Lesson Submission by: Julia Minaker

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| **Lesson Title**: Learning to Acknowledge (3 of 3)  **Subject**: Social Studies  **Possible cross-curricular connections:**  **Grade range**: 3-4 |

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| **Rationale** - Students will research their chosen place and figure out more about the land they live on. They will fill out a template to keep them on track but continue to make connections between their life and the land they live on, as well as realize the changes on the land and importance of the land they share with Indigenous Peoples. |

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| **Prerequisite Concept and Skills** –  Student will have practiced using the Chromebooks and logging in efficiently  Students will know how to be respectful of new information  Students will have developed their understanding of land acknowledgments |

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| **First Peoples Principles of Learning/Indigenous Content** –  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). I find this principle really speaks to what I am trying to relay with the teaching of this lesson, and the previous lessons. Students will research a place in order to learn more about the land they live on. It is important to note changes, differences, and how we interact with the land so the student can situate themselves appropriately between the now, and the past, as well as appreciate the land with a different lens. |

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| **Materials and Resources** - Pencil crayons and markers  Template for representing their place  Chromebooks  Acknowledging Traditional Territory - S.D. 73 <https://bcsd73.civicweb.net/document/95850n> |

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| **Anticipated lesson time (30-90min?)**: 75 min |

**Lesson activities**:

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| This lesson allows students to research a place that is on the land they have been learning about. They are encouraged to make Indigenous connections to the land and develop a better understanding. |

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| **Learning Intentions**:  o I can use chrome books to research my chosen places  o I can creatively represent my chosen place |

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| **Teacher activity** –  Front load what students will be doing in class today. (Researching the place from their exit slip- previous lesson)  Teacher will prepare their own landmark, place, or thing in Kamloops and share a drawing, a connection, and talk about it. | **Student activity** –  Students will listen and ask questions regarding research. |
| Body:  Hand back exit slips  (Worksheet Below)  Help students sign into chrome books  Answer questions to your best ability | Students will be handed back their exit slips that the teacher has written prompts or questions on. (Helpful websites as well)  Students will be asked to use chrome books to research their chosen places.  Students will get 30 minutes to research, draw, and write a couple sentences about their place and any connections to it- how it came to be? What land is it on? |
| Closure:  Debrief our places and reiterate why it is important we know what land we are on, or why these places were important before us.  Invite students to share. | Students are welcome to share and practice acknowledging land in a safe place. |

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| **Assessment**: Students will be given summative assessment based on the template for their “place” teacher provides as well as how they choose to share and represent. Summative assessment will be checklist style.  - Draw a picture of your place (or represent it how you prefer)  - Write 2 things you learned about your place  - Make a connection to your place  - What traditional land is your place on? |

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| **Extension** – Teacher could have multiple research days with more specific criteria for students to look for. |

Worksheet:

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| DRAW IT: |
| 2 THINGS YOU LEARNED ABOUT THIS PLACE: |
| A CONNECTION YOU HAVE TO THIS PLACE: |
| WHAT TRADITIONAL LAND IS THIS PLACE ON? |