

<b>Grade:</b> 4	<b>Date:</b> November 21, 2019
<b>Subject:</b> Social Studies	<b>Teacher:</b> Candace Ivanco
<p><b>Topic/Big Idea:</b> <i>What students will UNDERSTAND</i> <i>Select one or two of the Big Ideas from the curriculum.</i></p> <p>1. Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.</p>	<p><b>Title of Lesson:</b> Introduction to Roles in Canadian History <b>Length:</b> 70 minutes</p> <p><b>NOTE:</b> This lesson will be taught over the course of a week due to the inquiry component embedded within the lesson. The learning goal is to provide students with meaningful relevant opportunities for inquiry into Canadian History. This topic is likely to lead into other curriculum areas which will support a number of different aspects of student learning and comprehension.</p>

Major Learnings	Curriculum Referenced
<b>Curricular Competencies- What students will DO</b> <i>Indicate if required or optional Big Ideas</i>	<b>Content - What students will KNOW</b>
<b>CC1:</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.	<b>C1:</b> Early contact, trade, cooperation, and conflict between First Peoples and European peoples.
<b>CC2:</b> Construct arguments defending the significance of individuals/groups, places, events, or developments. (significance)	<b>C2:</b> Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities.
<b>CC3:</b> Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources. (evidence)	<b>C3:</b> The history of the local community and of local First Peoples communities.
<b>Core Competencies</b>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Students communicate in order to collaborate.</li> </ul>
<b>Thinking</b>	<ul style="list-style-type: none"> <li>Students apply critical and reflective thinking to acquire and interpret information, and to make choices about how to communicate their ideas.</li> </ul>
<b>Personal and Social</b>	<ul style="list-style-type: none"> <li>Students communicate to build and sustain positive relationships with diverse people, including people from different generations.</li> </ul>

**The Seven Principles of Learning**

- This lesson provides opportunities for:
- Learners at the Centre
  - The Social Nature of Learning
  - Emotions are the Gatekeeper to Learning
  - Recognizing Individual Differences
  - Challenging all Students
  - Meaningful Feedback for Learning
  - Building Horizontal Connections

**Rationale:** *Include elaborations of Big Ideas, Curricular Competencies, and Content for clarification.*

Students work collaboratively to explore the interactions between First Peoples and the Europeans. Students are divided into two groups and will work in pairs. One group researches First Peoples perspectives and the second group will research a European perspective. During the course of their research, students must identify significant events that lead to conflict, a description of what happened, and the evidence that supports the historical outcome. Students will practice inquiry skills as they ask relevant questions, gather the information to support their claims, interpret what they have read and present the information to their peers. Students collaborate with their partners to collect the evidence they need to support their findings using multiple resources to research first contact, cooperation and conflict in Canadian History. This includes providing details about how this affected Indigenous Peoples in different areas of Canada as well as the local community.

**Materials and Technologies** *Students will USE the following materials, tools, and equipment.*

Library – assorted text  
Public Library – assorted text  
Multimedia – internet research from academic sources  
Write a letter to Ktunaxa Community member to invite them to discuss Aq'am history.

**Pre-Class Preparation** *The teacher will make the following preparations prior to the class(es):*

Book laptops for the class to use for research.  
Pull resource books from the library for classroom use.  
Prepare a graphic organizer for data collection.

**Resource People**

Ktunaxa Elders  
Ktunaxa Community Members  
Miss Juanita from Aqamnik Elementary School  
Chief Joe Pierre  
Chief Jason Louie

**Activate and Engage**

Student Role	Teacher Role
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**Brainstorm Activity: KWL Chart**

What do you already **know**?

What do you **want** to learn?

What have you **learned**?

*Fill in the chart during class discussion.*

Review and discuss **key vocabulary terms** for clarification.

**NOTE:** Students will be expected to use these terms in their inquiry presentation.

**Teacher Role**

*(TEACHER TALK)*  
*Students, this is an introductory lesson into the inquiry of First Peoples and European roles in Canadian History.*

*First we are going to watch a short video and then you will be divided into two groups.*

*Video: <https://study.com/academy/lesson/the-impact-of-european-exploration-colonization-on-canada.html>*

*As we are discussing, fill in your KWL chart. You may not be able fill anything in the first column and that is okay. We will be working together to come up with some key ideas.*

**Define Key Vocabulary Terms:**

Impact – have a strong effect on someone or something

Perspective – a particular attitude or way of regarding something; point of view

**RESOURCE:**

Long before Europeans arrived, First Nations people were active traders, and had well established trading patterns and alliances throughout North America.

Archaeologists have found plenty of evidence of early trade of items such as pottery, silver, and copper tools.

Champlain founded Quebec and New France in 1608.

The French eventually extended their influence and trade alliances from the east coast of Canada, along the St. Lawrence River, into the Great Lakes, and down the Mississippi River.

The British established their foothold in North America north of French Canada, around Hudson's Bay, and to the south, with 13 colonies that eventually became the United States.



Early contact between Europeans and First Nations

**Alliances**

Alliances and trade were mutually beneficial to the Europeans and to the First Nations. The Indians had tools, skills, and knowledge, that helped the white man adapt to the new world.

First Nations knew the waterways and travel routes.

They also had medicines that saved the lives of the newcomers. The most important was spruce tea, which was full of vitamin C and prevented or cured scurvy, a dreadful vitamin-deficiency disease that killed many white people.

European trade goods such as metal pots, axe heads, knives, needles, and guns, greatly improved the Indian lifestyle when these tools and weapons replaced those made of stone, pottery and horn. Glass beads replaced porcupine quills coloured with natural dyes.



First Nations shared natural medicines with early settlers

**Questions to think about:**

What do you think the First Nations people thought of the Europeans when they arrived?

What do you think the Europeans thought of the First Nations people?

What differences would they have noticed about the way they look, dressed and communicated?

Motivation – the reason or reasons one has for acting or behaving in a particular way

Colonization – the action or process of settling among and establishing control over the indigenous people of an area

Alliances – an agreement between two or more parties

**RESOURCE:**

[http://firstpeoplesofcanada.com/fp\\_groups/fp\\_groups\\_conflict.html](http://firstpeoplesofcanada.com/fp_groups/fp_groups_conflict.html)

[http://firstpeoplesofcanada.com/fp\\_furtrade/fp\\_furtrade1.html](http://firstpeoplesofcanada.com/fp_furtrade/fp_furtrade1.html)

<https://mrsbader.com/pdf/6social/The%20Explorers%20have%20Arrived/content.swf>

← Questions to think about as you begin your inquiry: (see student role)

**Explore and Discover:**

**Student Role**

**INQUIRY PROJECT**

**Group A: Indigenous Perspective**

**ASK** → *in your group*

Come up with at least three key questions.

What is your BIG question?

Use this as your starting point for inquiry.

**Group B: European Perspective**

**ASK** → *in your group*

Come up with at least three key questions.

What is your BIG question?

Use this as your starting point for inquiry.

Students use the “more powerful questions” graphic resource to guide them during this process:

**Teacher Role**

Randomly divide students into two groups. (Use the sticks of opportunity to do this.)

*As a group, we can come up with questions for inquiry. What questions can you think of based on your background knowledge?*

Write the questions the student’s come up with on the whiteboard.

**Examples:** (redirecting and assisting if needed)

*What motivated Europeans to come to Canada?  
 What was their purpose?*

*What is the relationship between European exploration and Canadian geography?*



### INVESTIGATE →

Students begin investigating specific questions in pairs, however they are encouraged to collaborate as a group to organize which topics they are going to cover to avoid overlap.

### CREATE →

Students report to the teacher about how they will represent their learning. (For example: poster, power point, post card, newspaper article.) *I encourage you to be creative!*

*How did this affect Indigenous Peoples? What were the negative impacts? (identity and culture)*

*Were there positive impacts for Indigenous Peoples? (land and rights)*

### Formative Assessment →

Students should demonstrate purposeful learning by using:

- a variety of strategies for inquiry
- exploring different research methods and resources
- collaborating with their peers

### Organize and Integrate:

#### Group Discussion

**Presentations!!** Students groups present their research, classmates are encouraged to ask questions. (*If there is a question left unanswered, this will be used for further inquiry.*)

Students report out on their research, answering the three key questions they chose and using key vocabulary terms. The class is encouraged to ask the student pairs questions for clarification after each presentation. (*These could potentially be used as extensions to learning if they cannot be answered by the presenters.*)

### DISCUSS →

Discuss similarities and differences between the Indigenous Peoples and European perspectives.

### REFLECT →

What if things had been different? What might have happened?

What are some current issues? (*An opportunity for further inquiry.*)

**Guest Speaker:** Invite Ktunaxa community member or Elder to share their knowledge about their community; discussing challenges they have experienced throughout history.

Students complete their KWL chart which completes the reflection process.

**Final Thought:** Tell me why you think powerful questions are more interesting to explore.

### Assessment and Evaluation:

Formative Assessment:

During inquiry process and group discussion, ask students questions for understanding while providing meaningful feedback to enhance knowledge and understanding.

Formative Assessment:

Inquiry process and observations: Presentations identify three powerful questions related to the topic and support Indigenous Peoples/European worldviews and historical impacts.

### Cross Curricular Connections:

#### English Language Arts

Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular Competency: Identify how differences in context, perspectives, and voice influence meaning in texts.

#### First Peoples Principle of Learning

- Learning recognizes the role of Indigenous knowledge.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

#### Career Education

Big Idea: Identify how differences in context, perspectives, and voice influence meaning in texts.

Curricular Competency: Demonstrate respect for differences in the classroom.

### Extensions:

- Students prepare a list of interview questions they would ask European settlers if given a chance to travel back in time.
- Students prepare a list of interview questions they would ask Indigenous Peoples if given a chance to travel back in time.

### Adaptations and Modifications: *Plan for ways to differentiate the learning expectations to meet the needs of a diversity of learners who need to be included.*

- Have a handout that provides students with approved website links; teach students basic skills for gathering information.
- Review note taking skills with students by providing a graphic organizer to help with the process.
- Provide students with audio and visual resources in the classroom.

### Teacher Reflection and Notes:

What worked well?

What did not work well?

What changes could I make for future lessons?

### References

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Name: \_\_\_\_\_

Topic: \_\_\_\_\_

# KWL chart!

**K**

What I already  
know about my  
topic!

**W**

What I want  
to know about  
my topic!

**L**

What I learned  
about my topic!

Names: \_\_\_\_\_

# WONDER...

Choose an interesting text to get started...

Title of Anchor Text: \_\_\_\_\_



Read your anchor text and wonder things on sticky-notes or in a notebook.

Write 3 "Wonder Questions" ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Settle on your INQUIRY Question:



.....  
.....  
.....

**REMEMBER**

- A STRONG Inquiry Question...
- ✓ is BIG and IMPORTANT.
  - ✓ you CARE about it.
  - ✓ needs several RESOURCES.

# FIND...

Titles of Resources You Use:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



RESEARCH and write notes.

- Use your Notebook.
- NOT complete sentences
- Look for answers to your question
- Look for interesting connections to your question.

Did you find the answer to your inquiry question? \_\_\_\_\_

Did you find connecting information? \_\_\_\_\_

Do you need to revise your question? \_\_\_\_\_

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# STEPS TO YOUR INQUIRY RESEARCH PROJECT

# SHARE...



Read your research notes. Decide the best way to share what you've learned.

**IDEAS**

- |                    |                   |
|--------------------|-------------------|
| Poster             | Talk-show         |
| Map                | Human Monument    |
| Brochure           | Skit              |
| Newspaper          | Diorama/3-D Model |
| Magazine           | Game Show         |
| Instruction Manual | Commercial        |
| Diagram            | PowerPoint        |
| Timeline           | Song              |
| Newscast           | Article           |

What is your plan?

\_\_\_\_\_  
\_\_\_\_\_



Prepare to share! Let your teacher know when you are ready.

Presentation Date: \_\_\_\_\_