# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Seasonal Rounds | **Lesson #** | 1 | **Date:** | October 16th, 2022 |
| Name: | Muyang Sun | Subject: | Social Studies | Grade(s): | 5/6 |

Rationale:

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| This lesson is important because students have the opportunity to learn about seasonal rounds in Indigenous cultures with a focus on the local Secwepemc people. In this lesson, students are exposed to Indigenous cultures and worldviews through the perspective of the Indigenous people (more specifically, the local Secwepemc people) from past and present so that they can make more connections with the Indigenous people and their point of view. |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| * Communicating * The sharing and discussion parts 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 the lesson * Sharing and discussion activities 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 * Sharing and discussion 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 when students are listening to and participating in the class summary activity about seasonal rounds in Indigenous culture. Students need to think critically to come up with ideas * Creative thinking * Students come up with creative ideas to participate in the discussion and use creativity to write or draw for the brainstorming activity * Students have the opportunity to show their creativity when they are designing their own seasonal round calendar | * Personal awareness and responsibility * During the group discussion and sharing activity, 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 * Positive personal and cultural identity * For the brainstorming activity, personal choices can be made because students can decide whether they want to write or draw for that. This can show students’ different strengths and various abilities too * Social awareness and responsibility * Students build relationships with each other in 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 |

Big Ideas (Understand)

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| Social Studies (Grade 5):   * Immigration and multiculturalism continue to shape Canadian society and identity. * After learning about Indigenous cultures and worldviews (with a focus on the local Secwepemc people), students can see the world in various perspectives and value the diversity in the communities that they are learning and living in. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| Social Studies (Grade 5/6):   * Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) * Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) | Social Studies (Grade 5):   * resources and economic development in different regions of Canada * First Peoples land ownership and use   Social Studies (Grade 6):   * economic policies and resource management, including effects on indigenous peoples |

Instructional Objectives & Assessment

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| Instructional Objectives (students will be able to…) | Assessment |
| * SWBAT demonstrate their understanding of the concept being discussed in this lesson by creating their personal seasonal round calendar | **What:** Personal Seasonal Round Calendar  **How:** Checklist (the teacher will give students who finish their personal seasonal round calendar in a reasonable way a check mark besides their name) |

Prerequisite Concepts and Skills:

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| * Students need to have some prior knowledge about seasonal rounds in Indigenous cultures * Students need to have some basic writing skills * Students need to have some basic drawing 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 text |

Indigenous Connections/ First Peoples Principles of Learning:

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| * Territorial Acknowledgement * The lesson begins with the territorial acknowledgement about the land that the teacher and students are teaching, learning and doing research on. The territorial acknowledgement can make the teacher and students feel grateful about sharing knowledge on the land of the local Secwepemc people and this closely connects to the theme of this Indigenous lesson. * First Peoples Principles of Learning * Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place): The seasonal rounds emphasize the relationship between humans and nature. Indigenous people engage with the land, nature and outdoors. There exists a connectedness as well. Students will be able to get these ideas from the lesson. * Learning recognizes the role of indigenous knowledge: In this lesson, students have the opportunity to learn about seasonal rounds in Indigenous cultures (with a focus on the local Secwepemc people). In this way, students can realize the wisdom of the Indigenous people. * Circle of Courage * The “belonging” quadrant in the Circle of Courage can be seen in this lesson. Students are able to communicate with each other, discuss about their thoughts and share their ideas. This can make students feel that they are all included in this learning community. Therefore, they can feel the sense of belonging easily. * Indigenous words and phrases * Various Indigenous words and phrases are introduced in this lesson. By including this information, students are able to connect more with the Indigenous people and feel engaged at the same time. |

Universal Design for Learning (UDL):

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| 1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:  * Teacher includes a territorial acknowledgement at the beginning of the lesson * Teacher talks in this lesson to offer students an opportunity to learn by listening * Teacher shows students the “Learn Secwepemc - FirstVoice” website for them to learn Secwepemctsin * Teacher writes on the whiteboard for students to see the information * Teacher incorporates a video into the lesson * Teacher projects the words and pictures in the Secwepemc resource to the smartboard 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 some Secwepemctsin in class to greet others and introduce themselves * Students can choose to write or draw for the brainstorming activity * Students can speak out their ideas individually * Students can share their thoughts within their group of 3 * Students can share their ideas with the entire class * Students can design their personal seasonal round calendar  1. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways:   Auditory:   * Teacher does the territorial acknowledgement by talking * Teacher poses questions by talking for students to think about * Teacher talks to introduce the topic for this lesson * Students have the opportunity to discuss and share their ideas in this lesson * Students have the opportunity to listen to their peers’ answers in the sharing and discussion activities   Visual:   * Students are able to see the teacher’s writing on the whiteboard * Students can see the words and pictures in the Secwepemc resource by looking at the smartboard   Kinesthetic:   * Students can choose to write or draw about their ideas about seasonal rounds * Students can choose to use hokki stools * Students can choose to sit on the sofa while working |

Differentiate Instruction (DI):

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| * 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) * Teacher will pay more attention to the students who are having learning difficulties and offer support when they need it * Teacher will project the instructions (in point form) to the smartboard for students who are having a hard time memorizing to refer to while they are working * Advanced students who finish tasks early will be asked to read story books from the classroom library or add drawings to their finished work |

Materials and Resources

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| * Whiteboard * Smartboard * Markers * The website “Learn Secwepemc – FirstVoice” (<https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc>) * Paper (30 pieces) * Pencils * Crayons * Resource Gathering, Seasonal Round Stsillen, about the Secwepemc First Nations Seasonal Round (<http://secwepemc.sd73.bc.ca/sec_village/sec_round.html>) * Video about a Secwepemc Elder talking about the materials and process of making a summer home (<https://www.youtube.com/watch?v=H1GwODsJgSg>) * Templates for “Personal Seasonal Round Calendar” (30 copies) |

Lesson Activities:

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| Teacher Activities | Student Activities | Time (60 min) |
| Introduction (anticipatory set – “HOOK”):  **Territorial Acknowledgement:**   * The teacher does the territorial acknowledgement at the beginning of the lesson: Our school is located on the traditional and unceded territory of the Secwepemc Nation within Secwepemcul'ecw. As we share knowledge, teaching, learning and research within this school, we recognize that this territory has always been a place of teaching and learning   **Greeting and Self-Introduction using Secwepemctsin:**   * The teacher demonstrates how to greet people and introduce oneself using Secwepemctsin: Weytkp! Ms. Sun ren skwekwst * Show students the pronunciations from the “Learn Secwepemc – FirstVoices” website * Give students some time to practice their greeting and self-introduction in their group of 3 * Have students greet and introduce themselves using Secwepemctsin one by one   **Brainstorming Activity:**   * Ask students: “What do you think a seasonal round is?” * Ask students to record down their ideas about seasonal rounds * Make it clear to students that they can choose to write down their ideas or draw a picture   **Sharing and Discussion within Groups:**   * Have students share and discuss what they write or draw within their group of 3 * Inform students that 1 student from each group is going to share the information in their group with the whole class   **Sharing and Discussion with the Whole Class:**   * Call upon volunteers (1 student from each group) to share their ideas about seasonal rounds   **Teacher’s Summary:**   * The teacher writes down students’ answers on the whiteboard * The teacher summarizes the common elements appear in students’ answers | **Territorial Acknowledgement:**   * Listen to the teacher carefully and appreciate having the opportunity to learn on the traditional and unceded land   **Greeting and Self-Introduction using Secwepemctsin:**   * Listen to the teacher attentively * Listen to the pronunciations from the “Learn Secwepemc – FirstVoices” website carefully * Practice their greeting and self-introduction in their group of 3 * Greet and introduce themselves using Secwepemctsin one by one   **Brainstorming Activity:**   * Listen to the teacher and think about the question carefully * Record down their ideas about seasonal rounds * They can choose to write down their ideas or draw a picture   **Sharing and Discussion within Groups:**   * Share and discuss what they write or draw within their group of 3 * Listen to the teacher’s instruction attentively   **Sharing and Discussion with the Whole Class:**   * 1 student from each group shares their ideas about seasonal rounds   **Teacher’s Summary:**   * Keep their eyes on the whiteboard * Listen to the summary from the teacher carefully | 0.5 min  5 min  5 min  5min  5 min  2 min |
| Body:  **Introduce the Topic:**   * Make it clear to student that they are going to explore what a seasonal round is in this lesson   **Introduce the Four Seasons in Secwepemctsin:**   * Teach students the four seasons in Secwepemctsin: Sqepts (Spring), Sexqé¬qeltemc (Summer), Sllwélesten (Fall) and s7istk (Winter) * Lead the class to read each word for a few times   **Imagining Exercise:**   * Have students close their eyes and imagine they are living hundreds of years ago * Tell students that they do not have heated houses for shelter, vehicles to travel around in or stores to buy food and clothing from * Inform students that they are going to hear some questions from the teacher * Make it clear to students that after each question, the teacher will pause for about 10 seconds to allow them some time for imagining * Some possible questions can be:  1. What season is it in your imagination? 2. What do you see around you? 3. What does the landscape look like? 4. What do you hear? How do you feel? What do you smell? 5. What are you eating and how does it taste? 6. Are you eating at your home? 7. What is your home made of? 8. Who is with you in your home?  * After the activity is done, have students record their imagination by writing or drawing   **Discussion and Sharing within Groups:**   * Have students share and discuss their writing or drawing within their group of 3 * Inform students that 1 student from each group is going to share his or her information with the whole class   **Sharing and Discussion with the Whole Class:**   * Call upon volunteers (1 student from each group) to share their ideas   **Reading about a Secwepemc Resource on Seasonal Rounds:**   * The teacher reads Resource Gathering, Seasonal Round Stsillen, about the Secwepemc First Nations Seasonal Round (<http://secwepemc.sd73.bc.ca/sec_village/sec_round.html>) for students to hear * Project the resource on the smartboard for students to see   **Summary as a Class:**   * Ask students to summarize the definition of seasonal rounds after reading the Secwepemc resource as a class * The teacher will write the definition on the whiteboard and emphasizes that a seasonal round is also called an annual round. It refers to the pattern of movement from one resource-gathering area to another in a cycle that was followed each year * Make it clear to students that in spring, summer and fall, the Secwepemc people would move to a variety of resource areas while during the harsher winter they gathered in winter villages. The abundance of resources also determined how often the Secwepemc people moved. In areas that had a greater abundance of variety, the Secwepemc people could stay in one location for longer than in areas where resources were scarcer * Make it clear to students that Secwepemc people today continue to follow the seasonal rounds and gather resources from within their traditional territories | **Introduce the Topic:**   * Listen to the teacher attentively   **Introduce the Four Seasons in Secwepemctsin:**   * Listen to the teacher carefully * Read the word after the teacher for a few times   **Imagining Exercise:**   * Listen to the teacher carefully * Imagine according to the teacher’s instructions * After the activity is done, record their imagination by writing or drawing   **Discussion and Sharing within Groups:**   * Share and discuss their writing or drawing within their group of 3 * Listen to the teacher’s instruction attentively   **Sharing and Discussion with the Whole Class:**   * 1 student from each group shares their ideas   **Reading about a Secwepemc Resource on Seasonal Rounds:**   * Listen to the teacher attentively * Keep their eyes on the smartboard and read along   **Summary as a Class:**   * Summarize the definition of seasonal rounds after reading the Secwepemc resource as a class * Listen to the teacher carefully | 0.5 min  1 min  6 min  5 min  5 min  7 min  2.5 min |
| Closure:  **Video Clip:**   * Have students watch a video clip about a Secwepemc Elder talking about the materials and process of making a summer home (<https://www.youtube.com/watch?v=H1GwODsJgSg>)   **Personal Seasonal Round Calendar:**   * Hand out the template for “Personal Seasonal Round Calendar” * Tell students that they are going to create their own seasonal round calendar * Make it clear to students that they need to include things that are meaningful to them (events, celebrations, foods, activities and etc.) * Encourage students to use color and use symbols to express their activities, celebrations and events (like the Secwepemc seasonal round images) * Inform students that they need to hand their calendar in at the end of the class | **Video Clip:**   * Watch the video clip attentively   **Personal Seasonal Round Calendar:**   * Listen to the teacher carefully * Work on their personal seasonal round calendar * Hand their calendar in at the end of the class | 2.5 min  8 min |

Organizational Strategies:

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| * 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 each discussion and sharing activity, 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:

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| * Teacher is positive and excited to talk about the content in this lesson * Teacher will say “class, class, class” in order to bring students’ attention back to teacher and students will respond “yes, yes, yes” * 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:

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| * After this lesson, the teacher can teach more lessons around “seasonal rounds”. Some possible topics can be: What does each seasonal round look like? What are the similarities and differences between different seasonal rounds? What are each seasonal round’s effects on plants and their habitats? What are each seasonal round’s effects on animals and their habitats? The teacher can easily make an integration unit of Social Studies and Science about the general topic of “seasonal rounds”. |

Reflections (if necessary, continue on separate sheet):

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| My lesson planning was hard at the beginning because I am an international student from China and I did not have much information about Indigenous (especially the local Secwepemc people’s) culture, history, worldviews and etc. I researched for a long time and I finally found an interesting topic about seasonal rounds on an old SD 73 website. I was happy to incorporate the resource into this lesson plan and I gained lots of new valuable knowledge as well. I also wanted to have an elder from the local Secwepemc community to explain to students about some related knowledge. Luckily, I found a video clip about a Secwepemc elder talking about the materials and process of making a summer home. I was excited to see the connection with my chosen topic (i.e., seasonal rounds) and I decided to include the video as well. I tried my best to incorporate the Indigenous contents and knowledge into this lesson and I look forward to teaching this Indigenous lesson in my practicum class. |