

LESSON PLAN

Candidate's name: Aurora Mernickle

Grade/Class/Subject:	Grade 1/2 – Socials Studies/ELA	School:	Dragon Lake Elementary
Date:	March 6, 2022	Allotted Time:	45 min
Topic/Title:	Social Studies – Connections to the land – Lessons from Mother Earth		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

The purpose of this lesson is to inspire an understanding of the connection and reciprocal relationship that we all share with Mother Earth. Through an indigenous lens, students will understand that they are part of the land around them and that the land supports the people as the people support the land. It signifies to each individual that they are responsible for their interaction with the land and that they can help each other to see from a different perspective, that they may not have seen before. This lesson signifies the importance of indigenous and generational knowledge and understanding. Students are at an age where instilling this very important understanding will shape how they view and interact with the people and the world around them.

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.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating	-Students will share ideas, questions and inquiries.
<input checked="" type="checkbox"/> COMMUNICATION – Collaborating	-Students will reflect on how this knowledge is useful and meaningful to them and society.
<input type="checkbox"/> THINKING – Creative Thinking	-Students will reflect on the connection and reciprocal relationship that we all share with Mother Earth.
<input type="checkbox"/> THINKING – Critical Thinking	-Students will share how they understand the material covered.
<input checked="" type="checkbox"/> THINKING – Reflective Thinking	-Students will make connections with family and the land where they live, which will enhance the meaningfulness in their own lives.
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility	-Students will develop an understanding regarding how each student can have different ideas but still be correct while practicing acceptance & tolerance.
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity	
<input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	

2. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>-Students will gain understanding of their place within a bigger family and community.</p> <p>-Students will recognize that they are learning together and that it takes time and practice to gain skills.</p> <p>-Students will practice skills of respect, understanding of one another and acknowledgment of how the individual actions of one can effect many.</p> <p>-Students will understand the value of indigenous and generational knowledge through the teachings of the grandmother.</p> <p>-Students will gain understanding that a story can teach many lessons and we all have a story to share.</p>

3. 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?
<p>-Local actions have global consequences, and global actions have local consequences.</p> <p>-Individuals have rights and responsibilities as global citizens.</p> <p>-Stories and other texts connect us to ourselves, our families, and our communities.</p>

4. 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?
<p>-Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</p> <p>-Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</p> <p>-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	<p>-Relationships between people and the environment in different communities</p> <p>-Rights and responsibilities of individuals regionally and globally</p> <p>-Natural and human made features of the local environment</p>

5. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? 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: (used to ensure that the information is available and students are getting the most from their learning)

Are the students connecting with the material through inquiry and discovery?

Are the students making connections with their own lives and to the local and global community that they live in?

Are the students engaged in a positive way (thumbs up, smiles, collaboration, sharing stories and showing interest)?

Are students able to extend their learning of these concepts into personal experiences and ways that they might be able to make a difference in their own way?

Are students able to engage in collaborative inquiry and understand that each individual is connected to the land where they live.

Summative Assessment:

Students will create a page in their journals about a personal or family connection with the land. Their example could be related to how their family gets food or resources, what their parents may do for a job, or how they or their family spends their free time enjoying an aspect of the local land that they live on. Students will reflect on how they interact with the land and how they are responsible for taking care of the land in return.

Assessment will be based on personal connections made.

6. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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.

-Students will have multiple sources of material to connect the understanding, through story, conversation and written word.

-We will have an extra support person to help manage the activity and possible challenges.

-Students will be able to communicate with written, verbal and pictorial interpretations.

-Vocabulary needed for understanding the lesson will be pre-taught and integrated throughout the lesson.
Written words will be shared with the students to help the expression of their thoughts on the page.

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.

-We will need a copy of the Story "Lessons from Mother Earth," written by Elaine McLeod and illustrated by Colleen Wood.

-We will need the carpet space in the classroom to share in the story together in a space that everyone can

hear the words and see the pictures.

-We will need some pre-thought current connections from our local community: Restoration in the Nazko, Forestry in the Cariboo, skiing, gardening, plant harvesting in nature, mountain biking and hiking in the mountains, etc.

-We will need student's journals and as well as drawing and colouring materials.

7. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>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</i>	<p>-Teacher will ask all students to meet at the carpet for a story.</p> <p>-Teacher will ask students if they have any connections with the nature and the land around them and give some examples to enhance understanding of what this means:</p> <p style="padding-left: 40px;"><u>Examples:</u></p> <ul style="list-style-type: none"> • Gardening and harvesting plants in the wild • Parents working in the forest, fishing, or hunting industry. • Hobbies and activities, including skiing, snowmobiling, hiking, mountain biking, kayaking, etc. <p>We will briefly discuss what these are to make sure students have this understanding while giving the opportunity for students to share their own connections.</p> <p>-Teacher will also ask if they have gained any of this knowledge and experience from their grandparents or elders that they are connected to.</p> <p>-Teacher will give an introduction to the story "Lessons from Mother Earth," written by Elaine McLeod, and explain how it is a story of a child learning the ways of harvesting for food from her grandmother. The grandmother teaches her the generational knowledge of harvesting in a way that supports the land and Mother Earth which supports their reciprocal relationship. Teacher will explain that this means we take care of each other.</p>	5-10 min
BODY: <i>Best order of activities to maximize learning -- each task moves students towards</i>	<p>- Teacher will ask students to sit quietly and listen to the story while trying to find the different connections that the little girl and the grandmother have with the land, as well as how they take care of the</p>	5 min

<p><i>learning intentions</i> <i>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</i> <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></p>	<p>land and the land takes care of them.</p> <p>-Teacher will ask students if they are ready to hear the story.</p> <p>-Teacher will ensure that students who struggle in the positions that they are in are relocated to a place where they will be most successful.</p> <p>-Teacher will then read the story while taking the time throughout to discuss any points that stand out as a teachable lesson or connection.</p> <p>-Teacher will also take the time to explain any vocabulary words that may be new to the students so they can make better connections to the material.</p> <p>-After the story is finished the teacher will ask students some questions for inquiry:</p> <ul style="list-style-type: none"> • What did students notice about the teaching that the grandmother was sharing. • Does anyone have a grandmother or grandfather that they learn things from about nature? • Is there anything that students can think of in their own lives where the land supplies them with their needs, for example, parent's work, hobbies and interests, necessary supplies for their homes, and food for their family. • Is there anything that the students can think of that they do or can do to take better care of our land and Mother Earth. <p>-As the brainstorming happens the teacher will take notes for the students so that they have a reference for their ideas later on.</p> <p>-Teacher will then explain that students are going to go to our desk spots and draw colour and write about something that they have a connection with regarding the land and Mother Nature, how we take care of each other and maybe knowledge that they have learned from their grandparents or other elders in their lives.</p>	<p>10min</p> <p>5-10min</p>
<p>CLOSING: <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning review or summary if applicable</i> <i>anticipate what's next in learning</i> <i>"housekeeping" items (e.g. due dates, next day</i></p>	<p>-Teacher will ask the helpers to hand out individual journals to each of the students at their desks.</p> <p>-Teacher will post up the examples that we came up with as a class so that the students have the words that they need to write about their examples.</p> <p>-Students will also be informed that they can write about any connection that they want and that they do not have to write about what we have</p>	<p>15 min</p>

requirements	<p>already discussed if they have a different idea. They can put up their hand if they need more support with words.</p> <p>-When students finish they will be asked to put their hand up to have their work checked before putting it in the bin and then get cleaned up and ready for outside lunch time.</p>	
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9. 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?

Did the students enjoy the lesson?

Were intentional connections made and can we build on this process?

Can children have a take home message that they feel good about?

Was the time allotted effective?

Was the material inclusive?

Do the students have connections to past and future learning experiences?

What would I do differently next time?