# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Lesson Plan

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| **Lesson Title:** | Secwepemc Plants | **Lesson #** | 1 | **Date:** | Oct 26th, 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 Secwepemc plants by taking a nature walk and get to know the ways Indigenous people (with a focus on the local Secwepemc people) use these plants. In this lesson, students are exposed to Indigenous culture and their ways of knowing (more specifically, the local Secwepemc people) so that students can make more connections with Indigenous people and their perspectives. |

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 answering the questions posed by the teacher. 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 and draw for the creation activity * Students have the opportunity to show their creativity when they are designing their own page for the Secwepemc plant of their choice | * 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 creation activity, personal choices can be made because students can decide whether they want to add colors to their drawings * 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):   * Natural resources continue to shape the economy and identity of different regions of Canada. * After learning about the types of Secwepemc plants that can be found in the area which is close to their school community, students can understand the ways that the local Secwepemc people use these plants and know more about how these plants make this region unique in its own way. |

Learning Standards

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| Social Studies (Grade 5/6):   * Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions * Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) | Social Studies (Grade 5):   * the development and evolution of Canadian identity over time * 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 identify various Secwepemc plants with the hints on their booklet during the nature walk * SWBAT create one page for a Secwepemc plant of their choice with a drawing of the plant, a description of the plant and an explanation of how it is used by Indigenous people (with a focus on the local Secwepemc people) | **What:** Summary as Class  **How:** Teacher Observation and Notes (teacher will observe when students are reporting their findings during the nature walk to the rest of the class and make notes of their understanding)  **What:** One Page Creation about A Secwepemc Plant  **How:** Complete/Incomplete (teacher will mark students’ one page about a Secwepemc plant of their choice as complete or incomplete. As long as the page includes all the criteria, it will be considered as complete) |

Prerequisite Concepts and Skills:

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| * Students need to have some prior knowledge about the local Secwepemc plants * 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 |

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 nature walk emphasizes 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 local Secwepemc plants and the ways Indigenous people (with a focus on the local Secwepemc people) use these plants. 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 Vocabulary * Various Indigenous words about different Secwepemc plants 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 shows the pictures of various plants * Teacher presents the Secwepemc Plant Booklet to students  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 write and draw for the creation activity * Students can speak out their ideas individually * Students can share their thoughts within their group * Students can share their ideas with the entire class * Students can design their one page about a Secwepemc plant of their choice  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 pictures of various plants on the smartboard * Students can see the words and pictures in their individual Secwepemc Plant Booklet * Students can see various plants during their nature walk   Kinesthetic:   * Students can participate in the nature walk * Students can write and draw for their one-page creation * 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 colors to their finished work |

Materials and Resources

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| * Smartboard * Projector * Pictures of various plants * Secwepemc Plants Booklet (30 copies) * The website “Learn Secwepemc – FirstVoice” (<https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc>) * Paper (30 pieces) * Laptops or iPads * Pencils * Erasers * Crayons * Markers |

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   **Display Pictures of Plants:**   * Show students some pictures of various plants in a slideshow   **Pose Questions:**   * Ask students the following questions:  1. What plants do you know that we can eat? (Some possible answers could be Strawberries, blackberries, apples and etc.) 2. What plants or flowers do you think grow in our local environment? 3. Did you know that not all plants in your local environment today have always grown here? 4. What ways do you think Indigenous peoples use plants? (Some possible answers could be food, medicine, clothing, ceremonies, art, transportation and etc.)  * Call upon volunteers to answer   **Introduce the Topic:**   * Make it clear to students that plants that have always grown in the local environment are called native plants * Tell students that they are going to explore Secwepemc plants in today’s lesson | **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   **Display Pictures of Plants:**   * Watch the pictures carefully   **Pose Questions:**   * Think about the questions carefully * Answer the questions when called upon   **Introduce the Topic:**   * Listen to the teacher attentively | 0.5 min  5 min  0.5 min  3 min  0.5 min |
| Body:  **Nature Walk:**   * Inform students that they are going to participate in a nature walk with the teacher * Give each student a “Secwepemc Plant Booklet” including Dandelion, Juniper, Wild Rose, Sage, Choke Cherry and other plants that can be found in the Secwepemc people’s traditional territory * Make it clear to students that there are pictures, descriptions, medical uses and other uses listed in their booklet for each type of plant that can be found in Secwepemc people’s traditional territory * Tell students that they need to try to find as many Secwepemc plants (as listed in their booklet) as they can during their process of their nature walk * Ask students if they have questions about this activity * Lead students to go outside and start the nature walk | **Nature Walk:**   * Listen to the teacher carefully * Read their “Secwepemc Plant Booklet” carefully * Ask questions if they have some * Follow the teacher to go outside and start the nature walk | 25 min |
| Closure:  **Summary as Class:**   * Have students share their findings during their nature walk after getting back to the classroom   **Introduce the Plants’ Names in Secwepemctsin:**   * Teach students a few plants’ names in Secwepemctsin (e.g., Chock Cherry: tekwlóse7; Juniper: punllp, Sage: kéwku) * Tell students that they can refer to the FirstVoice website for the pronunciations   **Research and Creation:**   * Inform students that they are going to create their own “Class Secwepemc Plant Booklet” as a class * Make it clear that each student is responsible for creating one page of the booklet * Tell students that everyone needs to choose a Secwepemc plant that they want to learn more about and create a page for * Have students do a little research about the Secwepemc plant of their own choice and make a page for it * Tell students that their page should include a drawing of the plant, a description of the plant and an explanation of how it is used by Indigenous people (with a focus on the local Secwepemc people) * Encourage adding colors * Have students work on their own page * Tell student to hand in their creation to the teacher by the end of the class * The teacher put all the pages together and create a “Class Secwepemc Plant Booklet” * Tell students to feel free to take a look at the booklet afterwards | **Summary as Class:**   * Share their findings during their nature walk after getting back to the classroom   **Introduce the Plants’ Names in Secwepemctsin:**   * Listen and repeat after the teacher to speak the plants’ names in Secwepemctsin * Refer to the First Voice website for the pronunciations if they need to   **Research and Creation:**   * Listen to the teacher attentively * Choose a Secwepemc plant that they want to learn more about and create a page for * Do a little research about the Secwepemc plant of their own choice and make a page for it * Make sure that their page includes a drawing of the plant, a description of the plant and an explanation of how it is used by Indigenous people (with a focus on the local Secwepemc people) * Adding colors if time permits * Hand their page in by the end of the class * Take a look at the “Class Secwepemc Plant Booklet” afterwards | 5 min  5 min  15.5 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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| If I want to make the lesson last for a longer time, I might ask students the following questions:   * How do you think Indigenous lives would have been different along the North Pacific Coast if they did not have any of the native plants that we have here? * Would they have had a similar lifestyle? * What resources do you think they would have used instead of the plants that we have here? * What are some modern uses of plants? * Do we use any plants for clothing? Food? Transportation? Shelter? |

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 the local Secwepemc plants. This made me recall the Rivers Day that I attended with my practicum class a few weeks ago. There was a station about the local Secwepemc plants and the kids enjoyed the content and the activities. I was happy to create a lesson plan on this topic and I gained lots of new valuable knowledge 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. |