EDCP 331

February 13, 2015

Project Plan

Class Overview

My assigned class was a combined grade four/five with a total of thirty students. The ratio of boys to girls was fifty-fifty. Three students were English language learners, one with an individual education plan, and one on a learning plan. Two additional students also had IEPs. One of the ELL students had a hearing impairment that required the teacher to wear a device to transmit verbal directions. Overall, the class was enthusiastic about whatever task they were given. However, productivity was much higher when the students were working hands-on with physical artifacts. Lecturing was viable, but only when visual stimuli were included such as showing related objects and pictures. Discussion proved fruitful, although was often dominated by half the students while other students remained silent. Group work was met with especial excitement, and when groups were arranged by the instructor rather than allowing self-organizing, off-topic chatting was kept to a minimum. One student was reluctant to participate in most activities and did not work well in groups. This student, however, was motivated by lessons introduced with a competitive aspect and would work alone to attempt success.

Project Overview

When I entered my assigned class, students were learning about local First Nations traditional cultures. I was asked to teach my four lessons with this theme in mind, but allowed to approach the subject however I saw fit. As I had observed students researching textbooks and online sources for facts, I knew the class had the ability to seek out and record information. Not wishing to be redundant and lecture straight-forward data, I opted to use my undergrad education in archaeology to teach students not only information about First Nations traditional cultures, but how and why people study past human societies. I decided that it was unlikely that the students had ever witnessed such an approach to learning previously, and that the novelty would aid in engaging their interest in the subject matter. In addition, I saw opportunities to teach with enactivism in mind.

Assessment was among my first priorities in developing my lessons. I created an "Archaeologist Notebook" for each student in the class. These notebooks had room for student's names on the cover, as well as significant blank space to illustrate and customize. Over my four lessons I often used the covers as an extension when there was a bit of time left in a block, allowing students to add more detail to their covers. The interiors of the notebooks contained page numbers and headings denoting the day's lesson. The pages varied by lesson, but contained blank spaces for visual observations and lined spaces for answering questions or listing out thoughts. The booklet also contained several pictures of traditional tools that were discussed

during one lesson. Due to the nature of the lessons being taught alongside a concurrent lesson, printed off pictures and pictures in the notebook helped provide visual aids without using a projector that could distract the other learning group. The notebooks were designed to cover the first three lessons and were collected after each class. The amount students had written provided documentation regarding their understanding and interest in the assignments. Assessment of the fourth lesson was entirely observational.

My first lesson introduced the basic concept of archaeology, and asked questions such as "What do we need to survive?" and "What would you look for in a camping site, or a site to live on?" Using pictures of different local geography, students discussed where they might choose to live and why, and learned that First Nations in the past would have looked for sites for similar reasons. Students were able to make connections with where archaeologists look for evidence of past human culture. After discussion about what might be found in such sites, I had groups of students look at samples of modern refuse and record what they could deduce about the owner from the contents. My second lesson involved more lecture than hands-on learning. I discussed the difference between tools and materials before and after European contact. I showed the class actual First Nations artifacts I had brought in that had been made both before and after contact. These artifacts generated interest and discussion. I also brought in modern tools, with which the class made comparisons to traditional First Nations tools in their notebooks. The third lesson simulated an archaeological sorting of artifacts. I created a poster containing multiple possible archaeological digs, along with clues about each site. Students were given containers of sand, bones, leather, flint chips, and other items that offered insights into the location of the site, the diet of the people, the purpose of the site, and whether the site was before or after European contact. Everything from the previous two lessons came to be used in solving the puzzle. The last lesson combined the two halves of the class together as the elaborate nature of the task necessitated it. Students constructed shelters using a variety of materials, many natural. These shelters would be tested with compressed air to determine their ability to withstand the elements. As this lesson was carried out over two blocks, the first block involved discussion about how archaeologists, such as Thor Heyerdahl, reconstruct aspects of human culture to learn about how things may have worked. In addition, students were shown some traditional First Nations shelters, as well as other techniques for shelter construction. Students were then placed into group and given time to plan, allowing the entire second block to be devoted to building.

Resources were largely derived from my own training and knowledge, as well as my personal collection of tools and artifacts. Images were found either online or from my own photo albums. Building materials were gathered from a beach, from a local garden store donation of Christmas evergreens, and from a dollar store.

Lesson Plan 1

Date	
Grade level	4/5
Subject	Social Studies
Lesson topic	Introduction to traditional First Nations tools/artifacts

Student Learning Objectives (SWBAT)	Students will be able to form understanding of First Nations lifestyles based on connections with their own basic needs of living. Students will be able to discuss the nature of artifacts and what these artifacts may suggest of the past.
Introduction/Hook	The study of archaeology will briefly be explored with focus on why and how archaeologists learn about the past by making connections to the present. Using images from natural BC landscapes, students will be encouraged to consider ideal locations to camp or live, keeping in mind the need for food, water, and shelter from the elements. The concept that these same needs would have been present hundreds of years ago will be explored.
Procedure	• The instructor will hand out "archaeologist notebooks" to each student. • Students will be divided into groups of 2-3. If students are able to self-organize they will be allowed to; otherwise the instructor will form the groups. • Each group will receive a Ziploc bag containing modern day garbage. • Students will use their notebooks to record what items in their bags they believe would last a hundred years and what would not. Students will also consider what the items might suggest about the lives of the people to whom they belonged. • A discussion will be held allowing students to make connections with what our modern garbage reveals about us and how items left behind by traditional First Nations reveal information about life before European contact and recorded data.
Closure	Students will be encouraged to ask their own questions about First Nations tools, artifacts, and archaeology for the instructor to answer during the next class. Depending on time left,

	students will be encouraged to create a title page for their "archaeology notebook."
Materials	30 archaeology notebooks containing blank pages for recording observations. 7-8 Ziploc bags containing modern refuse.
Extensions	If students complete their observations quickly, they will be encouraged to consider and discuss items they use in their own day to day lives and what someone may find in a hundred years or more. What might someone a hundred or a thousand years in the future think of them?
Adaptations/Modifications	Students will be encouraged to discuss and help each other with their predictions and observations. Students that struggle with writing out complex thoughts will be allowed to use illustrations as needed. Extra time will be given during discussions for any students that require it.
Assessment	The "archaeology notebooks" will be collected after class and may be used to assess students' writing ability and level of observation. The instructor will also observe students during group work and discussions to evaluate how each group works together and who may need additional help or may benefit from working with different students in the future. *Exceeding expectations*: Student has drawn and labeled all objects in their group's bag. Student has three or more logical deductions based on artifacts found. *Meeting expectations*: Student has drawn and labeled all of the objects in their group's bag. Student has two logical deductions based on artifacts found. *Just meeting expectations*: Student has drawn and labeled the majority of objects in their group's bag. Student has one logical deduction based on artifacts found. *Not meeting expectations*: Student has drawn or labeled few of the objects in their group's bag. Student has no deductions recorded.
PLO (Based on draft curriculum)	• Big Idea – Cultures change as they become integrated into a larger society. • Curricular Competencies: • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

	• Explain different perspectives on past or present people, places, issues, and events (perspective) • Concepts and Content: • The impact of colonization on Aboriginal societies

Lesson Plan 2

Date	
Grade level	4/5
Subject	Social Studies
Lesson topic	First Nations tools pre and post European contact

Student Learning Objectives (SWBAT)	Students will be able to make connections between traditional First Nations tools and modern tools. Students will be able to discuss technological change due to European contact.
Introduction/Hook	Students will be given their "archaeologist notebooks" and instructed to turn to page 2. Students will be informed that the images on the page are of traditional First Nations tools. Students will be encouraged to guess what each tool is, and label and/or draw the modern equivalent. Once the majority of students have completed this task, the class will be called to the carpet to discuss their predictions. The instructor will then produce images or physical representations of the modern equivalent tools and explain their function.
Procedure	• The instructor will present several images of a BC archaeological dig to illustrate how archaeologists find artifacts. • Students will be shown images of First Nations tools/artifacts that use glass beads and/or metal. The class will be encouraged to discuss if they believe these artifacts come from the same time as the stone items in their booklets. Students will be asked what they believe may have changed. • The instructor will display real artifacts from both pre and post colonization. Some items may be passed around with instructions given regarding care. • European contact, colonization, and the Fur Trade will be briefly outlined by the instructor. Students will be put into pairs to discuss what they believe may have changed in traditional First Nations lives due to the introduction of new materials and technology. Students will be encouraged to record at least 6 ideas on page 3 of their notebooks. • The class will gather at the carpet to discuss their ideas.

Closure	Students will be encouraged to ask their own questions about First Nations tools and artifacts pre and post European contact. Depending on time left, students will be encouraged to continue working on their title page and to finish any other incomplete work in their notebooks.
Materials	30 archaeology notebooks, printed images, assorted First Nations artifacts
Extensions	Students who finish their tasks and discussions quickly will be advised to add to and improve their illustrations on and in their notebooks. Students may also be encouraged to record predictions on page 3 regarding how some of the traditional artifacts brought into class were made.
Adaptations/Modifications	Students will be encouraged to discuss and help each other with their predictions and observations. Students that struggle with writing out complex thoughts will be allowed to use illustrations as needed. Extra time will be given during discussions for any students that require it.
Assessment	The "archaeology notebooks" will be collected after class and may be used to assess students' writing ability and level of observation. The instructor will also observe students during group work and discussions to evaluate how each group works together and who may need additional help or may benefit from working with different students in the future. *Exceeding expectations*: Student has recorded seven or more ideas. *Meeting expectations*: Student has recorded six ideas. *Just meeting expectations*: Student has recorded four to five ideas. *Not meeting expectations*: Student has recorded three or fewer ideas.

PLO
 	
(Based on draft curriculum)
	• Big Idea – Cultures change as they become integrated into a larger society.
	• Curricular Competencies:
	  • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
	  • Explain different perspectives on past or present people, places, issues, and events (perspective)

	• Concepts and Content: • The impact of colonization on Aboriginal societies

Lesson Plan 3

Date	
Grade level	4/5
Subject	Social Studies
Lesson topic	Reconstructing the traditional lives of First Nations

Student Learning Objectives (SWBAT)	Students will be able to deduce information about a simulated traditional First Nations archaeological site, connecting artifacts to answer questions about potential location, diet, timeline, and purpose.
Introduction/Hook	Students will be gathered at the carpet and given their "archaeologist notebooks" and formed into groups of 3. The instructor will explain that a group of archaeologists recently found several sites containing evidence of First Nations. Samples from the sites were sent to a museum to be studied, during which they were mixed up. The class's job will be to analyze samples from one of the sites and try to identify its site of origin based on deductions made concerning factors such as the diet of the people the artifacts belonged to.
Procedure	• Each group of 3 will be given a plastic plate that will be used to sort and display items from the site samples. • A location chart will be displayed that the groups can access while working. This chart contains pictures of possible sites as well as some information about each site. • The class will be asked to turn to page 4 in their booklets and instructed to illustrate, label, and briefly explain a possible purpose of each artifact they find in their containers, to the best of their abilities. • The class will be asked to turn to page 5 in their booklets and instructed to fill in each information section with the requested data, as well as encouraged to use the fifth space for other notes. • The instructor will ask the students for verification of understanding and inform them that they have approximately 25-30 minutes to complete their task, after which they will come back together and share each group's theory. • After all students have confirmed an understanding of their assignment, they will be instructed to find a spot for their

	group to work, sending a single group member to receive their group's artifact container.
Closure	When the time limit is reached, the groups will return to the carpet and discuss their theories including explanations regarding how they reached their conclusions. The teacher will then explain which site the simulated artifacts would have come from and why.
Materials	30 archaeology notebooks, locations chart, 10 plastic plates, 10 artifact containers
Extensions	Students who complete the initial four required deductions will be encouraged to consider additional observations in the fifth space on page 5. Students who finish especially early will be allowed to work on previously incomplete sections of their booklets including the covers. The instructor may also layout clues as to the following week's activity.
Adaptations/Modifications	Students will be encouraged to discuss and help each other with their predictions and observations. If students have significant difficulty in identifying certain artifacts, the instructor may give clues as to what individual artifacts might be or be used for.
Assessment	The "archaeology notebooks" will be collected after class and may be used to assess students' writing ability and level of observation. The number of deductions each student makes will be considered as well as the level of logical connection made between an artifact and the predicted purpose of the artifact. The instructor will also observe students during group work and discussions to evaluate how each group works together and who may need additional help or may benefit from working with different students in the future. *Exceeding expectations*: Student has drawn and labeled all objects in their group's container. Student has recorded thoughtful deductions in all four required sections and has added additional notes and observations. *Meeting expectations*: Student has drawn and labeled all of the objects in their group's container. Student has recorded thoughtful deductions in all four required sections. *Just meeting expectations*: Student has drawn and labeled the majority of objects in their group's container. Student has recorded thoughtful deductions in three of the required sections.

	Not meeting expectations: Student has drawn or labeled few of the objects in their group's bag. Student has two or fewer deductions recorded.

PLO
 	
(Based on draft curriculum)
	• Big Idea – Cultures change as they become integrated into a larger society.
	• Curricular Competencies:
	  • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
	  • Explain different perspectives on past or present people, places, issues, and events (perspective)
	• Concepts and Content:
	  • The impact of colonization on Aboriginal societies

Lesson Plan 4 *This lesson takes place over two blocks

Date	
Grade level	4/5
Subject	Social Studies
Lesson topic	Reconstructing traditional First Nations shelters

Student Learning Objectives (SWBAT)	Students will be able to plan and build model structures of simple shelters using limited materials.
Introduction/Hook	• Students will be seated at their desks while the instructor shows a short power point presentation (or uses print-outs if a projector is not available). The instructor will explain why historians and archaeologists recreate the past, using Thor Heyerdahl's *Kon-Tiki* expedition in 1947, in which he sailed across the Pacific Ocean in a hand-built raft to prove that ancient people could have made sea voyages. Cultural and tourism rationales will also be explained using the First Nations reconstructions in Hazelton and UBC. A connection between the past and present will be illustrated using a comparison between modern tents and traditional First Nations shelters. The instructor will describe the purpose of small, often temporary shelters, and the basic steps that are involved in their construction. • Students will be given handouts containing multiple examples of natural shelters and building techniques. • Students will be divided into groups of 5 and given blank paper. The instructor will lay out the materials that will be available for them to build with, informing the class that they are not to handle the materials until told to do so. Students will be encouraged to work with their groups to plan out their designs on paper, creating blueprints for structures of a size that will be described by the instructor, and that can withstand strong winds. Students will have until recess to plan.

Procedure	• After recess, when the class is all present, the instructor will inform the class of safety concerns and rules of construction. • Instructor will allow one representative from each group to come up to collect materials for their group to work with. Some materials will be pre-selected for every group to have, while other materials will be distributed by the instructor as alternatives that groups can request at the instructor's discretion. • When all the groups have their starting materials, they will be allowed to begin construction. • Groups may call the instructor over whenever they believe their structures are ready to be tested. Instructor will test shelters with air canisters to determine if they are solidly built. • Groups whose shelters do not stay together will be encouraged to try again as time allows. Groups whose shelters do stay together will be encouraged to try to build another structure with different materials or in a different way as time permits.
Closure	Students who finish building and do not wish to build more will be allowed to work on their archaeology notebook covers.
Materials	Building materials for 6 groups including wooden dowels of varying sizes, dried moss, twine, sticks, and other assorted items. Building techniques worksheets for each group.
Extensions	Students who excel in building will be encouraged to attempt different building styles, and/or create blueprints for larger structures they might build if they had access to bigger materials.
Adaptations/Modifications	Groups will be monitored and encouraged to ensure all members have the opportunity to participate in some aspect of the design and building process.
Assessment	Assessment will be observational, students' assessment based on safe conduct, cooperation, and attention to instructions. *Exceeding expectations*: Student has cooperated with group to draw blueprints and build structure. Student tries multiple designs, uses all materials, and attempts insightful and unique strategies. *Meeting expectations*: Student has cooperated with group to draw blueprints and build structure. Student tries a couple of designs, and uses several materials.

	Just meeting expectations: Student has difficulty cooperating with group to draw blueprints and build structure, but makes an attempt. Student tries a single design and uses limited materials. *Not meeting expectations*: Student is uncooperative with group's efforts. Student puts little to no effort into design.

PLO
 	
(Based on draft curriculum)
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	  • The impact of colonization on Aboriginal societies

Resource Critique

Description	Availability	Comments
Modern refuse	Manipulatives - Every day garbage	Used to demonstrate information that can be found by studying what people leave behind. Must be cleaned and best kept in a sealed container.
First Nations artifacts	Manipulatives - Personal collection	A mix of visual aids and manipulatives to offer students firsthand experience with real tools, materials, and other artifacts. Student handling of artifacts must be determined on a case by case basis due to possible damage.
Modern tools	Manipulatives - Personal collection, hardware stores	Modern tools can be shown to illustrate that people still use items that are very similar to those used by traditional First Nations peoples.
Natural materials	Manipulatives - Collected from beaches, parks, and craft stores	Materials such as cedar boughs, branches, and drift wood make excellent building materials that reflect what one would have in the wilderness. A discussion on safety must precede passing out anything that can be used in a dangerous manner.

Tla'amin & Simon Fraser University Heritage & Archaeology Project	Website - http://www.sliammonfirstnation.com/archaeology/	Excellent site for pictures and information on archaeological work in BC.
Natural Skills	Website - http://www.natureskills.com/survival/primitive-shelter/	Site with examples of shelters built using natural materials.
Hello BC	Website - http://www.hellobc.com/	Tourism site for BC. Large selection of images featuring BC landscapes.