

EDCP 331 Project Plan: British Columbia  
December 2015

Class Description:

The grade 3 students of division 12 consisted of 23 boys and girls. There were 13 males and 10 females that were ethnically diverse. There were 4 monitored ELL students whose English was strong. There were 6 students who receive extra in-class support and are on an IEP. The students of division 12 were full of wonder when asked what they wanted to learn about this term. There were a variety of personalities within the class, some of them were eager to ask more questions than others. This class was a pleasure to work with, we had no issues with behaviours and the enthusiasm during each lesson was much appreciated.

Goals & Rational:

The focus of this unit was on the provinces and territories of Canada and evolved to a distinct emphasis on British Columbia. For this project, we wanted to take a holistic approach when teaching about British Columbia. Students will learn about British Columbia's location in relation to the rest of Canada, consider the geography of the land and the animals that inhabit British Columbia, and the First Peoples of British Columbia. By the end of the unit, students will be able to use inquiry process skills to ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions. More so, students will be able to recognize aspects of life shared by and common to peoples and cultures. Finally, students will be able to understand that people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events.

Guiding Questions:

1. What provinces and territories make up Canada and what are some distinctive features of each?
2. Which animals inhabit British Columbia and what is the geography like of those areas?
3. What are some local First Nations Peoples?

Resource Critique:

Web:

1. <https://www.youtube.com/watch?v=gi-UTq0i5so>  
We used this resource as a hook introduction to the provinces and territories of Canada. It was easy to follow for students and helpful for them to understand the geographic location of each province and territory. We also used this resource as a follow up to the activity; it was after this that we saw students making connections about locations in Canada.
2. <http://tsawwassenfirstnation.com>  
This website provided information regarding local Tsawwassen First Nation peoples. It was helpful and we would use it again.

3. <http://www.musqueam.bc.ca>  
This website provided information on Musquaem People of British Columbia. It was helpful and we would use it again.
4. <http://www.bcadventure.com/adventure/wilderness/animals/elk.htm>  
This website was helpful on providing information regarding local animals found within British Columbia. It was a good start point regarding description, biology, and distribution. We would recommend double-checking the information before using it.

Print:

1. We feel good out here - Zhik gwaa'an, nakhwatthajitat gwiinzii by Julie-Ann André and Mindy Willett.  
This was an informational text about a First Nations woman from the Northwest Territories. It provided an insight into what kind of lifestyle she lived up north and how important her family and environment were to her life. Students enjoyed listening to a real life example of a First Nations individual from the north. This was a good real life example that was recommended and taken from the Xwi7xwa Library.

Project Plan Overview

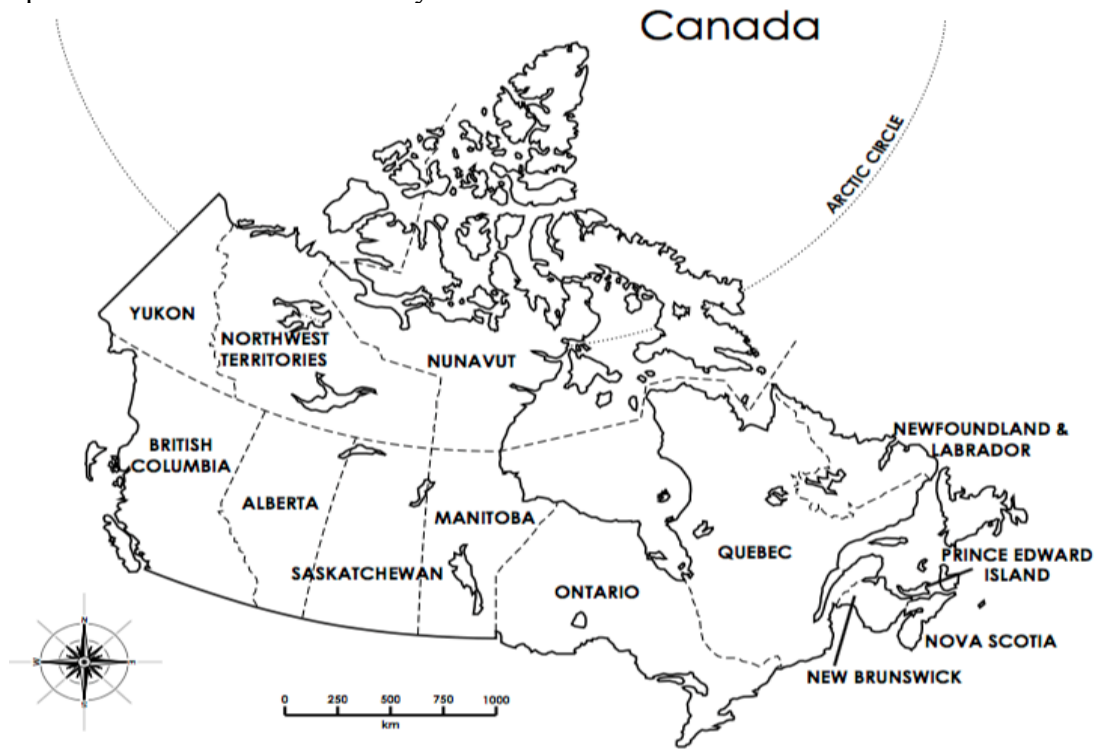
1. Provinces and Territories of British Columbia
2. Animals and Geography of Canada
3. First Peoples Holistic Learning Tree
4. Stamps of British Columbia Review Lesson

## Lesson 1: Provinces and Territories of Canada

	<p><b>Core Competency/Big Idea</b></p> <p>Use social studies inquiry processes and skills to: ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions. Create simple maps to represent the community and one or more communities within BC or Canada.</p>
	<p><b>Learning Standard:</b></p> <p>Draw simple interpretations from personal experiences and oral and visual and written sources. This will be achieved by working together in pairs to determine which province or territory belongs to the “mystery bag” and its artifacts. By working together students will have to draw on their past experiences and knowledge about the provinces and territories. More so, for students who have minimal prior knowledge, the introduction video will provided clues to help them in the mystery bag activity. Before starting the activity and after the video, we will ask the students what they know about provinces or territories.</p>
	<p><b>Materials and Resources:</b></p> <p>YouTube clip: <a href="https://www.youtube.com/watch?v=qj-UTq0i5so">https://www.youtube.com/watch?v=qj-UTq0i5so</a> Laptops Mystery Bags: containing artifacts about each province or territory Map of Canada for each pair or group</p>
<p><b>Timing</b> <b>3 minutes</b></p>	<p><b>Lesson Hook:</b></p> <p>Show the students the YouTube video about Canada.</p>
<p><b>Timing</b> <b>5-7 minutes</b></p>	<p><b>Lesson Intro:</b></p> <ul style="list-style-type: none"> <li>• 5-7minute discussions asking students what they already know about the provinces and territories. Ask if they have been anywhere outside of BC. This will provide clues to the student’s prior knowledge base.</li> <li>• Introduce key terminology:             <ul style="list-style-type: none"> <li>○ Provinces, Territories, Capital Cities, The Maritimes, The Prairies, The North.</li> </ul> </li> <li>• The introduction of key terms will add to the foundation of knowledge that the students already have.</li> <li>• The video and the terminology will scaffold the activity of the mystery bag.</li> </ul>
<p><b>Timing</b> <b>25 minutes</b></p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Discussion about cooperation while working in pairs or in groups.</li> <li>• Each bag contains clues about a province or a territory. As a group they must determine what province/territory the artifacts belong to.</li> <li>• Each group can move around to the different bags at any time once they have figured out their original bag. Explain to the students that it is not a competition or a race; they may not get to go to each bag. We will share our answers at the end.</li> <li>• Each group will have a blank map of Canada. Students will label the map with the bag number that corresponds to the province or territory.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sort the students into their predetermined groups</li> <li>• Hand out blank map of Canada (one for each group) * ensure they write their names on it before starting*</li> <li>• Explain to students that there are 13 bags around the room.</li> <li>• Predetermined groups will go to designated bags to start</li> <li>• Give 5 minute warning of time left at the bags.</li> <li>• Students that are finished can start to color their map and/or can label the name of the province or territory.</li> <li>• Have students remain in pairs and return to their desks.</li> <li>• Bring all the bags up to the front and discuss the clues and each bag and the province it belongs to.</li> <li>• Praise students for their efforts and thank them for cooperation</li> <li>• Discussion about the content of the bags- what did they see, common artifacts, how did they figure it out</li> </ul>
<p><b>Timing</b> <b>8-10</b> <b>minutes</b></p>	<p><b>Lesson Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• Students are able to fill out the map of Canada based on the artifacts provided in the bags.</li> <li>• Explain this activity is an introduction to what they will be learning about every Friday with us! Ask for feedback from the students!</li> </ul>
<p><b>Timing</b> <b>1 minute</b></p>	<p><b>Transition:</b> “Fill up your Balloon”—breathing exercise to calm down</p>
	<p><b>Reflections/Notes for Next Time:</b> Reflecting on this lesson, the video was a great scaffolding resource that helped build students prior knowledge before beginning the activity. We were conscious of putting certain students together in pairs so that the lesson ran smoothly. If possible, we would have added more artifacts to the bags so that students had more resources to draw upon to figure out what province or territory the bag belonged to. Since it was our first lesson ever, we did not maximize on our classroom management skills. We learned the importance of giving clear instructions and expectations to ensure optimal behaviours from the students. One thing that we would add to this activity, would be a checklist on the students’ map of Canada so they can check off what bags they have already completed and which ones are left. This would have made the activity less confusing for them when trying to figure out which bag to go to next. Overall, the children loved the activity and liked moving around and using critical thinking. Most students were able to fill out the map correctly with minimal mistakes. Students reflections on the activity: “That was so much fun” “Why is there a potato for Prince Edward Island?”</p>

Map of Canada used in the activity:



## Lesson 2: Animals and Geography of British Columbia

	<p><b>Core Competency/Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Use social studies inquiry processes and skills to: ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>• Create simple maps to represent the animals within BC.</li> </ul>
	<p><b>Learning Standard:</b></p> <ul style="list-style-type: none"> <li>• Draw simple interpretations from personal experiences. Students will work in pairs to determine which animals are from British Columbia by drawing from their previous knowledge.</li> <li>• Circle time at the carpet will be an introduction for students to learn about the different geographies within British Columbia and the animals that live within them.</li> <li>• This activity that will eventually lead to learning about First Nations within British Columbia and their connection to animals and the land.</li> </ul>
	<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Envelopes containing pictures and names of the animals native and non-native to British Columbia.</li> <li>• Big map of British Columbia (reuse animal pictures from envelope activity)</li> <li>• Tape</li> </ul>
Timing: 10 minutes	<p><b>Lesson Hook:</b></p> <ul style="list-style-type: none"> <li>• In pairs, students will be given envelopes that will contain animals that are native and non-native to the province. This will be the inquiry part of the day, where we will ask students to sort out the animals into two categories: animals that they think are part of British Columbia and animals that are not.</li> <li>• Conclude lesson by reviewing the animals that belong within British Columbia and those that do not.</li> </ul>
Timing: 5-7 minutes	<p><b>Lesson Intro:</b></p> <ul style="list-style-type: none"> <li>• Gather students at the carpet and have them sit in a circle. A big map of the province of British Columbia will be placed in the center. Explaining to the students that we will be looking at five animals that are native to British Columbia.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Native (what this means in regards to animals and place)</li> <li>• Habitat</li> <li>• Geography of area</li> </ul>
Timing: 20-25 minutes	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Introduce information about Black bears, Moose, Salmon, Elk, Big Horn Sheep</li> <li>• After explaining to students about the characteristics and habitat, have students place their animal on the big map of British Columbia so that they have a visual representation of where each animal resides within BC.</li> </ul>

<p>Timing: 2 minutes</p>	<p><b>Lesson Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students are able to place the animal correctly onto the map based on that animal's natural habitat.</li> </ul>
<p>Timing: 1 minute</p>	<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>• Have each student hand in their exit slip to us before heading to recess.</li> <li>• Once completed exit slip can quietly dismiss students to recess.</li> </ul>
	<p><b>Reflections/Notes for Next Time:</b></p> <p>This was a very informative lesson about native British Columbian animals and the geography of the land. The students enjoyed sorting the animals and reviewing which ones belonged or did not belong to BC. We noticed that a lot of students guessed/ many did not know which animals were not from British Columbia. It was a good learning experience, as well as, it helped to set the stage of where the lesson was going. Reflecting on this experience, we would have used fewer animals in the sorting process so students were not confused during the actual lesson. More so, we could have dedicated more time to the local animals we were focusing on. One wish for this lesson is simply that we wanted more time. It would have been nice to break this lesson into two, one focused strictly on animals and the other strictly on geography. The students made great connections to the animals' description/needs and were successfully able to place them on the British Columbia map. One learning experience that we took away was the importance to not hand out a manipulative while talking, as the students were not paying attention to what we were saying.</p>

Examples of pictures of animals used:

**Black Bear**



**Moose**



**Salmon**



**Elk**



**Big Horn Sheep**

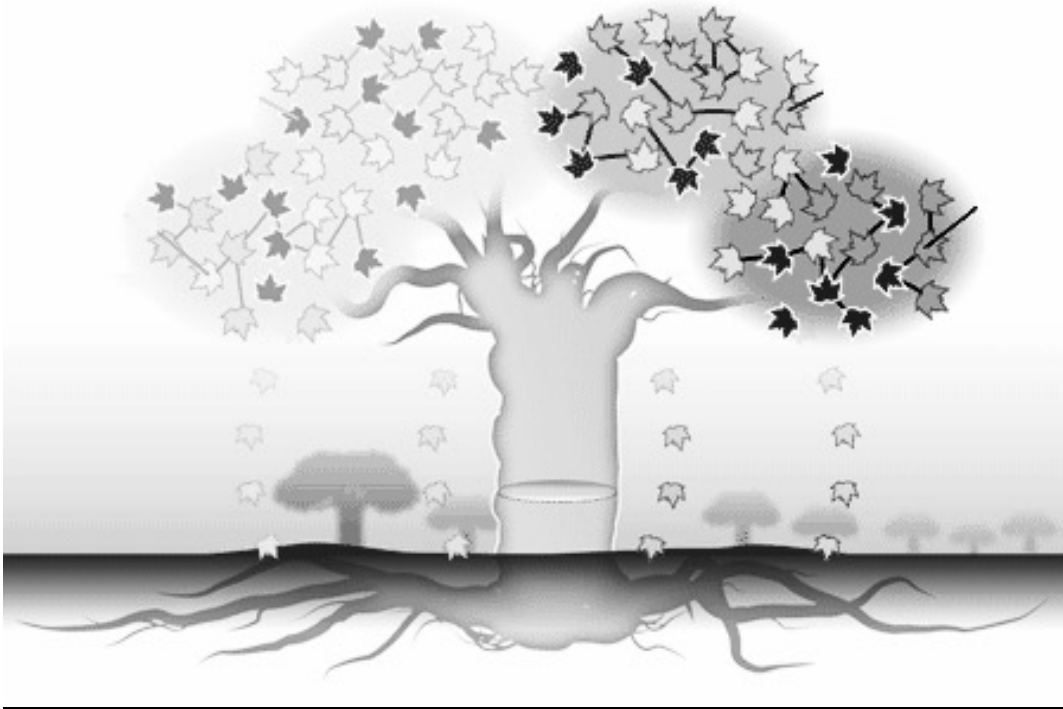


### Lesson 3: First People Holistic Learning Tree

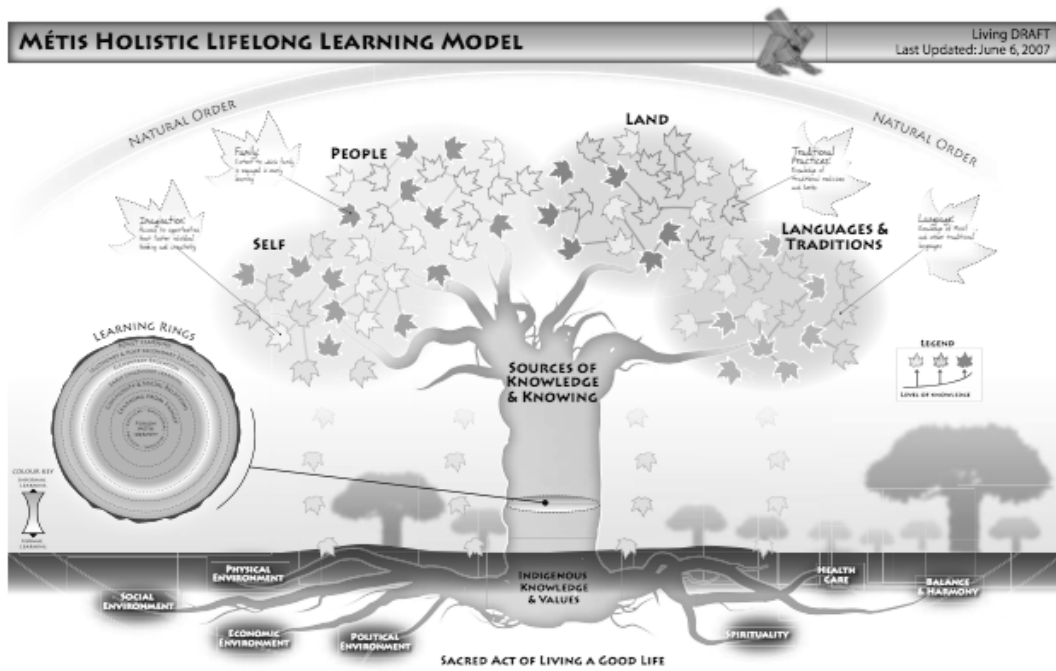
	<p><b>Core Competency/Big Idea</b></p> <ul style="list-style-type: none"> <li>• Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</li> <li>• Indigenous societies throughout the world value the well being of the self, the land, spirits, and ancestors.</li> <li>• Relationship between humans and their environment</li> <li>• Aspects of life shared by and common to peoples and cultures</li> </ul>
	<p><b>Learning Standard:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to First Nations Principles of Learning</li> <li>• Students will be introduced to different First Nations Peoples and their locations within British Columbia</li> <li>• Students will reflect on the diversity of the people within British Columbia but also within the classroom.</li> </ul>
	<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Holistic Lifelong Tree Worksheet</li> <li>• Paper Tree for front of the classroom</li> <li>• Laptop</li> <li>• Projector</li> <li>• Pencils &amp; Pencil Crayons (optional)</li> <li>• Short Story</li> <li>• Map of First Nations Peoples of British Columbia</li> </ul>
	<p><b>Lesson Hook:</b></p> <ul style="list-style-type: none"> <li>• Readings from “We Feel Good Out Here” By Julie-Ann Andrea and Mindy Willett</li> <li>• Classroom Holistic Lifelong Learning Model Tree</li> </ul>
<b>Timing 7 minutes</b>	<p><b>Lesson Intro:</b></p> <ul style="list-style-type: none"> <li>• Students will listen to short pieces out of the story “We Feel Good out Here”</li> </ul>
<b>Timing 40 minutes</b>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• We will begin with a short lesson on First Nations people, where they are located within British Columbia, and the First Peoples’ Principles of Learning.</li> <li>• Explain the Holistic Lifelong Learning Tree Model and how it connects to the First Nations Peoples’ principles of learning.</li> <li>• Introduce students to Holistic Lifelong Learning Model Tree and explain that we will be building on what we value as a class.</li> <li>• Have each student fill out a personal Holistic Lifelong Learning Model Tree worksheet.</li> <li>• From the worksheet, students will choose two aspects of their tree that they value the most out of their own life and will be given a leaf in which they will write on and place the leaf on the classroom tree.</li> <li>• Once every child has placed their two leaves onto the classroom tree, as a class we will review and discuss the tree and reflect on their value system.</li> </ul>
	<p><b>Lesson Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• Students are able to connect to First Nations ways of learning through the Holistic Lifelong Learning Model Tree activity.</li> <li>• Students understand concepts about who the First Nations people are, their traditions, languages, and culture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are able to reflect that they have aspects of their own life shared by and common to other people and cultures</li> </ul>
	<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>• Students are given warnings throughout the lesson on how much time is left for each activity.</li> <li>• Students will be sitting at their desks throughout the activity</li> <li>• Students will have 5 minutes to transition to recess or the next activity with their classroom teacher.</li> </ul>
	<p><b>Reflections/Notes for Next Time:</b></p> <p>This is what we perceived to be our best lesson. We could see that the students were very engaged when making their personal tree and their leaf contribution to the classroom tree. Although some students had trouble coming up with ideas, we went around the classroom to scaffold and help brainstorm. Students were excited and eager to share with the classroom what they found important in their life and explain its significance. One wish we have for this lesson is to go more in-depth about First Nations people of British Columbia. It would have been informative and rewarding to make connections with the local bands and bring someone into the classroom. It would have added to the students' learning experience. This activity is more of an introduction than anything as there is a lot more that the students can learn about the First People of British Columbia. More so, we did not have the opportunity to talk about the First Peoples Principles of Learning as we ran out of time.</p>

Holistic learning tree worksheet:



Based on:



Lesson 4: Stamps of British Columbia Review Lesson

	<p><b>Core Competency/Big Idea</b></p> <p>People from diverse cultures and societies share some common experiences and aspects of life Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>
	<p><b>Learning Standard:</b> Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Apply learned skills, understandings, and processes in new contexts</p>
	<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• Stamp template</li> <li>• Mystery boxes with artifacts (Themes: salmon, bear, British Columbia, First Nations Artwork, and the Holistic Life Long Learning Tree)</li> <li>• Pencil crayons</li> <li>• Pastels</li> <li>• Scrap Paper</li> <li>• Felt markers for outlining only</li> </ul>
	<p><b>Lesson Hook:</b> Mystery Boxes will be around the classroom. Students will draw a number from a hat to see what a mystery box that they will be making their stamp on. Each mystery box will contain artifacts that have been relating to the previous three lessons. For instance, bears, salmon, or local First Nations artwork.</p>
<p><b>Timing</b>  <b>5-7 minutes</b></p>	<p><b>Lesson Intro:</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to stamps and explain what a stamp is used for</li> <li>• Explain that each student will be making a stamp based on the artifacts from their box</li> <li>• Each stamp must have British Columbia written on it wherever they like</li> <li>• Ask if there are any questions to clarify work</li> <li>• Explain that once their stamps are complete we will take it and make a classroom quilt for them so ensure that they write their name and division number on the back</li> <li>• Emphasize to students to be as creative as they can</li> </ul>
<p><b>40 minutes</b></p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Students will go to their mystery box and explore their contents</li> <li>• Students will spend the remainder of the class making a stamp that reflects their mystery box.</li> <li>• Students will be allowed to revisit the box throughout the activity</li> <li>• If students finish their stamp they can go to another box and create another stamp</li> </ul>

	<p><b>Lesson Closure/Assessment</b></p> <ul style="list-style-type: none"><li>• Throughout the activity students will be given time warnings so that they stay on track</li><li>• Check ins throughout the activity to ensure students are on track, emphasize the importance of getting the stamp finished so it can go on the classroom quilt</li><li>• Students are able to take what they have learnt in the past 3 lessons and share their understanding of British Columbia in a new context</li><li>• Students have a greater understanding of British Columbia and the diversity of people and animals within it based on the three lessons.</li><li>• Can evaluate their understanding of British Columbia based on the stamps</li></ul>
	<p><b>Reflections/Notes for Next Time:</b></p> <p>Students were able to demonstrate their understanding of British Columbia through a creative outlet. Students were very excited to use the artifact boxes again and to see new and old resources from past lessons. It was a fun lesson for students and teachers to see what they came up with in relation to British Columbia. It was a great lesson closure.</p>

Stamp Template:

