# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Title:** | Daily Life in Late 19 and Early 20th Century Victoria | **Lesson #** |  5 | **Date:** | February 9th, 2023 |
| Name: | Muyang Sun | Subject: | Social Studies | Grade(s): |  5/6 |

Rationale:

|  |
| --- |
| This lesson is important because students are introduced to how to make inferences based on observations. Also, they have the opportunity to learn daily life in late 19 and early 20th century Victoria for three different groups (Chinese population, white population and Songhees First Nation). This lesson will broaden and deepen their knowledge about Canadian history and be beneficial to students’ various skills including thinking, communicating, listening, reading and writing. |

Core Competencies:

|  |  |  |
| --- | --- | --- |
| Communication | Thinking | Personal & Social |
| * Communicating
* The discussion and sharing part in the lesson allows students to frequently communicate with the teacher and their peers by presenting their prior knowledge and new understandings that they gain from various class activities
* Discussion and sharing are incorporated in this lesson to enhance students’ communication skills and make them realize the amount of knowledge that they can learn in this learning community
* Collaborating
* Discussion and sharing within groups involve students working together to express each person’s ideas, support group interactions and help the group form a holistic understanding about the topic being discussed
 | * Critical thinking
* Critical thinking is used in various parts of the lesson. Students need to think critically to answer the teacher’s questions and comprehend their peers’ answers
* Creative thinking
* Creative thinking is weaved into the lesson. Students come up with creative ideas to participate in each discussion
 | * Positive personal and cultural identity
* Students are able to interpret the same information from different cultural backgrounds and perspectives
* Personal awareness and responsibility
* During the discussion process, each student is responsible for sharing his or her own ideas but keeping quiet and listening respectfully to the speaker when it is not their own turn to talk. This ensures the collective well-being
* Social awareness and responsibility
* Throughout the lesson, students build relationships with each other in group discussions, contribute to the discussions with different ideas, come up answers to the questions that require critical thinking skills together and value the diversity in this learning community after learning more about each other’s personal stories and cultures
 |

Big Ideas (Understand)

|  |
| --- |
| Grade 5: * Canada’s policies and treatment of minority peoples have negative and positive legacies.
* Immigration and multiculturalism continue to shape Canadian society and identity.

Grade 6:* Systems of government vary in their respect for human rights and freedoms.
 |

Learning Standards

|  |  |
| --- | --- |
| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| Grade 5/6:* CC1: Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* CC3: Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)
* CC4: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
* CC7: Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
 | Grade 5:* C1: the development and evolution of Canadian identity over time
* C2: the changing nature of Canadian immigration over time
* C3: past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
* C4: human rights and responses to discrimination in Canadian society

Grade 6:* C1: the urbanization and migration of people
* C2: global poverty and inequality issues, including class structure and gender
* C3: roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples
 |

Instructional Objectives & Assessment

|  |  |
| --- | --- |
| Instructional Objectives (students will be able to…) | Assessment |
| * After the teacher’s example of observation and inference, SWBAT demonstrate their learning by observing and making some inferences about the 3 different photos within their group of 3
* After reading about the population group assigned to their group, SWBAT demonstrate their understanding of the topic by summarizing the key information from their reading and explaining it to the rest of the class
 | What: Observation and Inference ActivityHow: Teacher Observation and Notes (teacher will observe students when they are participating in the Observation and Inference activity and make notes of students’ understanding about the concept)What: Class Sharing How: Teacher Observation and Notes (teacher will observe students when they are explaining the key information in their reading to the rest of the class and make notes of students’ comprehension about their topic) |

Prerequisite Concepts and Skills:

|  |
| --- |
| * Students need to have some basic writing skills
* Students need to have developed communication skills to discuss within their groups and share their ideas with the class
* Students need to be able to think creatively and critically to answer different questions
* Students need to be able to listen to the speaker quietly, carefully and respectfully without interrupting others
* Students need to be able to make connections with the texts or other sources of information
 |

Indigenous Connections/ First Peoples Principles of Learning:

|  |
| --- |
| * First Peoples Principles of Learning
* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: In this lesson, students are able to explore various minority groups in Canadian history and this can help them realize the importance of self, family and community and how these are interconnected.
* Learning involves patience and time: This lesson lats for 60 minutes and it really takes time to see learning happen. During the learning process, students need to keep patient so that there is a chance for them to explore further and gain new understandings about the topic of this lesson.
* Learning is embedded in memory, history, and story: Various historical stories are included in this lesson. This offers students the opportunity to learn about and from those stories and reflect on them as well.
* Learning requires exploration of one’s identity: Students need to explore their own identity throughout the lesson by learning about immigration and minority groups in Canadian history, reflect and think about who they are.
* Circle of Courage
* Belonging: The “belonging” quadrant in the Circle of Courage can be seen in various parts of this lesson. Students are able to communicate with each other, discuss about their thoughts and share their ideas in the lesson. This can make students feel that they are all included in this learning community. Therefore, they can feel the sense of belonging easily.
* Mastery: Students have the opportunity to work within their group of 3 to read an assigned reading and examine the primary sources together. They can master their own topic before they participate in the class sharing.
* Generosity: Students have the opportunity to work within their group of 3 to read an assigned reading and examine the primary sources together. Then, they participate in the class sharing to teach other groups about their learning generously.
* Indigenous Content: In this lesson, students have the opportunity to learn about Songhees First Nation.
 |

Universal Design for Learning (UDL):

|  |
| --- |
| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:
* Teacher displays various pictures to students
* Teacher talks in the lesson to offer students an opportunity to learn by listening
* Teacher incorporates readings and primary resources into the lesson
* Teacher displays a slideshow for students to see
1. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways:
* Students can speak out their ideas individually
* Students can share their thoughts within their groups
* Students can share their ideas with the entire class
* Students have the opportunity to demonstrate their learning by sharing their new gained knowledge with the whole class
1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:

**Auditory:*** Teacher poses questions by talking for students to think about
* Teacher talks to introduce the topic for the lesson
* Teacher talks to introduce each activity
* Students have the opportunity to discuss and share their ideas throughout the lesson
* Students have the opportunity to listen to the presentations or talking from the teacher and their peers

**Visual:*** Students are able to read the requirements on the smartboard for the various activities
* Students can see pictures about certain topics being discussed in the lesson
* Students can read their assigned reading

**Kinesthetic:*** Students are able to choose whether they want to use hokey chairs
* Students are able to choose whether they want to sit on the sofa
* Students have the opportunity to fill out a worksheet
 |

Differentiate Instruction (DI):

|  |
| --- |
| * Teacher will instruct at the front of the classroom and use the projector to show the words and pictures to fulfill the needs of the students who are having difficulties in seeing and hearing
* Students who are having difficulties in seeing and hearing will be placed in a position that is close to teacher
* For energetic students who have a hard time concentrating on their tasks, teacher will offer them the opportunity to move around frequently (e.g., assign them the task of handing out materials)
* Students who are having mental disabilities can choose not to participate in a specific activity if they are not feeling comfortable
* Teacher will pay more attention to the students who are having learning difficulties and offer support when they need it
* Advanced students who finish tasks early will be asked to finish their poster or read books from the classroom library
 |

Materials and Resources

|  |
| --- |
| * Smartboard
* Projector
* Images/photos from Victoria in the past
* Handouts about the three groups
 |

Lesson Activities:

|  |  |  |
| --- | --- | --- |
| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):**Exploring Images (10 min)*** Tell students that images are rich sources of information about the conditions and life of a given place and time
* Show students a slideshow with various photos depicting life in Victoria during the time period
* Ask students the following questions:
1. What do you observe in these photos?
2. What do the photos tell you about the daily life in Victoria at that time?
3. What don’t these photos tell you?
* Call upon volunteers to answer
 | **Exploring Images (10 min)*** Listen to the teacher attentively
* Look at the smartboard carefully
* Listen to the teacher and think about the questions carefully
* Answer the questions
 | 10 min |
| Body:**Observation and Inference Activity (25 min)*** Lead students to do the observation and inference activity by analyzing a photo from Victoria in the 1890s to identify what daily life was like at that time:
1. Observations: Ask students what they see in the photo
2. Inference: Ask students what the photo tells them about the life at the time and have them qualify their inferences by using terms such as “it may be” “possibly”, “perhaps” and “it looks like”
* Type the answers and project it on the smartboard for students to see
* Explain to the students that they have just been drawing inferences based on visual clues or observations
* Point out to students that the observation provides the evidence for the inference
* Have students do the observation and inference activity for 3 other photos within their group of 3 (each group will get different photos)
* Have each group fill their observations and inferences for each photo in their worksheet
* Ask each group to share their observations and inferences for their 3 photos with the class
 | **Observation and Inference Activity (25 min)*** Follow the teacher to do the observation and inference activity by analyzing a photo from Victoria in the 1890s to identify what daily life was like at that time
* Answer the questions
* Look at the smartboard carefully
* Listen to the teacher attentively
* Do the observation and inference activity for 3 other photos within their group of 3 (each group will get different photos)
* Fill their observations and inferences for each photo in their worksheet
* Share their observations and inferences for their 3 photos with the class
 | 25 min |
| Closure:**Learning about Roles in Three Groups (20 min)*** Explain to students that they will be learning about what daily life was like in Victoria in the 1890s for three different groups in Victoria: Songhees First Nation, Chinese and the White population
* Divide the class into three groups: Songhees First Nation, Chinese and White population
* Tell each group to learn about the population group that was assigned to them by reading the handout from the teacher and examining the photos from the teacher
* Inform students that they need to report their learning to the class afterwards

**Class Sharing (5 min)*** Have each group report their leaning to the class
 | **Learning about Roles in Three Groups (20 min)*** Listen to the teacher carefully
* Learn about the population group that was assigned to them by reading the handout from the teacher and examining the photos from the teacher
* Listen to the teacher carefully

**Class Sharing (5 min)*** Report their leaning to the class
 | 20 min5 min |

Organizational Strategies:

|  |
| --- |
| * Get students involved in the “Hook” activity to engage them into the topic for this specific lesson
* Materials will not be distributed to students until the corresponding parts begin
* After the discussions, teacher will keep a calm voice to set the tone again
* After returning back to their desk, students will be asked to listen carefully
 |

Proactive, Positive Classroom Learning Environment Strategies:

|  |
| --- |
| * Teacher is positive and excited to talk about the content in this lesson
* Teacher will count down “In 5, 4, 3, 2, 1” in order to bring students’ attention back to teacher and students will go back to their seats quietly
* Praise all speakers
* Encourage shy students to share their ideas
* Stating the rules before the class begins: all the students should sit quietly and listen to the speaker attentively and they can only speak once they are called upon
 |

Extensions:

|  |
| --- |
| After this lesson, I will continue with the unit. Some topics include:* Chinese Immigration to BC
* Chinese people and the BC Gold Rush
* Chinese People and the Canadian Pacific Railway
* Apologies for Past Wrongs
* Places of Historical Significance in BC for Chinese Canadians
* Memorial Design
* Japanese Canadians and the Japanese Internment
* Immigrants from South Asia and the Komagata Maru Incident
* Viola Desmond – A Brave African Canadian Changemaker
* How Can We Support New Comers?
 |

Reflections (if necessary, continue on separate sheet):

|  |
| --- |
| This lesson has not been taught yet. |