** As this unit is a project-based unit, students will be spending a great deal of time researching on Canadian resources within their province, using leading questions and gaining organization strategies (concept mapping and Venn diagrams) to help them in their process.
* Students are given a variety of sources to acquire their information (chrome books, non-fiction resource books, videos etc) and are given the choice of presenting their findings in ways that resonate with their learning styles.

***Collaborating: Working Collectively*** *Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.** Students are placed into groups during their first lesson where they are encouraged to work together in their research projects. Together they will chose their presentation style according to their strengths and interests and work as a team, and with other groups to better understand concept mapping, Venn diagram creation and practice presenting and giving descriptive feedback.
 | Connecting to **sqlélten (salmon)** who represents creativity, adaptability, persistence, and resilience. Students will aim to incorporate creativity in what they do. They will be faced with difficult tasks and persevere to accomplish them.***Critical thinking: Analyzing and Critiquing****Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.** I have incorporated peer review and critique into this unit as students are asked to provide descriptive feedback to their Venn Diagrams and their presentations, as well as a self-evaluation of their work so they get the opportunity to reflect on their work, make critical judgements about their engagements in tasks and think about what they’ve learned and how they can improve. I have also added lessons on Googling responsibly and how to distinguish credible sources online to help students think critically about what they are seeing as they research.

***Creative thinking: Generating and Incubating.****Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students’ cultural legacies.** Students have been given a wide variety of presentation possibilities, so they are able to connect with the material in ways that are meaningful to them. Students can brainstorm and work together to come up with creative ways of presenting information, drawing from their previous knowledge, experiences and culture to make meaning from their research.
 | Connecting to **kenkéknem (bear)** who represents courage and self-awareness, and **speqmíc (swan)** who represents collaboration and respectfulness. Students will aim to be strong and courageous learners and put effort into effectively working as a team.***Positive personal and cultural identity: Self Advocating.****Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.** I have incorporated a lot of check in moments during lessons so students have an opportunity to advocate for themselves and get any help they may need. I have also incorporated the self-evaluating portion of the summative assessment, so students remain accountable in their learning and presenting. Students are also encouraged to practice presenting information to each other during lessons 4 and 6 to each other and give constructive feedback to help them achieve their presentation goals.

***Personal awareness and responsibility: Identifying Personal Strengths and Abilities****Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.** By giving them the freedom to choose their own form of presentation, they can draw on their own learning strengths and abilities and have an opportunity to showcase that to their peers, increasing their self esteem and personal knowledge. They can express themselves in the content and further explore their values and opinions.

***Social responsibility: Valuing Diversity****Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.** Through the incorporation of Indigenous worldviews and use of resources, students will have a better understanding of the issues that face Indigenous communities and learn to advocate for the ethical use of resources and honoring the traditions of the First People.
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BIG IDEAS

(multiple subject areas for integrated unit)

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| **Subject: Social Studies** | **Subject: Language Arts** | **Subject:** |
| * Natural resources continue to shape the economy and identity of different regions of Canada.
* Economic self-interest can be a significant cause of conflict among peoples and governments.
 | * Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens**.**
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LEARNING STANDARDS

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| **Curricular Competencies** | **Content: Social Studies** |  **Assessment** |
|  **Social Studies** **Grade 5 & 6*** **CC1:** Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* **CC2**: Develop a plan of action to address a selected problem or issue
* **CC3**: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
* **CC4:** Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
* **CC5:** Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
* **CC6:** Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes
* **CC7:** Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

**Language Arts****Grade 5****Comprehending and Connecting (reading, listening, viewing. RLV)*** **LA1:** Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
* **LA10:** Show an increasing understanding of the role of organization in meaning

**Create and Communicate (writing, speaking representing, WSP)*** **LA1:** Exchange ideas and perspectives to build shared understanding
* **LA5:** Develop and apply expanding word knowledge

**Grade 6****Comprehending and Connecting (reading, listening, viewing. RLV)*** **LA1:** Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
* **LA3:** Synthesize ideas from a variety of sources to build understanding
* **LA5:** Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
 | **Social Studies** **Grade 5*** **C7:** Resources and economic development in different regions of Canada
* **C8:** First Peoples land ownership and use

 **Grade 6*** **C5:** economic policies and resource management, including effects on indigenous peoples
* **C9:** media technologies and coverage of current events

**Language Arts****Grade 5 & 6****Story/text (ST)*** **La5:** Evidence

**Strategies and Processes (SP)*** **La2:** Oral Language Strategies
* **La3:** Metacognitive
* **La4:** Writing Processes
 | ***Formative******Lesson 1****: Kahoot quiz, assessment for learning to determine what students already know about Canadian Resources.* *-Presentation rubric, assessment as learning so students can monitor their progress against expectations.****Lesson 2:*** *Concept Map, assessment for and as learning as students can organize their thoughts and findings as they research. Assessment as learning as students can add to and refer to it as they proceed with their projects.* *-Discussion, assessment for learning to help students clarify any questions or concerns they may have.****Lesson 3:*** *Edited Concept Map, assessment for learning so students can use what they have learned about researching and apply to their organized ideas.* ***Lesson 4:*** *Observation,**Assessment as learning so I can see how students have synthesized the information during game play.****Lesson 5&7:*** *Exit ticket and follow up, assessment as learning so students can let me know how they’re doing and if they need any assistance.****Lesson 6:*** *Map Worksheet.**Assessment as learning as a way to assess how students have engaged in the information, and are able to synthesize it into their research projects****Lesson 8:*** *Venn diagram and Reflection.* *This is a good assessment for learning as it helps students to organize their information.* *-Reflection is an assessment as learning to help students think about what they’ve learned about Indigenous resources and help me see where there at.****Lesson 9:*** *Checklist**This assessment is as learning as it gives students an opportunity to look at their progress and if they need more time.****Summative*** ***Lesson 7:*** *Presentation**This is an assessment of learning as it is the accumulation of all their research presented in the way they chose.* |
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Prerequisite Concepts and Skills:

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| Students should understand the relationship between humans and their natural environment, cultural characteristics, and ways of life of local First Peoples and global indigenous peoples and the impact of colonization on First Peoples societies in British Columbia and Canada. Students should also have some knowledge on how to work in groups and do basic research using a computer or library resources.  |

Teacher Preparation Required:

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| Lesson # | Teacher Preparation Required (See Unit Plan Sample) |
| Lesson 1 |  **-**Set up Kahoot quiz **-**Have big map of Canada. -Have little cardboard people cutouts with sticky tack -Write guiding questions for research  |
| Lesson 2 |  -Provide chrome books for student research -Set up video on concept mapping -Prepare class demonstration on concept mapping -Provide some books on Canadian resources for research |
| Lesson 3 |  -Provide chrome books for students-Set up video-Completed concept maps |
| Lesson 4 | -Provide Chrome books-Set up video  |
| Lesson 5 | -Study period, no teacher prep |
| Lesson 6 |  -Land form map-Google slide |
| Lesson 7 |  -Provide students with chrome books and link to their interactive Indigenous group map  |
| Lesson 8 | -Have a Venn Diagram work sheet to compare use of resources between settlers and Indigenous people. |
| Lesson 9 | -No teacher prep |
| Lesson 10 | -Have multimedia set up for student presentations |

Cross-Curricular Connections:

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| This unit is primarily a social studies unit, but does have some elements of language and visual arts, especially in creating their final presentations as they have the opportunity to display their research in a variety of different ways (ie, vision board, blog post, collage, play or skit, infographic etc) |

Aboriginal Connections/ First Peoples Principles of Learning:

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| ***Learning involves understanding the consequences of ones actions:***By learning about the exploitation of natural resources, and the impact that has on the environment and the Indigenous communities, students will begin to understand that actions can have long lasting consequences, and we should be mindful of the way we engage with the land and our communities.***Learning recognizes the role of Indigenous knowledge:***By learning about how Indigenous communities use resources, and the reciprocal relationship First Nations people have with the land, students will begin to recognize the importance of understanding Indigenous knowledge and worldviews when it comes to using our natural resources in sustainable ways. ***Learning is Imbedded in memory, history and story.***By learning about the impact that settlers had on the environment and the exploitation of natural resources for economic gains, students can understand the mistakes of the past and understand the impact that continued exploitation can have on the planet. When we understand where we came from, we can understand where we are going, and how we can change for a better future.  |

Universal Design for Learning (UDL)

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| **MULTIPLE MEANS OF REPRESENTATION** – I provide for multiple means of representation in this unit in the following ways: Options for perception include two different styles of organizing thoughts and ideas in a concept map and a Venn diagram. Options for language include discussions and clarifications of language and new vocabulary and presenting key concepts using maps, multimedia, Venn diagrams, concept maps and videos. Options for comprehensions include activating schema using a Kahoot quiz, reviewing previous lessons within the introductions of succeeding lesson and scaffolding questions and means to organize information (concept map and Venn diagram walkthrough).**MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways: Options for physical action include using technology for research or using physical books, giving students ample time to complete their research, and checking in regularly to see if more time or scaffolding is required. Options for expressive skills and fluency involve giving students a multitude of choice in their presentation style and providing any media or medium they may need to explore their chosen form of expression. Options for executive function is providing scaffolding for students regarding leading questions for their presentations, walk throughs on concept map and Venn diagram. Students are given a checklist before presentation to see if they are ready and need more time, they are given their self-evaluation rubric at the beginning of the unit, so they know what is expected of them. Reflections, discussions, and exit tickets to monitor student progress and make certain milestones. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways: Options for recruiting interest by providing as much discretion as possible in their choice of presentation format and having them active in the development process through self-evaluation, and descriptive feedback. Options for sustained effort and persistence include continuous prompts and reviewing of previous days lessons, scaffolding questions are ever present on the board, handheld devices are in use during research time and interactive map usage. Students are given several prompts to seek assistance from teacher or peers including check ins, student presentation practice, student feedback practice, exit tickets, and reflection pieces. Options for self-regulation include use of checklist, rubric that focus on students’ expectations and present state of mind.  |

Differentiated Instruction (DI):

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| As there is a lot of room for expression and engagement, I believe there are many entry points for students to engage in the material. Also, using group work and student interaction can help struggling students rely on their peers in situations where they may be having difficulty (reading or writing difficulty). Students can scribe information from students who have a hard time writing or read out loud information for students who struggle with reading. There is lots of room for illustrators, kinesthetic learners (creating skits or tableaus), music learners (can create songs or use sounds), visual learners and artists (creating story boards, paintings, collages, and other visual means) etc. I also do several check ins and student monitoring where I can step in and assist. |

Overview of Lessons:

Lesson 1

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| Name &Time (Minutes Allotted): | **Pin the person on the Province**/30-35 minutes |
| Learning Standards: Curricular Competencies | * CC1, CC4 **Grade 5 :** (RLV) LA 1, LA 10 (WSP) LA1, LA5

 **Grade 6 :** (RLV) LA 5 |
| Learning Standards: Content | * **Grade 5 :** C7 **Grade 5 & 6:** (ST) La5 (SP) La3
 |
| Instructional Objectives | **SWBAT:** Classify what some of Canada’s natural resources are, **SWBAT:** Identify which province they will be researching.**SWBAT:** Use their creativity and ingenuity to brainstorm ideas on a fun and informative presentation.  |
| Assessment: | **What:** Kahoot quiz, presentation rubric **How:** Determine how much students already know about Canadian resources. Rubric will let students know exactly what is expected during their presentation. |
| Teaching Strategies: | Kahoot quiz, discussion, group work, scaffolding. |
| Materials: | Computer, overhead projector, large map of Canada, people cutouts, sticky tack. |
| Lesson Activities: |
| Introduction/Hook: | **Schema activation:** Students will demonstrate what they already know about Canada’s natural resources through a fun Kahoot Quiz.  |
| Body: | **Setting up their research assignments:** We will begin a conversation about anything they learned during their Kahoot quiz and talk about what resources are and why we use them. I’ll then ask students if they have ever played “pin the tail on the donkey” and go over what that game looks like. I’ll then explain that we are going to play a similar game called “Pin the person on the province”. This is like “Pin the tail on the donkey”, only students will be blindfolded, handed a little person cut out with sticky tack on the back and they will walk towards the giant map of Canada posted on the wall. They will stick their little person somewhere on the map, and that will be the province assigned to them in their research project.  |
| Closure: | **Groups assignment:** After the game is complete, I will assign students into groups (depending on where the pins are on the map) and assign them their provinces. **Project Criteria:**  I’ll then instruct the students on their research projects, that they are to create a presentation based on their research. They have a choice in how they want to present, either video, oral, poster board, collage, short story, story board. If they have a different idea, they are welcome to use them if they fulfil expectations outlined in the rubric. Students will get a copy of their rubric for self-evaluation. I will use a combination of their self-evaluated mark, and my own using the same rubric.Presentations should answer 8 out of the 10 leading questions, or a combination of student generated questions, should contain at least one student created visual (drawing, dance, skit) depicting something in their research that resonated with them, and evidence of equal group participation/effort. **Leading Questions:**  1) What were some of the resources used in this province during the earlier parts of confederation (early settlers)? 2) What were they used for? 3) How does the physical geography of your province relate to its natural resources? 4) What are the major resources we use in those provinces today? 5) Does your province have an Economic Policy? How does that relate to its natural resource development/use? 6) How does each province use their natural resources in Canada’s economy? Is it environmentally sustainable? 7) Are there environmentally sustainable alternatives? 8) What are some of the Indigenous communities in your province? 9) How does extraction of those resources affect those communities?10) What consideration should be made when making decisions about resource management and economic policies?These questions, along with the rubric, will stay on the board during each lesson so students have some a scaffold for their research projects. I’ll ask students if they have any questions, and if they understand what is being asked of them. |

Lesson 2

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| Name &Time (Minutes Allotted): | Concept Map 40-50 mins |
| Learning Standards: Curricular Competencies | * CC1, CC4 **Grade 5:** (RLV) LA1, LA10 (WSP) LA1, LA5.

 **Grade 6 :** (RLV) LA5 |
| Learning Standards: Content | * **Grade 5:** C7 **Grade 5 & 6:** (ST) La5 (SP) La3, La4
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| Instructional Objectives | **SWBAT:** Recognize how to organize their ideas into a more manageable concept map.**SWBAT:** Use their creativity to organize their research material into a media format of their choice to present to the class |
| Assessment: | **What:** Concept maps, class discussion.**How:** Students will hand in their groups concept map so I can get an idea of where they are at in their brainstorming. Class discussion will help to clarify any questions or concerns they may still have. |
| Teaching Strategies: | Video, discussion, brainstorming, group work, research, direct teaching. |
| Materials: | Computer, overhead projector, chrome books, “Our Resources” kit from the Henry Grube Center. |
| Lesson Activities: |
| Introduction/Hook: | **Concept Map Walkthrough:** I’ll post the leading questions up on the board and then let students know they are going to create a concept web. I’ll play the video on how to create a concept map and then demonstrate what that is going to look like as they formulate their project and information. <https://www.youtube.com/watch?v=sZJj6DwCqSU>Concept map will have two main headings: Leading Questions and Presentation Format.**Brainstorm:** Students can take some time to talk amongst their group members what they want to do for their project and how they want to present it. I’ll bring out the chrome books so students can start the research portion and begin generating ideas.  |
| Body: | **Study Period:** Students will be given the remainder of the lesson to research their topics and create their concept map using the guiding questions as prompts to help them with headings and making sure that part of their concept map is about how they will present their findings to the class. |
| Closure: | **Student Check In:** After our study block is over, I’ll have students sit back at their desks and generate a discussion based on any questions they have, any concerns, or things that might be confusing to them. Students will also talk to me during the study block or after class if they are uncomfortable asking in front of the class. Students will then hand in what they have written for on their concept map. |

Lesson 3

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| Name &Time (Minutes Allotted): | How to Research/30-35 minutes |
| Learning Standards: Curricular Competencies | * **CC1, CC4, CC6, CC7**  **Grade 5:** (RLV) LA 1, LA 10 (WSP) LA1, LA5

 **Grade 6 :** LA 1, LA 3, LA 5 |
| Learning Standards: Content | * **Grade 6:** C9 **Grade 5 & 6:** (ST) La5 (SP) La2, La3, La4
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| Instructional Objectives | **SWBAT:** Recognize the do’s and don’t of researching on the internet**SWBAT:** Identify what makes a source credible**SWBAT:** Using technology and physical resources to research their province/resources. |
| Assessment: | **What:** Edited Concept Map**How:** Gives me the opportunity to check their understanding on the concept of researching using google. |
| Teaching Strategies: | Group share, discussion, reflection, observation |
| Materials: | Concept map, chrome books, paper, pens/pencils |
| Lesson Activities: |
| Introduction/Hook: | **Concept Map Refresher:** We will begin by having students get into their research groups and handing back their concept maps. I will give them a few minutes to look over their concept map and make any changes they feel they need to. I will then have them locate another group and explain their concept webs to each other. After they have had a chance to talk about their concept maps, I will have them grab their chrome books and sign in to prepare for our next lesson.  |
| Body: | **Video and Key Word Location:** We will watch this video by Dan Spada on how to research effectively using google. <https://www.youtube.com/watch?v=hmRakMppVtw>As we walk through the video, I’ll have students follow along in their chrome books, and practice googling using key words, phrases, quotation marks and how to spot where the ads are. Once we’ve gone through the video, I’ll have students go back through their concept map and underline/highlight key words and phrases they can use to google later. |
| Closure: | **Wrap up and Exit Ticket Check-in:** Once students have finished isolating their keywords and phrases from their concept maps, I’ll have them hand them in so I can check in on their progress and assess their understanding.  |

**Lesson 4**

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| Name &Time (Minutes Allotted): | Distinguishing Fake News, Misinformation and Disinformation /30-35 minutes |
| Learning Standards: Curricular Competencies | * **CC1, CC4, CC6, CC7**  **Grade 5:** (RLV) LA 1, LA 10 (WSP) LA1, LA5
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| Learning Standards: Content | * **Grade 6 : C9** **Grade 5 & 6:** (ST) La5 (SP) La2, La3, La4
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| Instructional Objectives | **SWBAT:** Distinguish the difference between credible sources of information.**SWBAT:** Recognize certain criteria that may compromise the legitimacy of information being given |
| Assessment: | **What:** Observation during game play**How:** By checking students score, I will be able to identify whether they understood the information about fake news, misinformation and disinformation |
| Teaching Strategies: | Group share, discussion, video, game play |
| Materials: | Chrome books, paper, pencil |
| Lesson Activities: |
| Introduction/Hook: | **Google Research Refresher:** We will begin by having students get into their research groups. I will ask them to take out a piece of paper and brainstorm what they recall about the key factors in google researching. After a few minutes, I will have them share what they remember, and I’ll write their answers on the board.  |
| Body: | **Video/Discussion/Fake News Practice:** I’ll have students get out their chrome books and log in. Once everyone is ready, I’ll play this next video by Dan Spada on how to identify fake news/ misinformation and disinformation. <https://www.youtube.com/watch?v=ngSQcniPx2M&t=263s>I’ll pause at certain points in the video where students can guess who the deep fake is (12:20), and go over slides titled Know the Difference (13:56), Website Literacy for Student Fact Checkers (21:45), Look for Common signs of Fake News (22:25), Breaking News Consumer HandBook (23:54).Once the video is done, I’ll have students go to the following website (factitious.augmestudio.com) where we will play a few rounds of Spot the Fake News.http://factitious.augamestudio.com/#/ |
| Closure: | **Wrap up:** After a few minutes of play, I’ll have students tell me if they noticed anything surprising about today’s lesson and encourage them to share their thoughts. After our discussion, I’ll have them put their Chrome books away |

**Lesson 5**

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| **Name &Time (Minutes Allotted):** | Study Period/30-35 minutes |
| **Learning Standards: Curricular Competencies** | * **CC1, CC2, CC3, CC4, CC5, CC6, CC7**
* **Grade 5 & 6:** (RLV) LA 1, LA 10 (WSP) LA1, LA5
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| **Learning Standards: Content** | * **Grade 5: C7, C8** **Grade 5 & 6:** (ST) La5 (SP) La2, La3, La4
* **Grade 6:** **C5, C9**
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| **Instructional Objectives** | **SWBAT:** Practice presenting information to another group**SWBAT:** Using technology and physical resources to research their province/resources. |
| **Assessment:** | **What:** Check in**How:** Gives students a chance to let me know how things are going with their research projects and let me know if they need help. |
| **Teaching Strategies:** | Group share, discussion, reflection, observation |
| **Materials:** | Google research reminder page, Concept map, chrome books, paper, pens/pencils. |
| **Lesson Activities:** |
| **Introduction/Hook:** | **Google Search Refresher:** We will begin by having students get into their research groups and getting their concept maps. I’ll then hand out a document I created with all the major points they need to remember when researching using google. I will give them a few minutes to go over it as a class (I’ll have it on the projector as well) and take some time to answer any questions students may have.  |
| **Body:** | **Study Period:** Students will then be given the remainder of the lesson to continue researching and developing their projects.Each class, I will have some helpful resources they can use in their research (safesearchkids.com, provincial government websites, CBC kids etc) |
| **Closure:** | **Wrap up and Exit Ticket Check-in:** Once their study period is over, I’ll have students go back to their desks and write an exit ticket about how their project is going, things they may be struggling with, questions they may have or ideas they want me to know about.  |

Lesson 6

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| Name &Time (Minutes Allotted): | 7 Landform regions of Canada/30-35 minutes |
| Learning Standards: Curricular Competencies | * CC1, CC4, CC6, CC7
* **Grade 5 & 6**(RLV) LA 1, LA 10 (RLV) LA1, LA10 (WSP) LA1, LA5
 |
| Learning Standards: Content | * **Grade 5:** C7 **Grade 5 & 6:** (ST) La5 (SP) La3, La4
 |
| Instructional Objectives | **SWBAT:** Connect Canada’s Landform Regions and provinces natural resource use |
| Assessment: | **What:** Map worksheet.**How:** The notes that students make on their map worksheet will help me determine how well they understand the information. |
| Teaching Strategies: | Instructional, observation |
| Materials: | Binder, pencil, pencil crayons |
| Lesson Activities: |
| Introduction/Hook: | **Indigenous Video Introduction:** I’ll ask students to grab their binders, pencils and pencil crayons to prepare for our next lesson. I’ll tell them that they are going to have time to work on their research projects today, but first I wanted to touch on the 7 landform regions of Canada, and how those relate to each provinces natural resource usage. I’ll have students listen to this short video created by the Toronto School Board featuring indigenous music artist Asani.https://www.youtube.com/watch?v=3g7TVcf5Kl4 |
| Body: | **Brief Overview of Each Region:** I’ll then have students hand out the map worksheet and direct their attention to the google slide I’ve created for each Landform Region. As I briefly discuss each region, I’ll have students draw out the boarder of each region, labelling them with a separate colour, and then making some notes about each region. I’ll remind them that this is one of the questions for their research project, and they can use the map as one of their visuals, so they only need to focus on taking notes about their provinces (although they can write down key points about the other provinces if they want to as it may come in handy for the rest of their research).**Study Period and Check ins:** After I have gone over the slides, I’ll give students the remainder of the time to get into their groups and continue developing their research project. I’ll go around to each group and do a check in to see where their progress is at and if they need any guidance.  |
| Closure: | **Wrap up:** I’ll let students know that it is time for them to clean up their desks and prepare for the next lesson. While they are cleaning up I’ll ask students to send someone from their group up to hand in everyone’s maps for marking and so we can have a chat about their projects. |

**Lesson 7**

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| Name &Time (Minutes Allotted): | Indigenous resources/30-35 minutes |
| Learning Standards: Curricular Competencies | * CC1, CC2, CC3, CC4, CC6, CC7
* **Grade 5 & 6:** (RLV) LA 1, LA10 (RLV) LA1, LA10 (WSP) LA1, LA5
 |
| Learning Standards: Content | * **Grade 5 :** C7, C8 **Grade 5 & 6:** (ST) La5 (SP) La3, La4
* **Grade 5:** C5
 |
| Instructional Objectives | **SWBAT:** Interpret interactive map to locate Indigenous groups within their provinces.**SWBAT:** Compare Indigenous land use and how that has change over time.**SWBAT:** Describe how colonization has affected their natural resources and how they use the land.**SWBAT:** Articulate how exploiting our natural resources has a negative impact on the planet. |
| Assessment: | **What:** Group follow up and check in from their Exit Ticket responses.**How:** During the research block, each group will come up and have a chat with me about where they are at, if they need more time or if they need more support. |
| Teaching Strategies: | Group work, check in, research, video, reflection discussion. |
| Materials: | Chrome books, concept map, overhead projector. |
| Lesson Activities: |
| Introduction/Hook: | **Locating Indigenous Group:** I’ll have students get back into their research groups, and I’ll have students go to the interactive map on their chrome books to locate and Indigenous group within their province (there are several within each province, so they only need to pick one).  |
| Body: | **Researching their Indigenous Groups:** Students will spend some time researching their Indigenous groups answering the questions “What were the territory limits of this group precontact? What resources did they use precontact? Why were these resources important to them? How did that change after contact? How did their territory boundaries change? What resources are they using today? Then adding information to their concept map. Not all questions need to be answered, but the Indigenous group research should make up a good portion of their project, as outlined in the rubric.**Check in:** As students are researching these questions, I will have each group come up and have a chat with me about what they wrote on their exit tickets, addressing any questions/concerns and just doing a check in on how they are doing.  |
| Closure: | **Video closure:** Students will go back to their seats and will watch this video about how the Tsleil Waututh Nation have used their natural resource in the past, what has changed and how they are adapting and protecting their resources today. We will then have a brief discussion on any thoughts, feelings, or questions they might have. <https://youtu.be/YZriuoPgQNs> |

Lesson 8

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| Name &Time (Minutes Allotted): | Venn Indigenous/Settler resources/30-35 mins |
| Learning Standards: Curricular Competencies | * CC1, CC2, CC3, CC4, CC5, CC 6, CC7
* **Grade 5 & 6:** (RLV) LA 1, LA 10 (RLV) LA1, LA10 (WSP) LA1, LA5

  |
| Learning Standards: Content | * **Grade 5 :** C7, C8 **Grade 5 & 6:** (ST) La5 (SP) La2, La3, La4
* **Grade 6:** C5
 |
| Instructional Objectives | **SWBAT:** Compare the differences between colonized resource use and Indigenous resource use**SWBAT:** Analyze how Indigenous and non-Indigenous people use resources in similar ways today, and generate ideas on how we can work together in sustainable ways**SWBAT:** Use a Venn diagram to brainstorm compare and contrasting ideas to better organize ideas. |
| Assessment: | **What:** Venn diagram and Reflection**How:** Their Venn diagram will give me a good idea of their comprehension of Indigenous groups and the impact of settlers on their use of natural resources.  |
| Teaching Strategies: | Direct teaching, brainstorming, collaborating, discussion, research, reflection. |
| Materials: | Venn diagram worksheet, concept map,  |
| Lesson Activities: |
| Introduction/Hook: | **Listing similarities and differences:** Getting students back together in their groups, I will have students take out their concept map and notes on Canadian and Indigenous use of resources. I’ll have students make a list of the differences between Canadian resources use and Indigenous resource in the past and then have them come up with a list of similarities in the present day. Students can consult with other group members to get new ideas or expand on existing thoughts. |
| Body: | **Making a Venn Diagram**: I will then pass out a Venn diagram work sheet where students can put their information into the Venn diagram. I’ll demonstrate how to enter information into the Venn diagram and then have them work together to complete it. They can use language or illustrations and are welcome to personalize it in anyway that is meaningful to them. They can use their diagram in their presentations. |
| Closure: | **Indigenous Impact Debrief:** Once students are finished, I’ll begin a conversation on how indigenous people in their provincial region have been affected by the colonization of their resources, and what commonalities we have today in using these resources to benefit everyone. I’ll then have students write a reflection on the back of their Venn diagram about how they felt while during their research. Students will then hand in their diagram. |

**Lesson 9**

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| **Name &Time (Minutes Allotted):** | Study Prep/Presentation Prep/ 35-45 minutes |
| **Learning Standards: Curricular Competencies** | * CC1, CC4, CC5, CC7
* **Grade 5 & 6:** (RLV) LA 1, LA 10 (RLV) LA1, LA10 (WSP) LA1, LA5
 |
| **Learning Standards: Content** | * **Grade 5:** C7, C8 **Grade 5 & 6:** (ST) La5 (SP) La3, La4
* **Grade 6:** C5, C9
 |
| **Instructional Objectives** | **SWBAT:** Develop their skills at presenting information to their classmates and giving descriptive feedback.**SWBAT:** Design their research material and prepare their presentations.**SWBAT:** Assess where they are at in their presentation prep and communicate their needs (time, materials, etc) |
| **Assessment:** | **What:** Checklist**How:** Students will go through the checklist and mark where they are at so that I know if they are ready to present or if they need more time. |
| **Teaching Strategies:** | Group work, check ins. |
| **Materials:** | Project making materials still required (art supplies, glue, chrome books, cardboard, poster board, scissors, rulers, pencils, pens etc).  |
| **Lesson Activities:** |
| **Introduction/Hook:** | **Venn Diagram Presentation:** I will return their Venn diagrams and have them get into their research groups. I’ll have them look over their diagrams and then turn to the closest group and share what they’ve found in their diagrams. Each group will come up with a one-two sentence feedback of the presenting groups Venn diagram. |
| **Body:** | **Research and Presentation Prep Block:** Before students begin their prep block, I will hand out the checklist that they are to fill out as they work on the final steps of their project. Students will be given the rest of the lesson to polish up their projects. I’ll spend some time with each group helping them with the last bit of touch up for their presentation the following class. |
| **Closure:** | **Checklists and Order of Presentations:** I’ll have students return to their seats and finish up their checklists. Students will be given their own checklist so they can answer honestly. I’ll use the checklists to determine the presentation order so students who need more time can have it. I will post the list for presenters at the end of class so students can see when they are presenting.  |

**Lesson 10**

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| Name &Time (Minutes Allotted): | Presentation Days/ (3x50 minutes) |
| Learning Standards: Curricular Competencies | * **Grade 5**: CC1 CC2, CC3, CC4, CC5, CC6, CC7
* **Grade 5 & 6:** (RLV) LA 1, LA 10 (RLV) LA1, LA10 (WSP) LA1, LA5
 |
| Learning Standards: Content | * **Grade 5:** C7 , C8 **Grade 5 & 6:** (ST) La5 (SP) La2, La3, La4
* **Grade 5:** C5, C9
 |
| Instructional Objectives | **SWBAT:** Present their research in a clear and engaging presentation, highlighting their strength in their learning styles.**SWBAT:** Give descriptive feedback on their fellow students in constructive ways.**SWBAT:** Assess themselves in a self-evaluation in critical and reflective ways. |
| Assessment: | **What:** Presentations**How:** Presentation rubric and class evaluation (teacher and students copy). I’ll use the combination of the student lead marks and my own evaluation to determine their summative assessment. |
| Teaching Strategies: | Presentation, multimedia, self-evaluation, feedback sandwich class evaluation. |
| Materials: | Feedback sandwich handout, various materials group will need to present., white board, chrome books, smart board. |
| Lesson Activities: |
| Introduction/Hook: | **Set up:** Students will be given a few minutes in their groups to set up for their presentations. As students are setting up, I will hand out the feedback sandwich hand out (one for each presenting group) and explain that students are going to give some feedback on each presentation. They are to write two things they liked about the presentation on the top and bottom “bun” and something that can be approved on for next time.  |
| Body: | **Group Presentations:** Each group will spend their allotted time presenting their research projects to the class.  |
| Closure: | **Feedback Sandwich:** At the end of each presentation, students will have a few minutes to complete their feedback sandwich and I will collect them. Presenting students will also have an opportunity to mark themselves on their self-evaluation rubric and I will collect them after each presentation. |

Resources:

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| Kahoot Quiz: <https://create.kahoot.it/share/kahoot-for-formative-assessment/aca09aa0-5f85-4cb3-b5ae-4730265efbcd>Large Map of Canada: [https://www.amazon.ca/Trends-International-RP15211-Canada-22-375/dp/B06XYTVZ11/ref=asc\_df\_B06XYTVZ11/?tag=googleshopc0c-20&linkCode=df0&hvadid=292991449598&hvpos=&hvnetw=g&hvrand=11349654729303603147&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9001474&hvtargid=pla-351852682981&psc=1](https://www.amazon.ca/Trends-International-RP15211-Canada-22-375/dp/B06XYTVZ11/ref%3Dasc_df_B06XYTVZ11/?tag=googleshopc0c-20&linkCode=df0&hvadid=292991449598&hvpos=&hvnetw=g&hvrand=11349654729303603147&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9001474&hvtargid=pla-351852682981&psc=1)Concept Map: <https://www.youtube.com/watch?v=sZJj6DwCqSU>the Tsleil Waututh Nation: <https://youtu.be/YZriuoPgQNs>Geoviewer Interactive Map of First Nations Territories: <https://geo.aadnc-aandc.gc.ca/geoviewer-geovisualiseur/index-eng.html> |

Extensions to Unit:

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| This unit could be extended into a unit about the physiological aspects of Canada, the history of local First Nation communities, economic development of Canada over time, or Indigenous land ownership and use. This could also extend into a unit about global warming and the effect humans have had on the environment up to this point.  |

Reflections and Revisions

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**Presentation Checklist**

**Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Presentation Style (video, oral, poster board, collage, story board, skit, other): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Our group has/is……**

 **Y | N Comments**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Answered most or all the guiding questions required for presentation**
 |  |  |  |
| 1. **Have all the pieces organized and ready for presenting (if not, indicate what still needs to be done in comments)**
 |  |  |  |
| 1. **Contributed equally to the project**
 |  |  |  |
| 1. **Asked the teacher or other students for guidance if feeling stuck**
 |  |  |  |
| 1. **Ready to present my project**
 |  |  |  |
| 1. **Needing more time (please indicate in comments how much more time).**
 |  |  |  |
| 1. **Feeling confident in their project**
 |  |  |  |
| 1. **Learned new aspects about Canada’s Resources and Indigenous Groups (please indicate in comments whether Yes or No)**
 |  |  |  |
| 1. **Felt supported during their research project (elaborate in comments)**
 |  |  |  |

